

To,
The Director,
National Assessment and Accreditation Council
P. O. Box No. 1075, Nagarbhavi
Bangalore -560072
Karnataka
India.

Sub.:- Submission of Re-Accreditation Report of Teacher Education Institution.

Ref.:

Respected Sir,

With reference to the above subject, I am glad to inform you that, the college has completed the Re-Accreditation Report (RAR) according to the comments and suggestions given by NAAC. I am really very glad to submit the above report to you very politely which is prepared very honestly and by hard work.

I am sending herewith five copies of Re-Accreditation Report with all necessary documents and Compact Disc with this letter by courier.

Please accept the same & oblige.

Thanking you,

Yours sincerely,

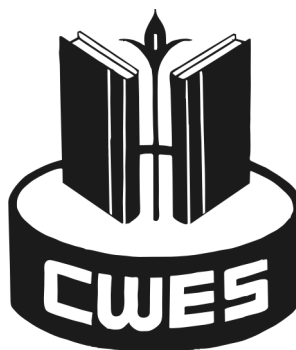
(Dr. Shahid Ansari)

Principal,

Dr. Manzoor Hasan Ayyubi
College of Education , Malegaon
Dist. Nasik (Maharashtra)

Encl.:-

- 1) Five copies of RAR.
- 2) 1 Compact Disc.
- 3) Copies in appendices.



**Citizen Welfare Education Society's
Dr. Manzoor Hasan Ayyubi
College of Education**



Bhushan Photo.

**Submitted to
Director,
National Assessment and Accreditation
Council
P. O. Box No. 1075, Nagarbhavi
Bangalore -560072
Karnataka
India**

**Submitted By
Principal,
Dr. Manzoor Hasan Ayyubi College of
Education,
S.No 224, Plot No 124. Guruwar Ward,
Islam Nagar, Malegaon Dist. Nasik
423203
(Maharashtra)
Ph.No. (02554) 230348 / 221048**

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Section – A

Institutional

Data

DMHA

Section A

Institutional Data

- **A : Profile of the Institution**
- **B : Criterion wise Inputs**

Criterion I : Curricular Aspects

Criterion II : Teaching Learning and Evaluation

Criterion III : Research, Consultancy and Extension

Criterion IV : Infrastructure and Learning Resources

Criterion V : Student Support and Progression

Criterion VI : Governance and Leadership

DRAFT

SECTION A- :INTRODUCTION

Citizen Welfare Education Society, Malegaon.

The Citizen Welfare Education Society was established in the year 1972 & was registered as the Society's Registration Act 1860 & after the commencement of the Bombay Public Trust Act 1950 as trust. The aim & objectives of the society are to establish educational institutions to cater to the needs of students in general & students coming from weaker section of society in particular.

The Citizen Welfare Education Society, Malegaon took up various projects in the field of educational & social welfare in accordance with its object of promoting educational & social welfare of minorities. One such project is the establishment of college of education for Urdu medium teachers .In view of the shortage of trained teachers, in Urdu medium educational institutions , the Government of Maharashtra has granted permission to Citizen Welfare Education Society, Malegaon to establish a college of education for Urdu medium teachers at Malegaon, District Nasik. Accordingly Dr.Manzoor Hasan Ayyubi College of Education was established on 31st July 1990 at Malegaon.

DR.MANZOOR HASAN AYYUBI COLLEGE OF EDUCATION

We believe that the goal of Teacher Education is not only to train the pupil teacher but also to make them better human being. At our institution we try to inculcate in our pupil teacher the art of child centered education & knowledge centered society. In our struggle for excellence we the family Dr.Manzoor Hasan Ayyubi College of Education, Malegaon believe that “ Success belongs to those who believe in the beauty of their dreams”.

Dr.Manzoor Hasan Ayyubi College of Education is the place where in limited space students learn to share love & sorrow, to face hard tomorrow. This college is managed by a group of professionals & Doctors with extra ordinary management caliber. Academic Staff of the college is of out standing caliber who teach the syllabus in easy & interesting manner by using over head projector in daily lectures.

The college has consistently engaged in setting academic standards, discipline, and glorious results & maintained the reputation of the institute. The teachers help the students to unfold their qualities .Apart from the regular the teachers engaged themselves

in supervised studies of the students, extra coaching classes & conduct number of unit tests to improve the performance of the students. The institute has proud for its former students, they are gainfully employed in various schools.

Dr.Manzoor Hasan Ayyubi College of Education is well known for its discipline & academic standards, & maintain the same, our teachers are aware of technological advancement. They are familiar with new trends & developments in the field of education.

The responsibility of the college does not end only by providing educational facilities & producing good results, it is also doing counseling & dissemination of vocational information for employment. The college is forging ahead zeal to achieve further highest of excellence & is poised to achieve new vistas in the years to come in the field of education.

Mission:

The mission of the college is to establish educational institutions to cater to the needs of students in general & students coming from weaker section of society in particular.

Objective of the institution:-

- To provide total educational facilities to the masses.
- To promote the all-around development of the students by providing extra Curriculum activities along with the curriculum of the university.
- To inculcate the interest and aptitude among the students to strengthen his/her critical ability, Work ethic, Commitment to the social and other morals.
- To fulfill all the demands, such as development of communication skills, competitive ability for the all around development f personality of the students.
- To act as a catalyst for empowering our students to become better human beings.
- To impart knowledge, develop skills & provide opportunities to integrate and do innovation.
- To develop dynamic and pleasant personality in student mass.
- To develop social & moral environment for attaining high ethical standard and develop the character.
- To literate minorities for removing illiteracy.

- To provide train teachers for Urdu and Marathi medium School.
- To help society through consultancy and guidance through education.
- To motivate faculty and administrative staff for upgrading their knowledge and skill to provide quality service to student.

MANAGEMENT COMMITTEE:

The present committee consists of the following Members.

S.No	Name	Designation
1	Dr.Ayyubi Manzoor Hasan Mohd. Ayyub	President
2	Dr. Abdul Hameed Mohd. Ibrahim	Vice-President
3	Dr.Asif Saleem Mohd. Usman	Secretary
4	Murtuza Hasan Mohd. Ayyub	Member
5	Anis Ahmed Gulam Rasool	Member
6	Mushke Kamil Murtuza Hasan	Member
7	Shakeel Ahmed Abdur Rahman	Member
8	Mukhtar Ahmed Md Shafi	Member
9	Ayyubi Shahid Akhter Gulam Idrees	Member
10	Jameel Hasan Mohd. Ayyub	Member
11	Parveen Mohd Hasan	Member

In addition to this quantitative progress and development, Citizen Welfare Education Society has been watchful about the qualitative development. This concern is reflected in every aspect from infrastructure and selection of faculty to teaching-learning, results and overall management. Indeed, Citizen Welfare Education Society has developed adequate and excellent infrastructure for the sake of well-being of the community and educational development.

The educational activities are helpful to all educational institutes in district and in Maharashtra state.

THE STEERING COMMITTEE

This Institution had constituted the Steering Committee with a view to analyze the data related to its various aspects and functions. In order to fulfill the objectives, the

Committee met as often as possible and discussed various criteria and the objective procedure for presenting the re-assessment data. The Steering Committee oriented the Criteria-wise committees and motivated them to procure the relevant data.

The Steering Committee consisted of the following members:-

- 1) Prin.Dr Shahid Ansari : Chairman
- 2) Prof .Randive Dnyandev Pandurang : Co-ordinator
- 3) Prof. Sabir Sir : Member
- 4) Prof. Shrimulla Jayashri Rajaram : Member
- 5) Prof.Waghmare Varun Harishchandra : Member

The Chairman of the committee played a very positive and creative role. The Co-ordinator was the facilitator and guide for the Committee and the Sub- Committees. All the committees worked enthusiastically. The steering committee played a very productive and active role to come out with the present RAR.

The present RAR is indeed the visible effect of the sincere and spontaneous efforts of the Steering Committee, the Criteria-wise Committees and the office staff.

A. Profile of the Institution

1. Name and address of the institution:

Citizen Welfare Education Society's Dr.Manzoor Hasan Ayyubi College of Education,
S.No 224, Plot No 124, Guruwar ward, Islam Nagar, Malegaon, Dist Nasik

2. Website URL: www.Citizencomplex.com

3. For communication: 02554- 230348

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal Dr.Ansari Shahid Lateef	(02554) 230348	(02554) 222148	dmhacollege@yahoo.com
Self - appraisal Co-ordinator Prof .Randive Dnyandev Pandurang	(02554) 230348	(02554) 222148	dmhacollege@yahoo.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal Dr.Ansari Shahid Lateef	(02554) 230348	9273210688
Self - appraisal Co-ordinator Prof .Randive Dnyandev Pandurang	(02554) 230348	9423538702

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres:

20 R

6. Is it a recognized minority institution?

Yes No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
07	1990

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

Savitribai Phule Pune University, Pune

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

Month & Year

	MM	YYYY
2f	10	2010

Month & Year

	MM	YYYY
12B	10	2010

10. Type of Institution

a. By funding

i. Self-financed

b. By Gender

i. Co-education

c. By Nature

i. Affiliated College

(Savitribai Phule Pune University, Pune)

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)	Secondary/ Sr. secondary	B.Ed	Graduation	Certificate	-	-
		-	-	Diploma	-	-
		-	-	Degree	1 Years	English
ii).	Post Graduate	M.Ed	B.Ed	Diploma	-	-
		-	-	Degree	1 Years	English

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Secondary/ Sr. secondary	B.Ed.	No/WRC/5-6/51/2003/4907 dated 17 th Nov-2003	Till Continued	100
Post Graduate	M.Ed.	No- / WRC/ APW01383 /125015/ 113087/140/2010/73728 dated 13/01/2011	Till Continued	35

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Yes	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

2. a) Does the institution offer self-financed programme(s)?
If yes,

Yes	✓	No	
-----	---	----	--

a) How many programmes?

02

b) Fee charged per programme

Sr.No	Degree	Fees
1	B.Ed	26,000
2	M.Ed	26,000

3. Are there programmes with semester system

Yes

M.Ed programme is based on semester Pattern and other programme based on Annual Pattern.

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.

01

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

B.Ed.

7 Methods ,5 elective

M.Ed. (Full Time)

8 elective

6. Are there Programmes offered in modular form

Yes		No	✓
-----	--	----	---

Number	N.A
--------	-----

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

Yes	✓	No	
-----	---	----	--

8. Are there Programmes with faculty exchange/visiting faculty

Yes		No	✓
-----	--	----	---

Number	N.A.
--------	------

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

• Heads of practice teaching schools

Yes	✓	No	
-----	---	----	--

• Academic peers

Yes		No	✓
-----	--	----	---

• Alumni

Yes	✓	No	
-----	---	----	--

• Students

Yes	✓	No	
-----	---	----	--

• Employers

Yes	✓	No	
-----	---	----	--

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

N.A

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

Yes		No	✓
-----	--	----	---

Number	N.A
--------	-----

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

Yes	✓	No	
-----	---	----	--

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

Sr.No	Programme	Revision Year	Syllabus Revised
1	B.Ed	2015	-
2	M.Ed	2015	-

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

Yes No

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

Yes No

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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)
- (If more than one method is followed, kindly specify the weightages)*

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

- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	47	53	100	36	33	69	11	20	31
M.Ed. (Full Time)	10	20	30	5	11	16	7	7	14

4. Are there any overseas students?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

If yes, how many?

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

a) Unit cost excluding salary component

b) Unit cost including salary component

(Please provide the unit cost for each of the programme offered by the institution as detailed at Question 12 of profile of the institution)

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	-	-	-	-
B.Ed.	74.52	49.58	77.56	45.92
M.Ed. (Full Time)	85.00	64.00	79.07	63.00
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)

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	40%	28%	32%
M.Ed. (Full Time)	44%	-	56%

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

3	0
---	---

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

1	2
---	---

11. Practice Teaching at School

a) Number of schools identified for practice teaching

1	2
---	---

b) Total number of practice teaching days

2	8
---	---

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

1	2
---	---

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

No. of Lessons In simulation

No. 4

No. of Lessons Pre-practice teaching

No. 12

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

Programmes	Internal	External
B.Ed.	52% / 60%	48% / 40%
M.Ed. (Full Time)	40%	60%

16. Examinations

a) Number of sessional tests held for each paper

0	2
---	---

b) Number of assignments for each paper

0	2
---	---

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

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

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

Yes	✓	No	
-----	---	----	--

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

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

Yes		No	✓
-----	--	----	---

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	0	8	%
--------	---	---	---

2. Does the Institution have ongoing research projects?

Yes		No	✓
-----	--	----	---

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-

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

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

-

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

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

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

Yes No

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

- a. Ph.D.
- b. M.Phil.

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

Yes No

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

Yes	No	Number
	-	-
	-	-
	-	04
	-	02
	-	-

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

Yes		No	✓
-----	--	----	---

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

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

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

(Mark `✓' for yes and `X' for No.)

Self-instructional materials	<input type="checkbox"/>
Print materials	<input checked="" type="checkbox"/>
Non-print materials (e.g. Teaching	<input checked="" type="checkbox"/>
Aids/audio-visual, multimedia, etc.)	<input type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input type="checkbox"/>
Question bank	<input checked="" type="checkbox"/>
Any other (specify and indicate)	<input type="checkbox"/>

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

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

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

Yes No

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

Yes No

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

16. Does the institution provide consultancy services?

Yes No

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

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

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

Criterion IV: Infrastructure and Learning Resources

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

2369 sq. mts

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

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

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

30

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

45,600

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

15,780

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

35,945

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

95,870

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

Yes No

9. Total number of posts sanctioned

Teaching

Non-teaching

Open		Reserved	
M	F	M	F
07	05	-	-
-	-	-	-

10. Total number of posts vacant

Teaching

Non-teaching

Open		Reserved	
M	F	M	F
-	-	-	-
-	-	-	-

11. a. Number of regular and permanent teachers

Lecturers

Readers

Professors

Open		Reserved		(Gender-wise)	
M	F	M	F	M	F
05	04	-	-	-	-
-	-	-	-	-	-

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

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

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

Lecturers

Open		Reserved	
M	F	M	F
2	-	-	-
-	-	-	-

Readers

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

Professors

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

c. Number of teachers from

Same state

12

Other states

-

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	1:14
M.Ed. (Full Time)	1:5

13. a. Non-teaching staff

Permanent

Temporary

Open

Reserved

M	F	M	F
08	01	-	-
-	-	-	-

b. Technical Assistants

Permanent

Temporary

M	F	M	F
01	-	-	-
-	-	-	-

14. Ratio of Teaching – non-teaching staff

Sr.No	Programme	Ratio
1	B.Ed	100 Teacher Trainee : 3 Clerk 5 Peon
2	M.Ed	35 Teacher Trainee : 1 Clerk 1 Peon

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

65.32 %

16. Is there an advisory committee for the library?

Yes

No

17. Working hours of the Library

On working days

8.00 am to 2.30 pm

On holidays

-

During examinations

9.00 am to 5.00 pm

18. Does the library have an Open access facility

Yes

No

19. Total collection of the following in the library

a. Books

5177

- Textbooks

1400

- Reference books

41

b. Magazines

14

c. Journals subscribed

-

- Indian journals

15

- Foreign journals

-

d. Peer reviewed journals

-

e. Back volumes of journals

-

f. E-information resources

-

- Online journals/e-journals

-

- CDs/ DVDs

25

- Databases	<input type="text" value="-"/>
- Video Cassettes	<input type="text" value="-"/>
- Audio Cassettes	<input type="text" value="-"/>

20. Mention the
 Total carpet area of the Library (in sq. mts.) 130 sq.Mtre
 Seating capacity of the Reading room 50 Student 8 staff

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

Bibliographic compilation

Reference

Information display and notification

Book Bank

Photocopying

Computer and Printer

Internet

Online access facility

Inter-library borrowing

Power back up

User orientation /information literacy

Any other (please specify and indicate)

23. Are students allowed to retain books for examinations?

Yes	✓	No	
-----	---	----	--

24. Furnish information on the following

Average number of books issued/returned per day	25-50
Maximum number of days books are permitted to be retained	
by students	08 days
by faculty	No Limit
Maximum number of books permitted for issue	
for students	08 days
for faculty	No Limit
Average number of users who visited/consulted per month	7-8
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

1: 25

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

	I		II		III	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	-	-	-	-	-	-
Other books	102	25000	132	25000	100	16000
Journals/ Periodicals	-	-	-	-	-	-
Any others specify and indicate	-	-	-	-	-	-
<i>(Additional rows/columns may be inserted as per requirement)</i>						

Criterion V: Student Support and Progression

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

Programmes	Year 1	Year 2	Year 3
B.Ed.	-	01	-
M.Ed. (Full Time)	-	-	-

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

Yes		No	✓
-----	--	----	---

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

-

3. Does the institution offer Remedial instruction?

Yes	✓	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	
-----	--	----	--

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

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	39	39	48	-	-	-	-	-	-
Number of first classes	49	24	23	20	06	22	-	-	-
Number of distinctions	03	02	-	-	03	07	-	-	-
Exemplary performances (Gold Medal and university ranks)	-	-	-	-	-	-	-	-	-

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 (specify and indicate)	-	-	-

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

Financial Aid	I	II	III
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	-
Fee concession	-	-	-
Loan facilities	-	-	-
Any other specify and indicate	-	-	-

(Additional rows may be inserted as per requirement)

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

9. Does the institution provide Residential accommodation for:

Faculty

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

Non-teaching staff

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

If yes, number of students residing in hostels

Men

-

Women

-

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

Sports fields

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Indoor sports facilities

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Gymnasium

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

12. Availability of rest rooms for Women

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

13. Availability of rest rooms for men

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

14. Is there transport facility available?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	-	-	-	-	-	-
Inter-university	-	-	-	-	-	-
National	-	-	-	-	-	-
Any other (specify and indicate)	-	-	-	-	-	-

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	01	-
Regional	-	-
National	-	-
International	-	-

18. Does the institution have an active Alumni Association?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If yes, give the year of establishment

2002-2003

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

20. Does the institution regularly publish a college magazine?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

21. Does the institution publish its updated prospectus annually?

Yes No

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

	2012-13	2013-14	2014-2015
Higher studies	15 %	16 %	14 %
Employment (Total)	20 %	22 %	24 %
Teaching	25 %	27 %	23 %
Non teaching	3 %	4 %	6 %

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
-	-	-

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

Yes No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

Criterion VI: Governance and Leadership

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

Yes

No

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

Governing Body/management	02
Staff council	12
IQAC/or any other similar body/committee	07
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	1.Internal Marks Moderation Cell 2.Grivence Cell 3.NAAC Preparation Committee

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

4.

Loan facility

Yes		No	✓
-----	--	----	---

Medical assistance

Yes		No	✓
-----	--	----	---

Insurance

Yes		No	✓
-----	--	----	---

Other (specify and indicate)

Yes		No	✓
-----	--	----	---

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

2012-13

2013-14

2014-15

6. Furnish the following details for the past three years

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

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

National	-	-	-
International	-	-	-

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

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

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

2012-2013 2013-2014

e. Research development programmes attended by the faculty

-	-	-
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f. Invited/endowment lectures at the institution

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

Any other area (specify the programme and indicate)

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

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

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

7. Are the faculty assigned additional administrative work?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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If yes, give the number of hours spent by the faculty per week

-

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

Grant-in-aid

Fees

Donation

Self-funded courses

Sr.No	Degree	Fee
1	B.Ed	26000
2	M.Ed	26000

Any other (specify and indicate)

9. Expenditure statement (for last two years)

B.Ed Programme	2013-14	2014-15
Total sanctioned Budget	2220,000	2402500
% spent on the salary of faculty	67.52 %	67.52 %
% spent on the salary of non-teaching employees	23.28 %	23.47 %
% spent on books and journals	-	-
% spent on developmental activities (expansion of building)	-	-
% spent on telephone, electricity and water	0.49 %	0.62 %
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	-	-
% spent on maintenance of equipment, teaching aids, contingency etc.	0.20 %	0.21 %
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	-	-
% spent on travel	1.15 %	1.17 %
Any other (specify and indicate)	7.36 %	7.01 %
Total expenditure incurred	2220,000	2402500

M.Ed Programme	2013-14	2014-15
Total sanctioned Budget	8,77900	963000
% spent on the salary of faculty	67.49 %	65.68 %
% spent on the salary of non-teaching employees	21.25 %	22.59 %
% spent on books and journals	-	0.31 %
% spent on developmental activities (expansion of building)	-	-
% spent on telephone, electricity and water	-	-
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	-	-
% spent on maintenance of equipment, teaching aids, contingency etc.	0.19 %	0.42 %
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	-	-
% spent on travel	1.19 %	1.45 %
Any other (specify and indicate)	9.88 %	9.55 %
Total expenditure incurred	8,77900	963000

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

Surplus in Rs.	Deficit in Rs.
<input type="text" value="-"/>	<input type="text" value="-"/>
<input type="text" value="-"/>	<input type="text" value="-"/>
<input type="text" value="-"/>	<input type="text" value="-"/>

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		No	✓
Aptitude Testing	Yes		No	✓
Examinations/Evaluation/ Assessment	Yes	✓	No	
Any other (specify and indicate)	Yes		No	✓

14. Does the institution have an efficient internal co-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

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

b) for students

c) for non - teaching staff

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 sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes

No

DMHA COLLEGE

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?

B.Ed

	Category	Men	%	Women	%
a	SC	03	3 %	-	-
b	ST	01	01 %	01	01 %
c	OBC	31	31 %	37	37 %
d	Physically challenged	-	-	-	-
e	General Category	09	09 %	15	15 %
f	Rural	-	-	-	-
g	Urban	-	-	-	-
h	Any other (specify)	-	-	03	03 %

M.Ed

	Category	Men	%	Women	%
a	SC	-	-	02	6.66 %
b	ST	-	-	-	-
c	OBC	03	10 %	07	23.13
d	Physically challenged	-	-	-	-
e	General Category	07	23.13 %	10	33.13
f	Rural	-	-	-	-
g	Urban	-	-	-	-
h	Any other (specify)	-	-	01	3.13

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

B.Ed

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	-	-	-	-
b	ST	-	-	-	-
c	OBC	-	-	-	-
d	Women	-	-	-	-
e	Physically challenged	-	-	-	-
f	General Category	08	100	08	100
g	Any other (specify)	-	-	-	-

M.Ed

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	-	-	-	-
b	ST	-	-	-	-
c	OBC	-	-	-	-
d	Women	-	-	-	-
e	Physically challenged	-	-	-	-
f	General Category	04	100	02	100
g	Any other (specify)	-	-	-	-

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

B.Ed

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	Due to Minority Institution ,We do not follow reservation criteria			
ST				
OBC				
Physically challenged				
General Category				
Rural				
Urban				
Any other (specify)				

M.Ed

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	Due to Minority Institution ,We do not follow reservation criteria			
ST				
OBC				
Physically challenged				
General Category				
Rural				
Urban				
Any other (specify)				

Part II EVALUATIVE REPORT

DMHA COLLEGE

CRITERIA I

CURRICULAR ASPECTS

1.1 Curricular Design and Development:-

1.2 State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training Access to the Disadvantaged. Equity , self development, Value Orientation, Employment, Global trends and demands, etc)

Objective of the institution:-

- To provide total educational facilities to the masses.
- To promote the all-around development of the students by providing extra curriculum activities along with the curriculum of the university.
- To inculcate the interest and aptitude among the students to strengthen his/her critical ability, Work ethic, Commitment to the social and other morals.
- To fulfill all the demands, such as development of communication skills, competitive ability for the all around development of personality of the students.
- To act as a catalyst for empowering our students to become better human beings.
- To impart knowledge develop skills & provide opportunities to integrate and do innovation.
- To develop dynamic and pleasant personality in student mass.
- To develop social & moral environment for attaining high ethical standard and develop the character.
- To literate minorities for removing illiteracy.
- To provide train teachers for Urdu and Marathi medium School.
- To help society through consultancy and guidance through education.
- To motivate faculty and administrative staff for upgrading their knowledge and skill to provide quality service to student.

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

The institution running B.Ed and M.Ed programmes which are affiliated to Savitri bai Phule University of Pune. All the Curriculums are developed by regulating bodies and assigned to the institution. They are implemented as per the guidelines and norms of specified by them.

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

As we know that change is the rule of life . Nothing is constant. So that over education faculty also take in to consideration the need, demand of society , changing trends in global society, changing expectation of parent society. Explosion of population and knowledge as well as computer Era it reflection we found in all our programs curriculum.

The programmes of B.Ed and M.Ed that represent the global trends which are as follow-

Course Code	Title of the Course	Content of the Curriculum
B.Ed 101	Education for Development in the 21 st Century	-Get acquainted with the general natural nature of the Indian Society in 21 st Century. -Aware about goals of Education and life in 21 st Century.
B.Ed 102	Psychology of the Learner and Learning	-become acquainted with the social aspects of behavior
B.Ed 103	Quality and Management of School Education	-understand the concept of Management
B.Ed 104	Advance Pedagogy and Teaching	-comprehend the aspects of teaching
B.Ed 105	Advance Evaluation Procedures in learning	- to know about concept of aspects of evaluation & statistical tools.
B.Ed 106	Instructional Design and Integration of ICT in teaching Learning.	- get acquainted with the new trends in ICT.

In addition, pupils have an opportunity to choose the elective subject as per their interest performance and need like at B.Ed. Level. Guidance and Counseling, Environment Science, Disaster Management, Research and so on.

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

- The Curriculum of B.Ed & M.Ed Programmes represented and reflected the National Issues.

B.Ed :

All the Subject education papers represent the Moral Values and Core- Elements that all are concerned with the National Issues, they are – 10 values and 10 core elements.

- **Core Elements :-**
 - 1) History of India's Freedom Movement.
 - 2) Content Essential Natural National Identity
 - 3) Equality of sexes
 - 4) Removal of Social Barriers.
 - 5) Observance of small family norm
 - 6) Constitutional Obligation.
 - 7) India's common cultural Heritage.
 - 8) Protection of environment
 - 9) Equalitarian, Democracy and Secularism
 - 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 :-

- 1)National Integration.
- 2)Scientific Attitude.
- 3)Patriotism
- 4)Tolerance towards all religions
- 5)Modesty

- 6)Punctuality
- 7)Neatness
- 8)sensitivity
- 9)Gender equality
- 10)Dignity of labor

If we study all above values and core elements we come to know that all it reflect the national issue which are burning issues now a days in present set up.

M.Ed:

Research work is the major task of M.Ed course work so mostly that the research guide suggest the subject - problems for research to there teacher trainee that are reflecting National issues , Society ,some burning problems having base of education . So our research are not only a paper and degree work it's a truly Society and Nation oriented work.

If we see the syllabus of B.Ed and M.Ed programs we come to know that-

Educational Sociology:

It represents base of society , system from ancient time to present , religion , cast , interaction between person to person , person to society, society ---society, mobility ,customs , tradition, new challenges ,national intergradations , obstacles in it s way globalization and so on.

All above sub-unites of educational sociology also effects national issues.

Educational Philosophy:

It also represent the thoughts of great world wide and Indian thinker , definition of education ,teacher --- teacher trainee relation , globalization, peace education , privatization , terrorism act and its solution and so on .

So here the curriculum not develops the brain (Head) only but hands and heart – mind too.

Under some great based course like working with community people work hard and come to know the importance of dignity for labor as well as quality and duty of good citizen of India.

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

Use of ICT for Curricular Planning:

As stated earlier, the curriculums are assigned to the Institution for implementation. It uses ICT for planning of its day to day functions.

- 1) The annual calendar and daily time table is prepared
- 2) Planning of teaching-learning of courses,
- 3) Practice lessons,
- 4) Internship programme,
- 5) Infrastructure management,
- 6) Extra curricular activities.
- 7) Proper references for content enrichment are procured.
- 8) Timetables are prepared. An overall plan of internal assessment is developed. Various committees plan and their activities.
- 9) The Quality Assurance Cell can tap various resources for evolving - norms of quality.
- 10) Teaching and learning process is virtualized by ICT thus, the institution uses ICT for implementation of curriculums through proper planning.
- 11) Online search of related information.
- 12) Use of online sources for ICT practicals.

Examination:-

Under Savitribai Phule University of Pune (form 2013-2014,2014-2015) B.Ed & M.Ed Online Exam, Barcode System, Result declaration is online and so each faculty member have basic literacy regarding ICT.

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?**

PPT Presentation:

Faculty members for all programmes as per the necessity and as per content prepared the specially concerned pre-practice lesson like Micro Lessons, Integration Lessons.PPT represents the definition of all Micro Skills, Concept, Need and Importance as well as

Technique. Pupils get an opportunity to hear ,see and imitate. Even they can operate this PPT when they have extra time.

- **Separate Department and Groups are formed:**

Separate department are formed that take responsibility of entire micro and bridge lesson .It makes planning; shows demo and make arrangement of groups as per methods and their group in charge. In each group minimum and maximum 10 teacher trainees are there ,so individual attention is given and guidance for excellency. Groups of teacher trainees are formed as per their methods and groups in charge are also chosen as relevant to methods of pupils.

Orientation and Demo Lesson:

Orientation very firstly given and sub skills are introduced theoretically and practically too.

Discussion is also get arrange after demo .So that all doubts are get clear and it leads to excellent skill presentation.

Observation ,Suggestion and Remedial Teaching:

Proper guidance is given to each teacher trainee concerned micro ,bridge and school practical lesson. Lesson was observed in given time and suggested positive and short coming of lesson and that all put up on paper .Discussion is arranged after lesson and their Remedial Teaching is done by trainees avoiding the mistake earlier committed.

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?

- 1) Learning of theory courses - Compulsory subjects and some of of electives.
- 2) Under core training programme pupil have to learn skill of Micro and Integration Lesson. Under special training programme pupil should have to conduct models of teaching lesson, school practice teaching lesson, block teaching, Internship programme, to make peer group observation and so on.
- 3) Under ICT subject pupil have to prepare ICT based practical that develops literacy in field of computer and get introduced new techniques and trend of teaching.

4) Pupils also have to complete course related practical works regarding that pupil have to refer books, make field trips, to conduct interviews, collect information through questionnaire and then to write report.

5) Under the subject Working With Community, Social Service and Cultural Activity programmes are arranged. Pupil have to participate compulsory in it. For better development of sound Mind and physical fitness for sound body pupils have to participate in Health programme. They have to participate in Yoga activity.

6) Tutorial and Term End Exam, Annual exam are conducted to test the knowledge, comprehension of content.

1.Co-curricular Activity

1)Under co-curricular activity college provide pupil to participate in various Programmes, pupil have to go at field and to work hard, it develops dignity for labor value, co-operation, confidence etc.

2)Educational Trip is also getting arranged each year with purpose to get stress relaxation and to know the geographical, historical and other conditions of the place that they visit.

3)M.Ed. teacher trainee have to go out for review of related literature and research. They visit several research centers and Collect Review of related Research and literature concerned with their research.

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

Formally and informally college facilitate different programmes to develop communication skills (verbal and written), Life Skill and community orientation as well as social responsibility, ICT skills too.

ICT:

They have to complete Technology Based Teaching (TBT) practical. That develops skills use of Modern Technology in teaching.

Communication Skill:

Each language syllabus emphasis on LSRW skill i.e. Listening, Speaking, Reading, Writing Skill. So in classroom the practice of developing Communication skill is getting introduced.

Social Responsibility:

Organization of Alumni teacher trainee actively play the role of social responsibility that provides help. Economical, knowledge and skill to society.

- Plantation of trees at different place is done by college each year.

Life Skills:

Under M.Ed. course no.108 and 204 life skills and Event Management programme is get introduced. Its concept, types, way of implementation etc is the part of this programme. 200 marks are devoted for it in both semesters. Preparation, Implementation (field work), Drafting and its presentation under these life skills are implemented.

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

- i. Interdisciplinary / Multidisciplinary**
- ii. Multi-skill development**
- iii. Inclusive education**
- iv. Practice teaching**
- v. School experience / internship**
- vi. Work experience /SOPW**
- vii. Any other (specify and give details)**

i. Interdisciplinary/Multidisciplinary

Most of the course are interdisciplinary of each programme B.Ed., M.Ed. course have philosophy and sociology that comes under Education For New Times. That focus on teaching-learning, discipline etc that content from Educational philosophy and Educational Sociology. Guidance and Counseling this course of B.Ed. elective and M.Ed. as course No.207 is closely interlinked with Educational Psychology and course psychology of B.Ed. and M.Ed. is also borrowed content from Educational Psychology. Educational Management and Statistics are carried content from Educational

Management and Evaluation. Here is proper link gradation and interdisciplinary among all courses i.e., B.Ed and M.Ed.

ii. Multi-skill development

All the programmes not only appeals to Head but also to Hand and Heart. All the theory parts of course appeals directly to Head-knowledge, comprehension and their practical part appeals to Hand and Heart. It develops LSRW skill as well as Life Skills, Communication skill, Managerial Skill, Interview technique, develop research attitude.

iii. Inclusive education

Teacher trainee from reservation class for admission have some seats are reserved at all courses. College is bind for it and hard and fast follows the reservation criteria set out by Govt. and University of Pune. College also takes follow up of scholarship declared by Govt. for Reservation teacher trainee time to time. Each year so many pupils take benefit of it. Anti Ragging Cell, Reservation Cell is formed. They solve all the concerned problems.

iv. Practice Teaching

B.Ed	M.Ed
Micro Lessons – 12	At M.Ed. level teacher trainee teachers have 21 days Internship Programme. They have to observed lectures of experienced lecturer, also to conduct 2lectures on B.Ed. class, to make 2 peer observation of lesson, one lesson of team teaching, one lesson of model of teaching lesson, to arrange Health and Yoga period, to maintain the diary, to conduct one psychology experiment too. Teacher trainee Teacher have to conduct four Advanced Technology based Lessons
Integration – 04	
School Practice Lessons - 8 Lessons each Method	
Models of Teaching -2	
Block Teaching – 08	
Simulation Lesson –4	
Team Teaching - 02	

v. School experience / Internship

The journey of B.Ed. Teacher trainees of developing teaching skill begins with Micro Lessons then Bridge Lessons. All these are the pre school practice lessons. Then the teacher trainee have to conduct Innovative teaching techniques, methods and approaches

during school practice lesson, model of teaching lessons, Block teaching, simulation lessons. Even in group we have to make teaching known as Team Teaching during internship programme. He gets to perform and experienced the role of teacher for fifteen days.

vi. SUPW/Work Experience

Under this heading teacher trainee have to participate in working with community programme. Social service and cultural activity course. Under this course teacher trainee participates in activities like cleaning campus. Planting trees, making awareness about Health, Literacy, female child abortion, population education, National Integration through street play and lectures.

- In our college subject clubs are established by subject teacher. They carry out different activities through out the year.
- Yoga activity, National Festival (15th Aug., 26th Jan.) and so on. Overall college not only delivers the 'Bookish' education but all kind of life orientated education is arranged non-formally through different activities.

3. Feed back on curriculum.

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

The institution conduct feedback from lecturers, teacher trainees through formal discussion and meetings through various tutorials of theory papers etc. Alumni teacher trainees also reflect their opinion about entire curriculum after exam. Employers also suggest their opinion about curriculum during campus interviews. College maintains their record of feedback.

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.

Mechanism for Modifying Curriculum:

The Institution receives feedback on curriculum from individuals, teachers and students. Their views are discussed, classified and recorded. The areas that need improvements and modifications are identified. The general comment is that the B.Ed.

programme is too hasty and it amounts 'touch and go', and that its duration should be increased.

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

The institution has no authority and powers to modify, improve and make additions to the existing curriculum. The institution sends suggestions feedback regarding curriculum transaction to University of Pune. This is done in faculty meetings and feedback is conveyed through faculty members.

4. Curriculum update:-

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

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

Programme	Year	Course	Nature of Revision
M.Ed	2013-14	All Courses	Choice Based Credit Point system begins, semester pattern begins. Open course added. Seminar reading of contemporary issues removed from curriculum.
B.Ed	2010-2011 and 2014-2015	All seven compulsory subject and elective papers are revised.	

Teacher trainees have so many options for choosing elective subject. So that it is known as choice based course.

New trends issues are added in all courses.

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.)

As previously mentioned considering the need, interest of teacher trainee and demand of emerging society, changes in curriculum time to time are taken place in B.Ed and M.Ed. programmes. Institute has no right to bring change directly in curriculum. But when the University of Pune arrange some discussion regarding curriculum all the relevant subject lecturer actively participate and represent their ideas.

1.5 Best Practices:-

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

Following quality Sustains and quality enhancement measure undertaken by the institution in curricular aspects

- IQAC also provides and purchase the reference books, technical equipment etc.
- Different committees and department are formed to plan and to implement programmes effectively. Dept. and Committees like Health and Yoga.
- Yearly plan of all programme is prepared at the beginning of academic year. Under it weekly time table is also get prepared and displayed in staffroom for staff and on showcase for teacher trainee.

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

Workshop and National Conference to review aspects of internal assessment and the revised., B.Ed. and M.Ed. curriculum.

Sr.No	Year	Theme of Workshop / Seminar
1	2013-2014	Educational Trends in the Sphere Globalization and Role of the Teachers
2	2014-2015	Application of models of Teaching in the present in School Curriculum

The Practice

Experts are invited for relevant subject and they delivered their innovative ideas to the representatives of different college and research scholars. They discussed, suggest and exchange their views, think about obstacles and also suggest remedies. Papers are also call and presented under observation of experts. Book is also get published.

Impact

The objectives of workshop, National Conference are getting succeed. All faculty members are responded to feedback form that demand to arrange more and more workshop to exchange ideas, share the views.

Requisite Resources

- i. Communication through media.
- ii. Reference books, other materials
- iii. Copies of revised curriculum

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 Curricular aspects and how have they been acted upon?

There is no any suggestion given by respective NAAC previous committee

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

NIL

Criterion II- Teaching Learning and Evaluation

2.1 ADMISSION PROCESS AND STUDENT PROFILE

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

ADMISSION PROCESS AND STUDENT POLICY:

The Institution is affiliated to Savitribai Phule Pune University and belong to minority status and runs on non granted basis. The admission to the B.Ed. course was based on Entrance Test conducted by “Maharashtra Vinaaudan Adhyapak Mahavidyalaya Sancta Chalk Association.

The admission process of the B.ED. Is Ministry of Govt. of Maharashtra till the year 2014. Now in 2013-2014 the admission process of B.ED. done by Association, CET and Centralized Admission process (CAP).

After the advertisement the graduate teacher trainees or the teacher trainees appearing in final year of graduation can apply for the entrance test. This test constitutes 50 objective type question on teacher aptitude, intelligent test and general Knowledge and its of 50 marks. Half the percentage of graduation is added with the score obtained in the test which from the base for the merit. As per the merit the teacher trainees are allocated to the respective colleges of there professional choice. The colleges are bound to give admission accordingly. As this admission process is administered by the govt. itself and fulfills all the norms and condition it is totally transparent.

B.Ed.:-

- As stated earlier, the entire B.Ed. admission process in planned by the regulatory bodies.
- The admission advertisement is published in all the prominent local at regional sate and relevant information is also made available on the website.
- The applications are received and scrutinized.
- The eligible candidates are required to appear for an entrance test of 50 marks.
- Test consists of the following :
- **General Knowledge (10 Marks)**

- Mental ability (10 Marks)
- Teaching aptitude (10 Marks)
- Teaching attitude. (10 Marks)

M.Ed. :-

Institute from last three year admits teacher trainees under CET conducted by Association (Non-grant education faculty organization) marks at B.Ed. level, Teaching experience and score at oral exam. Its taking into consideration, qualified teacher trainees are preferred for the course.

- Proper advertisement is published prominent newspaper.
- Admission forms are received and scrutinized.
- Entrance test consisting of objectives items question.
- it carries 25 marks.
- Those who secure 75% and more marks they are invited for interviews. Which carries 20 marks.
- On the basis of these, admissions are given as per the reservation norms.
- The eligible candidates with proper credits are invited for interviews.
- All information about examination and interview schedules are made available in prospectus with proper instructions & on the website. “www.mahaassocdupne.org”.

The course in the institution is in English Medium so who wish to seek admission in English medium college of education will have to appear & to pass for English language content test along with CET & English language test the duration of the paper will be of 1 hr. The maximum marks for the test will be 40 The candidate will have to acquire at least 36% in the process candidates oral test is conducted to test their aptitude & attitude towards talking profession. The admission is considered on the basis of merit.

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

The university and college provide clear information to the aspiring conditions about admission process another requirement for B.Ed. and M.Ed. e.g fee structure, financial and teacher trainee support services.

The admission process of B.Ed. and M.Ed. programme is centrally administered by Maharashtra Vinaanudan Adhyapak Sanstha Chalak Association publish an advertisement in local as well as state level newspapers. And invites application for the entrance test. At the time of confirmation of the admission the candidates are provided prospectus which contains detailed information about our College and other facilities.

- **Information/Advertisement about the programme**

College ensures wide publicity to the admission process through its website www.citizencomplex.com which gives complete information about college, courses, management faculty, qualification and other details highlights programs.

The college strives and makes extra efforts to avail the attention candidate through.

A. Advertisement: To ensure wide publicity in the admission process, college issues advertisement in various newspaper.

College prospectus/ manual :

College issues a prospectus or manual that contains all the required information regarding the infrastructural facilities like library, science lab, Psychology lab, E.T. lab, computer lab, e-journals, etc . The prospectus also provides a brief profile of the college names of the teaching faculty with their qualification, the course highlights, college rules, photographs of major activities. After the declaration of B.Ed. result the advertisement for M.Ed. admission is published by the institution.

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

College of Education compliances the direction of affiliating university regarding the admission as follows:

The CET for B.Ed. and M.Ed. programme conducted by Maharashtra Vinaanudan Adhyapak Mahavidyalaya Sansthachalak Association and centralized admission process run by the govt. of Maharashtra. As per the CET score, score of the qualifying degree, teaching experience other cast wise reservations is took into consideration by UGC,

University of Pune are followed. CET is conducted under observation and examination atmosphere. Interview is also conducted by experts on proper track considering all sub skills. Those who score top they are called for an interview. At the time of admission all original documents like mark sheet, degree certificate, experience certificate, validity, caste validity, leaving certificate, transfer certificate, gap certificate are checked by office staff.

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

The programmes and strategies are adopted by the college satisfy the need of teacher trainees. From diverse background regarding their economical, cultural, religious, gender, linguistic, backgrounds and challenged with special needs are also considered.

Institute adopts following strategies-

- a. Students wear college uniform to avoid economic disparity.
- b. Institution provides the scholarship to economical for weak students through the Social Welfare department of the respective district to which the student belongs.
- c. Students are permitted to deposit their fees in installment according to their convenience.
- d. The institute respects and gives value to feelings of students of different cultural background. It organizes various cultural activities catering their diverse needs.
- e. The institute is not biased to any religion towards any issue. It provides equal opportunities to all students in each field.
- f. The institute is Co-Education and provides equal opportunities to the students of each gender.
- g. The institute facilitates curriculum in two languages (Marathi and English) for students. Students are free to adopt their medium.
- h. The college offers comforts as per requirements of Physically challenged students.
- i. The teacher trainees at college do not have diverse linguistic programme. Most of the teacher trainee group are from Marathi medium or English medium but if there is any

kind of language problem of our faculty explained in the concept in Hindi as well as in English.

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

Yes there is a provision for assessing teacher trainees knowledge /needs and skills before the commencement of teaching programmes.

1. All student must pass the CET exam for taking admission in B.Ed and M.Ed. Course conduct by the Maharashtra Vinaanudan Adhyapak Mahavidyalya Sanstha Chalak Association Savitribai Phule Pune University and higher education department of government of Maharashtra organised an aptitude test for 50 marks to decide the merit of the teacher trainees. The CET is based on teaching aptitude, general knowledge and intelligence of the candidate. Interview is conduct for assessment of teacher trainee knowledge.
2. The Institute is co-educational and provides equal opportunities to the students of each gender and ensures the respect and safety of girl students.
3. The college ensures that all possible amenities are provided to differently abled students
4. Some of the students have rural background. Special programmes on English communication and personality development are arranged for them so that they attain a reasonably comparable level with other trainees. Their weakness in English is assessed before the start of the teaching programme.
5. All the students teachers are encouraged to attend the special programmes organised with a purpose of knowing their strengths and weakness before the start of the classes. This helps in developing strategies for their improvement.

2.2 CATERING TO DIVERSE NEED.

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

About conducive environment to learning and development

The college makes all the possible efforts to create an overall environment conducive to learning as well to the development of the students.

Dr. Manzoor Hasan Ayyubi College of Education, Malegaon create an overall environment conducive for learning and development of the teacher trainees. The instructional approach and learning experience provided by the college are comprehensive enough to cater the diverse need. Institute provide following facility to make environment conducive for learning.

Adequate building

- 1) Build in the year of 2003.
- 2) Building is well maintained and is an ideal model of architecture.
- 3) It is a three storey, properly maintained structure.
- 4) Ventilated structure which assess in keeping the learning atmosphere healthy.
- 5) The vision of management had reflective thinking for excellent achievement.

Classroom:

These rooms are well equipped with fan, benches, table, blackboard, supply to connect LCD projector. Proper sunlight and ventilation system decorated with all kinds of teaching aids and mounted projector too for B.Ed and M.Ed guidance of research. The classes are separately devoted.

Method room:

These rooms are well equipped with chart, pictures and other teaching aids which are hanged on wall to create atmosphere of learning.

Central library:

The college has 5172 books to be utilized by the students. Therefore, the college issues 8 books to all the students for whole of the session and two books on issue return basis. Thus a total of 11 books are issued to all the students right in the beginning of the session so that an environment is created for self learning.

Computer lab:

A separate computer lab is provided for the TBT practical. It consist of 13 computers along with the internet connection. Through this well equipped net connected laboratory, the teacher trainee get conducted with the world and complete their practicals.

Conference hall

Our college has a multipurpose hall which is available for teacher trainee to carry a various activities such as cultural programmes, prize distribution. It is also useful to conduct various level college workshop.

Method laboratory wing:

The following method lab are part of this wing.

- 1) Mathematics method laboratory
- 2) History method laboratory
- 3) Urdu method laboratory
- 4) Marathi method laboratory
- 5) English method laboratory
- 6) Science method laboratory
- 7) Geography method laboratory

The teacher trainees utilize these lab facilities according to their methods.

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

Catering to diverse learning needs.

The college strives hard to cater to the diverse learning needs of the students in a variety of manner. The college is deeply concerned with the learning needs of students from different states, speaking different languages with diverse socio economic levels who have different educational background and medium of instruction. For the purpose of convenience however, slow and advanced learners are identified on the basis of their academic performance in the internal assessment tests as well as general rating by the concerned teachers. Different strategies are adopted to cater to the diverse needs of the different categories of the students.

- **Choice in Teaching Subjects:** Students are required to select only two teaching subjects out of 7 teaching subjects offered by the college.
- **Choice of Medium:** Students are given choice of medium to meet their diverse needs. They can opt for Marathi or English Medium as per their choice/capability.
- **Remedial coaching:** Based on the diagnostic tests and their achievement in the house examination remedial coaching is provided to the students.

- **Internet Facility:** To cater to the diverse learning needs of the students internet and computer facility is provided to the students.
- **Rich Library:** The college has a rich library with 5172 and approximately books, titles, journals and 08 newspapers which cater to the diverse learning needs of the students.

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

The different activities envisioned in curriculum for students teachers to understand the role of diversity and equity in teaching learning process are as follows. The college aims at teaching for diversity and equity by providing a variety of learning experiences as:

1. The college gives all the students equal opportunities to participate in all the activities of the college and also to succeed equally.
2. Appropriate methodology of teaching is adopted by the institution which is equally suitable to meet the requirements of all the students including the physically challenged.
3. Micro teaching journal co-curricular journal health programme journal Assignment.
4. Pre-practice teaching, practice of microteaching and mega teaching without any biases.
5. The students are required to write two assignments and present the same in the class without any discrimination.
6. Life skill including self management, creative problem solving, carrier planning, and computer based technology are taught to the students as diversity measure.
7. The students are involved in a variety of school based activities to give them diverse experiences.

2.2.4 How does the institution ensure that the teacher educator is knowledgeable and sensitive to cater to the diverse students needs?

Teacher Educators' Sensitivity to Diversity:

The teacher educators are experienced. They can identify the learning needs of the teacher trainees in general through the performance in tutorials and tests, and of those teacher trainees who are under their guidance for micro-teaching and school practice teaching. They are committed to cater to the diverse learning of teacher trainees. The teacher educators have participated in orientation courses on globalization of education and challenges to Higher Education in the context of globalization. Therefore, they have

adequate knowledge about inclusion and its significance in teacher education. Moreover, they teach various content units mentioned in this section

viz. psychology of inclusion, national goals of education, forces operating in Indian Society, psychology of individual differences etc. Therefore, they have adequate theoretical foundation about diversity and inclusion. The IQAC functions well in sensitizing the teacher educators about diverse and inclusive teacher trainees. The observation of lessons, scrutiny of scores, and identification of inner talents are some of the ways that provide inputs about the learning needs. The Cell enquires about the extra attempts they put in to cater to learning needs and provides guidance. The Cell also observes the progress of such teacher trainees with special learning needs.

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

The knowledge and skills related to diversity and inclusion are developed in teacher trainees through various tasks under the guidance of well qualified and devoted faculty who make them performance and practice in day to day working. The efforts as follows: -

1. Providing knowledge through theoretical component: -

The faculty develops among teacher trainees a clear understanding of the psychology of school children with individual differences in focus. It fosters creative thinking among teacher trainees for the reconstructive knowledge. Course I of the B.Ed. syllabus (Education for Development in the 21st Century) and Course II (Psychology of Learner and learning) are useful for developing the knowledge.

2. Providing knowledge through practical component: -

The knowledge regarding diversity and inclusion is provided to the teacher trainees through practical assignments and visits related to the theory course I, II, III and elective course VI.

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

The teacher educators develop the skills of teacher trainees regarding the diversity

and inclusion through live demonstration during their teaching sessions, micro teaching and simulation lessons with teacher trainees.

Our teacher trainees observe the lessons of school teachers and peer group members through which they 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 are used in the classroom situations during practice teaching and internship. In this way, the teacher trainee get an opportunity to apply the acquire knowledge and skills. Beside this, teacher trainees observe the schools, the practice teaching and internship.

2.3 TEACHING LEARNING PROCESS

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

Institute engages its teacher trainees for encouraging and innovative item to participate in teaching learning process. The Curriculum of B.Ed. Programme of University of Pune 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, role playing, co- operative learning, using models of teaching, PPT presentation transparencies and lectures followed by discussions which engage the teacher trainees in active learning.

2. Practical related to the theory courses –

The Teacher trainees are assigned (individual projects) course related practical work as a part of curriculum. The teacher trainees remain engaged in active learning.

3. Micro-teaching and Simulated lessons (peer teaching) –

Teacher trainees are encouraged to conduct peer – teaching the peer teaching empowers them to undertake the teaching with their fellow teacher trainees, freely in a

friendly environment, peer observation and discussion are also conducted. Micro-teaching is the essence of teacher training programme, 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.

4.Practice Teaching and Internship –

During practice teaching and internship lessons, the teacher trainees have to teach 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, finalization of lesson notes, preparation of teaching aids etc. For all these activities the teacher trainees remain busy actively. During the internship period the teacher trainees are engaged in teaching actively and involved in other activities like organization morning assembly, engaging free periods, taking teacher trainees to the play ground etc. That help school authorities in the curricular as well as co-curricular activities. Internship helps teacher trainees to practice the skill they learned in their theory papers which includes - attendance register, anecdotal records, receiving of fee, Preparation of time table, blue print etc. During this stage they learn through practical exposure and self-experience too.

5.Social Service Groups-

It also implement very effectively WWC programme too. Under it teacher trainee plants trees, work as volunteers, build small dam and make orientation of villagers about Health, Literacy and so on.

6.Health programme-

Health programme is the distinct feature of our B.Ed. programme. Ours is not a physical education programme, still weightage is given to the health programme in this curriculum. The activities like yoga, suryanamaskar, pranayam, physical exercise, orientation about the health awareness, health check up etc are organized under the health programme. This is also separate department headed by an Incharge professor. 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 teacher trainees.

10. Websites

The institute has its own website www.Citizencomplex.com. All information is updated from time to time.

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?

The college does all possible efforts to ensure that learning is student centered based on classroom discussions and participation in curricular and co-curricular activities. The teachers have developed effective methods, based on their past experience and they use various strategies to make the students active participants rather passive listeners. Some of the participatory learning activities adopted by the institution are as under:

1. Various teaching method and techniques, group discussion, seminars, workshops, role play modals, and tutorials peers learning.
2. Micro teaching
3. Internship programme
4. Project based learning
5. Practice teaching
6. Content cum methodology workshop
7. Co-curricular activities
8. Computer based learning
9. Tutorial based learning

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

The instructional approaches experiences which are provided for ensuring effective leaning.

- To ensure effective learning the curriculum is transacted through the use of various teaching methods and model:

- Inductive-deductive approach is used to generalize the concepts.
- Lecture cum discussion method is used for routine teaching.
- For effective learning frequent use of technology which includes power point presentation followed by evaluation through short answer type test is adopted.
- Mentoring is provided by the teachers as well as advanced learner peers.
- Students are encouraged to take part in debates, and environment related projects, essays, slogan writing and other such activities to acquire knowledge, skills and facilitate their self development.
- To ensure effective learning during practice teaching the students teachers are encouraged to use skills of illustration with example.
- Selected students are encouraged to teach through Role Playing Techniques and creative story development techniques in lessons.

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

Yes, the institution has a provision for additional technique in models of teaching. For the teaching of this technique the college organizes a workshop. In the First session of this workshop the teacher trainee-teachers are introduced with the theory of various models of teaching. Then teacher educators gives demonstrations regarding how to deliver a session with models of teaching technique. The teaching model includes concept attainment models Inquiry training model, advance organizer model teacher trainees given feedback after the demo. Then teacher trainees are asked to prepare lesson plan on the models of teaching after guidance and preparation of fair lesson notes. Teacher trainees have to deliver a lesson based on their models, two lessons and one from each method.

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

Micro teaching techniques is used in institute for effective and efficient teaching learning process. After orienting the teacher trainees on microteaching skill techniques, every trainee is required to conduct lessons for the development of teaching skills.

The following eight skills are practiced by teacher trainees. They are

1. Black Board
2. Stimulus-variation
3. Demonstration
4. Narration
5. Questioning
6. Explanation
7. Orientation
8. Set Induction

The teacher trainees have to practice three skills in every subject leading to overall practice of six skills in all. Hence, 12 lessons include teach and re-teach lessons which are completed by the teacher trainees during micro teaching training.

Out of this list, the skill of demonstration is practiced by the science teacher trainees and the skill of narration by language teacher trainees in addition to the other mentioned skills.

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

School Practice teaching:-

The student teachers complete their teaching practice in secondary school according to availability of school. Importance are given to conduct quality practice teaching. The institution follows the mixed method of planning practice teaching lesson which is a combination of centralized and decentralized planning, each teacher trainee is required to complete teaching lessons. For better execution of these lessons, the institution has identified and tied up with about 12 schools. The institution takes the permission from the concerned school along with necessary information such as 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 the 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 thorough 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.

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

Block teaching and internship students:-

Block teaching and Internship are an important and integral part of the curriculum. 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 two weeks. During these two weeks, the teacher trainee has to remain in the school campus to perform the following activities and to M.Ed. teacher trainees internship duration is about 21 days.

1. Block teaching lessons.
2. Models of teaching lessons
3. Value Education and Environment Education lessons
4. Technology based lessons
5. Team teaching lessons

Besides these activities, the teacher trainees have to observe the lessons of peer trainees and senior teachers. They have to assist the teachers in the school for curricular, co-curricular and extracurricular activities, conduct of exam papers and home assignments. Some schools also provide them an opportunity to go through the records maintained by the school.

For M.Ed. course, the internship is a unique feature of the University of Pune. This program is of three weeks in which M.Ed. teacher trainee go to B.Ed. institutions where they perform the following activities.

1. Teaching lessons of general courses
2. Teaching lessons of methods / subject education
3. Observation of practice teaching
4. Conducting Psychological Experiment
5. Technology based lessons
6. Guidance for practice-teaching
7. Organization of co-curricular activities

After completing these activities, the teacher trainees are evaluated by teacher educators of respective institutions. Feedback is given to the teacher trainees for the

improvement. After the completion of the internship program, the teacher trainees further prepare a detailed report on internship program and present it in institute under seminar reading on Internship.

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

Yes, the practice teaching plans are developed in partnership, co-operatively involving school staff and mentor teachers. Individually the college organizes a meeting for the planning for the practice teaching. Then the mentor teacher communicates with the school teachers regarding timetable and units. Guidance between teacher trainees and school teachers regarding unit and teaching methodology take place. The teachers also give feedback to the teacher trainees informally on their own to improve the quality of lessons. Lessons guidance for preparation of lesson notes is done by the institution Practice Teaching Lessons are organized in partnership and in co-ordination with practicing schools.

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

Management of diverse learning needs:-

We prepare the student teachers for managing the diverse learning need of student in schools through.

- 1) Orientation by teacher educators
- 2) Demo lessons
- 3) Guidance & Counseling
- 4) Feedback after lesson by teacher educators
- 5) Event management training
- 6) Lesson note journal
- 7) Observation Note-Book
- 8) Student Diary
- 9) Peer-Assessments and feedback.
- 10) Group Discussion after demo lessons.
- 11) Discussion with school teachers & students

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

Initiatives for Using Technology:

The faculty always encourages the teacher trainees to use technology in practice teaching.

The faculty has adopted technology and uses technology in their daily teaching learning process by making use of laptop, LCD Projector, OHP in the classroom for day to day curriculum transaction.

It is compulsory for the teacher trainees to conduct technology based lessons which entails them to make use of different electronic gadgets such as tape recorder, mobile, DVD players, TV, VCDs, LCD, OHP and internet.

Technological lessons are conducted in three phases - simulation phase, block teaching and practice teaching phase.

2.4 TEACHER QUALITY

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

Partnership in Practice teaching:-

Yes, the practice teaching plans are developed in partnership involving the cooperation of teachers and supervisors. Considering the academic calendar of both the college as well as school, the incharge of practice teaching programme conducts meeting with the principals of different schools to chalk out the programme of practice teaching. In these meetings the syllabus covered in different subjects is noted and communicated to the students teachers who ensure that their lesson plans are developed strictly as per syllabus to be covered in the classes.

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

Ratio of student teachers to practicing schools:- There are 100 student for B.Ed course .15 teachers trainees are allotted to each school. Thus the ratio of trainees for practice teaching is 1:13. There are 10 teacher educator as faculty in the institution . Hence one teacher educator for one school works to 10 schools. 03 additional practice

schools have been identified in case there is unavailability of a particular school because of their exams and co-curricular activities schedule.

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

Mechanism for feedback to teacher trainees:-

Teacher educators give specific feedback during teaching practice. For this purpose supervisor arrange a meeting with the students teachers after delivery of lessons. In addition to the supervisor other members of the group also observe the lesson and give their observation in verbal form also note in the notebook. Both strength and weaknesses are discussed with a positive frame work. The feedback is given to the students with regard to.

- Preparation of Lesson Plan
- Presentation Teaching Aids
- Use of Audio Visual Aids at the appropriate time
- Pupil's active participation and their appropriate time

The students are shown the marked answer books of the house test and are given specific feedback to improve their performance in the final examination. First ten position holders are honored and their names are displayed on the notice board.

Internal Exam:

In case of internal exam and tutorials teacher educator distribute the evaluated answer sheet in the classroom, after the term exam and prelim exam to clear the doubt of teacher trainees. The exam department categories the teacher trainees considering their percentage that is achievement 70% and above 60-60, 99%, 50-50.99 below 49% and the failures are the four criteria for the teacher trainees teachers as per their performance and thus give feedback.

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

To keep pace with the recent developments in the school subjects and teaching methodologies senior faculty including the principal are deputed to participate in different seminars and conferences.

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

Keeping pace with school teaching:-

To ensure that the student teachers keep pace with the recent developments in school subjects and teaching methodology educational news are put on the notice board. The college subscribes to thirty eight educational journals. The faculty is encouraged to participate in national seminars and conferences for updating their knowledge. Frequently programmes are arranged for up gradation. Some teaching interested students are given a topic to prepare a presentation. They make presentation on the given topic and present them in front of the observer. Student teachers give lecture on the method which is brain storming which creates interest in teaching. Teacher prepares the concept map for lecture.

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

Personal and professional development of the staff:-

- As a major initiative for personal and professional career development of the teaching staff the college offers to purchase books, tools and psychological tests needed for research and professional growth as per requirement of the faculty.
- The college deutes lecturers for attending seminars, conferences and workshops organized at different places for which duty leave and T.A./D.A. is provided to the staff.
- The faculty is persuaded by the principal and the management to continue further studies.
- The College arrange seminars at the College level.
- The atmosphere of the college is congenial for the professional growth.
- Research work published on research journal and also paper presentation in seminars.

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

1. Staff members are given recognition and are motivated for good performance by making them convener of different activities and giving them more freedom to work freely.
2. Whenever there is some achievement by any staff member news is released in the press for publication. These news are placed on college record as well displayed on the notice board.
3. They are self motivated to provide better services.
4. The management is always ready to help the faculty members in their professional up gradation, development and welfare.

2.5 EVALUATION PROCESS AND REFORMS

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

1. All the trainees come from diverse disciplines, economic, cultural and religious backgrounds and educational environments. This leads to varied perceptions towards work culture and learning environment in the College. Thus, on joining the college they encounter a completely different environment and are required to undergo a drastic change in their learning style. To acclimatize them to the new environment, they are encouraged to refocus their personal and academic goals.
2. Their difficulties are sorted out through classroom discussions, talks or informal chats with the faculty members within and outside the classroom. The environment in the institution is amicable, tension free and relaxed. They feel free to meet the Principal and the faculty members for academic interaction. They also feel comfortable to approach the faculty members or their mentors about their personal difficulties to shed their shyness and inhibitions.
3. The barriers to learning are also addressed through internal tests, assignment tasks, mentoring, tutorial classes, micro teaching sessions. The concerned teachers and mentor point out their difficulties and errors and give them concrete suggestions for further improvement. Errors committed in the tests and assignments are highlighted. The common errors and mistakes are discussed in general in the classroom as well as with

individual student teachers. Informal feedback during the micro teaching and tutorials goes a long way in student's improvement.

4. In order to further minimize the barriers to students' learning, the college insists on quality teaching and use of modern technology like computers, LCD projectors, OHP and various other ICT tools. The faculty members too use computers and technology for effective teaching.

5. The coordinator of IQAC ensures that students' grievances are redressed through one to one meetings. They are encouraged to voice their opinions, views and are asked to submit their concerns in the suggestion box kept in the college. Their identities are not disclosed if they so desire.

6. Teacher trainees faced some barrier in learning as well as practice teaching. These are identified an action is taken to enable the teacher trainees to overcome a barrier. Some student belonged to Marathi Medium, they face the language problem. Student teacher solve its problem by discussion.

2.5.2. Provide details of different assessment/evaluation processes (internal assessment, mid- term assessment, term end evaluation and external evaluation) used for assessing teacher trainees learning?

Programme wise Assessment Evaluation Process.

B.Ed. Course:

Internal Assessment

It is structured in to Four parts such as-

Parts	Particulars
I	Written examination (External Evaluation) By Savitribai Phule Pune University
II III	Part-II,III and V evaluated by the institution it is related to theory and practicals.
IV	Internal evaluation

All types of lessons and practicum are evaluated through observation tools and evaluation charts developed by the Savitribai Phule Pune University for internal assessment. The B.Ed. course has a provision for continues feedback. In each and every

activity teacher trainees receives feedback immediately. For micro teaching, practice lesson, CCM workshop, Internship programme, practical work, tests and tutorials, feedback is given in written and oral form. Teacher trainees receive feedback from peer group, lectures and occasionally from principal also. The process of feedback is very transparent. All marks are displayed on the notice board.

M.Ed. Course:

Parts	Particulars
I	Related to theory and evaluated by Savitribai Phule Pune University. (External and Evaluation)
II	Related Internal work i.e seminar , practical related to theory, tutorial internal test and institution evaluated internship programme, All internal work is evaluated by Institution . on the bases of observation tools and evaluation chart. The institution has developed evaluation charts as per guideline given by the line Savitribai Phule Pune University.
III	It related to the dissertation internal and external examiners evaluate the research reports . The Savitribai Phule Pune University has developed the formats of evaluation.

After each and every activity the teacher trainee is communicated to the teacher trainees 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?

Communication and uses of Assessment outcomes:-

The assessment and evaluation outcomes are used in improving performance of teacher trainee and curriculum transaction.

Giving prompt and immediate feedback is one of the best ways to communicate the performance, achievements. Answer sheets of the internal examination are shown to the teacher trainees and written remarks are given on the answer papers if required. This is supplemented with oral feed back to the teacher trainees for further improvement in their performance in the examination.

Depending upon the problems communicated by the teacher trainees, different strategies and teaching methods are adopted for curriculum transaction.

During micro teaching, instant feedback is given to the teacher trainees through teacher and peer group observations. The low achievers are oriented and guided on proper techniques and study skills to improve the performance. The high achievers are motivated by appreciating their performance.

All of the above practices help in improving the performance of teacher trainee and curriculum transaction

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

The ICT is used for the assessment and evaluation as follows:

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

2.6 BEST PRACTICES IN TEACHING LEARNING AND EVALUATION PROCESS:

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

Institution well comes innovations in teaching learning and evaluation. Significant innovations in teaching and learning process are listed below –

1. Peer Observation

During practice teaching microteaching and simulated teaching teacher trainees do peer observations. Self Assessment means teacher trainees assess themselves on their own and then they compare it with the evaluation marked by the teacher educator and peers.

2. Use of ICT:-

1. Use of ICT in teaching includes audio visual aids, PowerPoint presentation and transparency and multimedia.
2. OHP and slide projector / OHP machine student teacher use during lecture.
3. College encourages the use of the technology in day to day functions including the delivery of lesson. It encourages the faculty member to use PPT for daily lecture.
4. Faculty members use computers for net surfing which help them in preparing the advance lecture.

Students are exposed to the e-learning resources through the college libraries and ICT centre and are encouraged to use the facilities available in the college. Increase in the usage of ICT based teaching for curriculum transacting is a step in this direction. The teacher educators assign assignments and classroom seminars to students and suggest reference books for self learning.

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

Institute inspires the student teachers to use the PPT presentation in their teaching and use of innovative teaching methods, brain storming method, project method, discussion method. The teacher educators themselves act as a model and teach in an interactive way and should inspire, supervise and persuade teacher trainees to teach by interactive methods.

They are also asked to adopt discussion method and ask questions frequently. The principal himself presents a model lesson to the students in presence of all the faculty members. All the teacher educators are exhorted to replace lecture method by using the technique of teaching through probing questions, pupil activities and induce and elicit answers and make the teaching interactive.

Preparing marking scheme, blue print of each paper and updating evaluation tool of practical and evaluation criteria.

2.6.3 Additional information to be provided by institution opting for reassessment

1. **What are the main evaluative observation/suggestion made in the first assessment report with reference to teaching learning evaluation and how have they been acted upon?**

Suggestion: increase the number of computer in computer lab and give the facility for LCD projector.

2. What is the other quality sustain and enhancement measures undertaken by the institution since the previous assessment?

Institute purchase adequate number of books and research journals for monthly. It encourages the staff to participate in seminar for paper presentation, small research so that most of them worked as resource persons tool.

DMHA COLLEGE

CRITERION III
RESEARCH, CNOSULTANCY AND EXTENSION
SELF-APPRAISAL

3.1 PROMOTION O F RESEARCH

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

- Head of the Institution Provides information about research Scheme, Major minor research projects. He encourages staff members to undertake the research.
- The college is committed to promote an environment which is conducive for undertaking research.
- To promote research in education the institution motivates its teacher to start research to obtain the degree of M. Phil and Ph. D. The teachers are encouraged to do action research while they are on duty in the practice teaching.
- The college allows duty leave for attending seminars and conference for which delegate fee and T.A.D.A. is also given..Adjustment in period is allowed to facilities action research.
- The library resources are the latest and they are update from time to time. Sometimes if necessary, Proper concessions are made in library rules so that the researchers can take the full advantage of the resources for longer times.
- The research candidates are provided which consultancy services about the research guides. The principle uses his good offices to help them by recommending their names.
- The college provides the needed education journals, books, encyclopedia, psychological test, stationary.
- It provides the information to the all members of the staff regarding the research seminars being held at different places.

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

The thrust areas of research prioritized by the college are

- i.** Innovative Teaching Methods, Approaches, Models of Teaching.
- ii.** Historical, Geographical background of rural area.

- iii. Case study of some thinker, institute.
- iv. New curriculum.
- iv. Social different burning problems.
- v. Special Education.

As per the need and situation subject priority is given.

3.1.3 Does the institution encourage Action research? If Yes give details on some of the major outcomes and their impact?

Yes, the college always encourages the staff and the students for action research so to find solutions to their own problems. The action research is actively carried out by faculty members including the principal himself and the students. The faculty and the students involve themselves for solving the various educational problem. The main emphasis of the research being conducted by the principal is regarding improving the system of the college administration and making it student center.

Action Research :-

The Institution encourages action research in following areas.

- M.Ed. (University Of Pune)

Since the faculty members were required to recommend innovate actions, proper scope for developing their creativity could be provided. Thus the Research area has been directly beneficial to schools and teachers, and also to the Institution and its faculty members.

3.1.4 Give details of the conference / Seminar / Workshop attendant and / Organized by the faculty members in last 5 year?

Conference, Seminar, Workshops

The College has organized various Seminar on the state level as under

Sr. No	Name of Seminar Topic	Academic Year
01	“Educational Trends in the Sphere Globalization and Role of the Teachers.	2013 – 2014
02	“Application of models of teaching in the present in school curriculum	2014 – 2015

The faculty members had attended the following conferences, seminars and workshops organized by the other Institutions.

3.2 RESEARCH AND PUBLICATION OUTPUT

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

Development of Instructional Materials:

The instructional materials developed and used by the Institution can be classified into two categories, viz. the ones for teaching-learning in Institutional programmes, and ones for teaching-learning in schools when teacher trainees conduct practice lessons. The instructional materials developed for programme teaching learning in the Institution during the last three years.

Aids	2011-2012	2012-2013	2013-2014
Picture	100	135	150
Charts	100	135	150
Maps	50	75	100

The teacher trainees are required to develop teaching aids for their micro-lessons and school lessons, use them to ascertain their effectiveness and submit them to the Institution. Apart from above material, we developed instructional material as per University Syllabus of B.Ed.

- a) Daily Dairy
- b) Core Training Material
- c) Special Training Material
- d) Course Related Practical work (TBT Journal, Psychological Journal)

3.2.2 Give the details on facilities available with the Institution for developing instructional material?

The college always encourages teacher and students for preparing the instructional material for its use in teaching at different level. There is computer laboratory which is used to presentation.

- The faculty members provide guidance to teacher trainees and also consult one another for their own teaching aids.

- The Institution organizes exhibitions of the instructional materials. It promotes thinking and inspiration for developing various instructional materials.
- Educational technology lab equipped with Overhead Projector(OHP), LCD Projector, Computer having connectivity with internet.
- A computer lab with 13 computers and high speed broad band internet connection.

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

Yes, As per the changes of curriculum the college has developed instructional material using ICT and Intel lesson plan programme in CD.

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

We organized workshop for

1. Micro Teaching,
2. Core training Programme
3. TBT- Practical
4. Practice Teaching Lesson Note.
5. C.C.M. workshop.
6. Teaching Aids
7. Models
8. Course Related Practical's.

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

The journals in which the faculty members do not have published paper in the last five years.

➤ **Publication of Books**

Areas	Titles	Writer	Publication Date.
Education	An Introduction to Educational Research	Dr.Shahid Ansari	2013
Education	Philosophy of Education	Dr. Bilques Begum	2014

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

Award, Honors and Patents to faculty members:

Nil

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

Lists of Minor Project

Institute conduct each year so many minor project at only local level. Though it intense works at different University agency level still it has limitation because it is non grant- aid College.

3.3 CONSULTANCY:-

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

Yes, The institution had provided consultancy services as follows.

Teacher Education Institutes :

There has been an upsurge in the number of B.Ed, M.Ed. and D.T.Ed. colleges in the district. The Mother Institution has established some teacher training colleges. The Institution has provided its expertise for developing the infrastructures of those Institutes. The teacher educators have supplied lists of reference books to them. They have oriented the faculty of those Institutes on different courses and the related practicals. The examination question papers and tutorial questions were shared. Thus, the Institute has provided expertise and knowledge base to the new Institutes.

3.3.2 Are faculty / staff members of the Institute component to undertake consultancy? If yes, list the area of competency of staff members and the steps initiated by the Institution to publicize of the available expertise?

The institute is very competent to undertake consulting in different areas.

Research and Extension –

Dr.Shahid Ansari, Dr. Sufiya Nazli, Dr. Bilquis Begum, Prof. Ansari Sabir.

Seminar, Conference, Workshop - Prof.Ansari Sabir.

ICT – Prof.Pujari Sulbha Appasaheb

Alumni Teacher trainee - Prof.Sabir Ansari, Prof.Randive Dyandev Pandurang

Health and Yoga – Prof.Randive Dyandev Pandurang

WWC+Social Service+Cultural activity

Prof. Chaudhary Arun Rama. ., Prof.Pujari Sulbha Appasaheb., Prof.Shrimulla Jayashri Rajaram

Lesson Planning - Prof.Ansari Sabir

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

The Institution does not charge for the consultancy service provided.

3.3.4 How does the Institution use the revenue through consultancy?

Not Applicable

3.4 EXTENSION ACTIVITIES

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

Extension Activities for Community:

The Institution helps and serves the neighborhood community through various programmes such as the following:

- 1) Medical camp.
- 2) Health and hygiene awareness
- 3) Social work.
- 4) Blood donation camp.

In fact, the B.Ed. curriculum prescribes “Social Service” and “Health Programme”. For Social Service, The institute organize the programme of village development, Educational awareness rally, tree plantation etc.

3.4.2 How has the Institution benefited the community? (Community participations in Institutional development, Institution-community networking, Institution-school networking etc).

Benefits of Local Community :

There is a very healthy relationship with all the secondary schools in and near by Malegaon for the practice teaching. The institution has good relation with the respective heads and managing committee.

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

For providing community orientation to the teacher trainees, the Institution's future plans and major activities are as follows:

- Spoken English course for all.
- Orientation based on Interview Techniques
- Plantation of more trees
- Guidance about UPSC exam.
- Adopting more minor project related to local community.
- Computer literacy and certificate based course
- Certificate based course in guidance and counseling.
- Certificate course in Home Science.
- Awareness about use of Water and so on.
- More effectively planning for awareness programme about environment, literacy, Health.

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:

The teacher trainees work with programme officer and do the following work for community development.

- i) Plantation of Trees.
- ii) Orientation by experts about the awareness of environment, use of water, Family planning, Health and so on at camp place.
- iii) Arranging rally regarding 'Save Girl' subject
- iv) Present Street Play at School, College and so many society places for orientation of people.
- v) Preparing banners, posters, flex concerned with subject.
- vi).Arranging open exhibition of Teaching aids, Science, Geography etc.

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

The institution develop social and citizenship values and skills among teacher trainees through different activities programme and course.

Programme and activity:

- Regular curriculum of different course.
- Working With Community **i.** Social Service **ii.** Cultural Activity
- Earn and Learn Scheme
- NSS Camp
- Awareness Rally
- Daily Prayer Assembly – Playing of National Anthem Pasayadan
- Dress Code
- Educational Trips

All above activities and programmes inculcate the values and core elements informally like – History of India's freedom movement, Constitutional obligations, content essential to nature National Identity, India's common cultural heritage, Democracy and secularism, equality of sexes protection of an environment, Removal of social barriers, observance of small family and inculcation of scientific temper. In short all the knowledge, skills and conduct-character are to be shaped by an institute.

3.5 COLLABORATIONS

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

Institute has established linkage with so many National level Organizations that provides us guidance and boost to lead in proper way. They are –

Council of Teacher Education (CTE)

To maintain knowledge updated and to share innovative ideas, this linkage helps to entire institute faculty members.

- IGNOU University

- YCMOU University

All above National Level Organization, Institution guide the Institute and keep updated all the time.

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?

Yet the institute tries to establish more linkages at the international level organization.

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

All above mentioned linkages help institute in curriculum development, teaching practice, teaching research consultancy, publication, extension direct-indirectly. It provides guide line, approaches, trends are to be introduced. That leads to work institute more effectively and qualitative too.

3.5.4 What is the linkage of the Institution with the school sector? (Institute-school-community networking)

The college has institute-school-community networking with the following school

1. A.T.T. High school and Jr. College Malegaon.
2. Malegaon High school and Jr. College Malegaon.
3. Sk. Usman High school Malegaon.
4. Jamhoor High school And Jr. college Malegaon.
5. SWE'S High school Malegaon.
6. Tahzeeb High school Malegaon.
7. Sardar High school Malegaon.
8. Sardar Primary School Malegaon.
9. Malegaon M.M.C School No.28,16,31.
10. Y.N Jadhav High school and Jr. College Malegaon.

Initially linkage with these institution was established to do teaching practice. But later on a bondage of love and affection has been established between the college and

these schools. Cultural programmes during practice teaching are organized by our students for the school students. At the end of the teaching practice feedback is obtained from the school head. On the other hand of school intimate the requirement for the teachers which helps the college in placement of its students. Out of four batches passed out as many as eighty five students of this college has been appointed as teachers in the various schools. These schools seek assistance from the college an its faculty members in programmes of teacher training and educational improvement.

Internship:

Institute sends teacher trainees for Internship of B.Ed. and M.Ed. course.

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

B.Ed Course:

Yes, the faculty of the college collaborate with the school during teaching practice. Before starting of teaching practice the concerned faculty by whom a particular schools allotted goes to the school. He/She discusses with the head and the concerned teachers about the framing of time table for the pupil teachers, the various subjects and the various topics to be covered during teaching practice are also discussed.

After finalization of al these things the time table is notified. In teaching practice the faculty of the college plays an active role. The school teacher sits on the last benches to observe the lessons but sometimes they don't have spared time and they prefer to do their pending work during these periods. However, after the completion of teaching practice overall feedback from the school teachers is obtained. School teachers and faculty both engaged themselves in smooth running of teaching practice.

During practice teaching the faculty members are engaged with school and other school personnel in following activities:

- Discussion about changes in school curriculum of B.Ed. course.
- Various aspects of mastering micro and macro teaching skills.
- Co-operation from school teachers in event organization.
- Guidance to students and teachers after practice teaching in school.
- Guidance from the supervisors, head masters etc. to student teachers regarding function of school.

- Helping local schools to reframe their calendars so as to cater to multisided development of learners enough curricular and student centered activities.

M.Ed Course:-

M.Ed. teacher trainees and staff also have to conduct Internship programme for 21 days as per University rule in B.Ed. college. During that teaching they also have to implement different programmes. Beyond that M.Ed. Teacher trainee for their Research problem selects schools, college teacher trainee and staff as population, sample and work on it for conclusions. So there is a proper linkage of an Institute with school, colleges and their working faculty, management and teacher trainees.

Yes, the faculty are actively engaged in schools, teachers and other school personnel to design, evaluate and deliver practice teaching. For B.Ed. and M.Ed. all two courses have school practice lessons and Internship programme and for M.Ed. Courses that have serially an internship programme and also Research work concerned with school and college all factors. Lesson and Internship planner discuss and collect the time table, unit (what to teach), class, time and distribute them among the teacher trainee teacher. Lesson guidance is given properly by subject teacher. Specific observer also planned to observe lessons and finally after lesson the discussion between lesson guide and teacher trainee is also get arranged. Even the suggestions given by observer teacher, lecturer of that particular school/college is also took into consideration for better improperness.

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

Faculty Collaboration:

There is a strong collaboration bond between institute and other schools and college through different programmes.

Schools and College

Institute through school practice lessons, Internship programmes, Research work directly produce bond with the teacher trainees, faculty and management.

Beyond this institute also arrange some workshops like Grading System for Secondary and Higher Secondary school teaches.

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?

Quality of Research Activity:

- The M.Ed trainee teachers are expected to undertake Research. So are the participants of Innovative Practice Competitions. Every care is taken to insure that those teachers undertake research activities that are true to concepts and the spirit of action research.
- The Institution is aware that all the M.Ed. trainees are the future research workers, if not all, most of them at least. Therefore, every care is taken to ensure that proper teaching of research methodology is done and the theory is properly applied and grounded through research activities those students are required to conduct seminars on proposals they have drafted. Apart from their guides, at least three M.Ed. teacher educators remain for such seminars for providing their expert opinions.

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

NIL

3.6.3 Additional Information to 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 have they been acted up upon.**

The Suggestions made during the first assessment are “Staff who do not have M.Phil. or Ph.D., SET/NET are to be encouraged to acquire the same within a stipulated time. They may be encouraged to take up minor/major research projects individually or in group. Staff may be encouraged to do action research and to

publish papers on the findings. Staff may be encouraged to prepare self learning material for the benefit for the benefit of the students teachers”.

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

NIL

DMHA COLLEGE

CRITERION - IV
INFRASTRUCTURE AND LEARNING RESOURCES:
SELF-APPRAISAL

4.1 Physical Facilities:-

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.

NCTE Norms:

The Institution has the physical infrastructure as per the NCTE norms.

The total amount invested for developing the infrastructure is Rs.....

The master plan of the building is enclosed herewith.

The Institution has the following facilities:

No	The NCTE prescriptions (Infrastructure)	If Fulfilled	
		Yes	No
1	Two Classroom	Yes	-
2	Multipurpose hall with seating capacity 200 and a dias (2000 Sq.ft)	Yes	-
3	Library cum Reading Room	Yes	-
4	ICT Resource Centre	Yes	-
5	Psychology Resource Centre	Yes	-
6	Art and Craft Resource Centre	Yes	-
7	Health and Physical Resource Centre	Yes	-
8	Science and Mathematics Resource Centre	Yes	-
9	Principal Office	Yes	-

10	Staff Room	Yes	-
11	Administrative Office	Yes	-
12	Visitors Room	Yes	-
13	Girls Common Room	Yes	-
14	Seminar Room	Yes	-
15	Canteen	Yes	-
16	Separate Toilet Facility for boys & girls	Yes	-
17	Parking space	Yes	-
18	Store Room	Yes	-
19	Multipurpose play field	Yes	-
20	Open space for additional Accommodation	Yes	-

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

Plan for Infrastructural Augmentation:

The Institution needs to keep pace with the academic growth. It will have to develop its infrastructure to meet those needs. It is taken for granted that in near future, there will be no or slight increase in the intake capacities of various programmes without increasing the ratio of teacher trainee to teacher educators. Therefore, the number of teacher trainees might increase but perhaps, the number of teacher educators may not. This will also mean that there will be no quantitative increase in the number of faculty members, and that qualitative augmentation will be necessary.

The Institution's plan is as follows:

- First of all the strength, the weaknesses, the opportunities and the threats to the present infrastructure will be identified. The strengths of the infrastructure will be further strengthened, the opportunities will be better utilized, the weaknesses will be remedied and the threats will be made ineffective.

- In due course, some new subjects and courses will be introduced. The Institution will have to provide for orientation in those subjects to teacher educators.
- The Institution will have to provide for better facilities of ICT. Probably in next two academic year
- For academic growth and quality, the Institution plans to strengthen the Internal Quality Assurance Cell and make it the significant driving force.
- It has been necessary to move slowly and steadily from traditional method i.e. face-to-face teaching to self-learning. For this purpose, the Institution plans to develop 'Programme book' or the video programmes. It will also have to think of 'Modular Instructional Materials'.
- It has become imperative for the Institution to create special rooms such as computer room, environment room. Some new special rooms will have to be created. As teaching learning of core elements and values gets more prominence and momentum, a special room will become essential. It will demand the budget allocations.

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

Co-curricular and Extra-curricular Activities:

i.WWC –

Regarding Working With Community and under heading Social Service. And at the same time under Cultural Activity all kind of musical instrument are purchased by the institute.

ii.Health Programme

All kind of sport material indoor and outdoor are available in proper quantity like Handball, Volleyball, nets, shuttle clock, Football, Basketball, Chess, Carom board and all kind modern equipment of exercise etc.

iii. Cultural Activity

Dice, Mike system, Amplifier, CD's, DVD's, Speaker with all these conference hall is equipped. Proper chair and seating arrangement contained in hall. Backup system is there and fixed properly.

4.1.4 Give details on the physical infrastructure shared with other programmes of the Institution or other Institutions of the Mother society or university.

Sharing of Physical Infrastructure:

• **University of Pune:-**

Institute has arranged several workshops, seminars, conferences jointly with University of Pune. -Workshops for Primary and Secondary school teachers is get arranged by the institute.

The physical infrastructure shared with other programmes of the institution is as follows:-

1. Multipurpose Hall
2. Method Rooms
3. Musical Instrument.
4. Technical Equipments – LCD, Tape Recorder
5. Library.
6. Reading Room.
7. Canteen
8. Guidance Room
9. Staff Room
10. Play ground
11. Principle Office.

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

Health and Hygiene Facilities:

Institution pays attention towards the Mental and Physical Health of faculty and teacher trainee. Regarding it institution does –

- i. Gents and ladies staffroom for each course B.Ed.and M.Ed. are separately formed.

- ii. For girl teacher trainee separate ladies room equipped with mirror, bed for rest and other basic things are available there that necessary for girls.
- iii. Lavatory is daily get washed by Sweeper.
- iv. All the floor are also cleaned with sweeper each day at morning with phenol.
- iv. Water purifier also fixed at the centre of college building for cool and pure water. It's also getting washed after 2 days.
- v. Little plants are planted in small pot inside the college building for Oxygen and developing aesthetic side of value.
- vi. In campus college has its own canteen. Physically IQAC members time to time get it check and strict about neatness, cleanness and about food, breakfast. It insists the canteen owner to provide clean, fresh and hygienic food in cheap rate. IQAC keep control on it.
- viii. On each floor drinking water facility is available.
- ix. Health centre is also well furnished by an institute. In it includes first aid box, bed, and emergency mobile numbers of doctor, auto etc.
- x. All kind of sport material like cricket bat, ball, bells, stumps, Holly ball, net, Football, etc. material is available.

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

NIL

4.2 Maintenance of Infrastructure:-

The Institution has developed an adequate and quality infrastructure for quality teaching-learning. It is maintained and upgraded from time to time to retain and to enhance its quality so that it serves the purpose for which it has been developed.

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**
- **Laboratories**
- **Furniture**
- **Equipments**
- **Computers**
- **Transport/Vehicle**

Building:

Institution has its own building as per the rules of NCTE. Master Plan is sanctioned by authority. Total plot area of institution issq mt. It becomes necessary to maintain the building, keep it safe and hygienic; attractive and useful. The walls need to be painted and plastered if necessary. Modifications are needed in lighting, ventilation and decorum of the classrooms, special rooms, the library, the reading rooms. It improves the life of the building. It provides a proper mind-set for teaching-learning and pleasant atmosphere for visitors.

- **Laboratories and Computers**

Institution has well equipped, sufficient and spacious modified as well as updated computer. Laboratory, (Educational Technology Room)

Sr.No	Items	Qty
1	Computers	20
2	LCD	03
3	OHP / Keyon Machine	01
4	Documentary Camera	01
5	Educational CD's	50
6	Slide Projector	01
7	Screen	01
8	DVD Player	01

In entire Institute

i.Principal Office:

Computer – 01, Phone – 01,

ii.Office:

Computers- 02, Xerox machine cum printer – 01,Printer 02, BSNL Broad Band Internet, Telephone – 01.

iii.Library:

Computer – 01, BSNL Broadband Internet.

iv.Conference Hall:

LCD Projector – 01 (mounted) Speaker – 08, Mike – 03, LCD – 01 (Mounted), Amplifier – 01, Screen – 01.

v.Entire campus is under CC Camera observation for security and discipline .

vi.Classrom:

In one class room LCD projector is mounted and screen is there.

vii .Electrical Bell –

Timer is set as per the timetable.

Furniture and Equipments:-

Institute has adequate furniture and equipments for all the courses and for staff, non-teaching staff, teacher trainees, office. Share of budget some also put up for purchasing and maintenance is also spending upon furniture and equipments as per requirement.

Tables, chairs, office counter, library counter, tables cum lockers, speech dice, platforms, notice boards, wooden cupboards, showcases etc. all these things are adequate numbers and also of good quality. Its repairing, maintenance is regularly done by the institution.

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

Optimal utilization of Infrastructure:

The Institution plans to make sure that its infrastructure is optimally put to curricular utilization.

Principal – 01

Faculty members of all courses – 11

Teacher trainee of all courses –

B.Ed	M.Ed	Total
100	35	135

Non-Teaching Staff –

Clerk	Peon	Technical
04	06	01

Class room:-

For B.Ed and M.Ed course separate class rooms including adequate no. of benches and table.

Method rooms :-

Each method room contains adequate no. of benches, black boards, tables, fan, electricity connection for use of equipment etc. For guidance of school practice lessons as well as for subject method lectures these rooms are used.

Psychology Lab:-

Psychology Lab is also get updated. As per the University of Pune that set out the syllabus of course. In it includes different Psychological Tests not only concerned with B.Ed. experiments but also for M.Ed. Research work concerned other tests are also available. Some equipment are also get purchased. Separate cupboard is provided of it. Adequate no. of chairs, table also inside.

Science Lab :-

For experiment and demonstration method during school practice lessons only the chemicals and other science charts, , and other models of various parts of body, glass bowls, and instruments are in adequate no. in institute. . Cease fire (anti-fire) provision is also made. , tables, chairs, light, fan are available there.

Conference Hall:-

For workshops, Seminars and conference of state/University Level this conference hall is get used. Adequate no. of seating arrangement dice, platform, mounted LCD Projector, proper ventilation , screen, mike, amplifier, speakers all are fixed in it. Technical part is get operated by trained peon during programmes. It's also used for cultural programme and practice of cultural competition.

Staff room:-

Considering four courses and no. of lectures each course staffroom gents and ladies are separately formed. In each staffroom tables, chairs, lockers, fans, light etc. are available.

Ladies Room

In ladies room keeping in mind some privacy for women its get form. In it includes mirrors, and other required medical equipments.

Library and Reading room

It also well arranged Institute appointed one member incharge of it and two members work as supportive hands. Free access and computerized record is maintained in Library. Considering the growth and no. of teacher trainees and staff in Library adequate no. of books, Reference books, Journal, Periodicals, Magazines, Maps, Globe, Compass box, question paper sets .In Reading hall both teacher trainee and staff adequate no. of chairs, tables and fans are fixed. Proper ventilation atmosphere of study to read is created through different information.

Office

Its heart-brain of the institution. Where from the beginning of teacher trainees admission till to the collecting result and Transfer Certificate (T.C.) as well as officially Scholarship, different kind of audit of expenditures, collection of fees and communication with different persons and institute are made. So adequate and specious counter, computerized all documentation, printer cum Xerox machine, cupboard, telephone ,security for cash arrange properly. All facility well equipped.

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

Infrastructure related Environmental Issues:

The infrastructure related environmental issues can be physical and human. The Institution makes sure that the surrounding area and the atmosphere are maintained suitable for the activities. They are made conducive for teaching learning. The college building kept clean and pollution free. Wide glass-windows allow sufficient sunlight into classrooms without entry of sunrays into the classrooms and guidance rooms.. All the lecture halls and rooms are provided with proper lighting arrangements, fans and wherever necessary exhaust fans are used. In case of load shedding, power back-up is available. Since every room and hall is provided with proper ventilative arrangements, there is no air pollution. Since most of the lecture halls are on the first and the second floor, the intensity of noise pollution is much reduced.. During the recess hours, peons are appointed to keep control over noise pollution. Yet, some threat of noise pollution does worry the Institution.

The human environment is equally significant for proper dealings and interactions among the teachers and the taught. The workload is equitably distributed. Willing and spontaneous preparedness is sought before assigning additional works to the faculty members. The staffing patterns are maintained according to the norms. The teacher educators are advised to be kind, but not loose; to be strict, but not cruel in their dealings with the teacher trainees. The atmosphere of co-operation, sharing, love and respect is maintained. The cases of conflicts, stresses and grievances are dealt amicably. The teacher trainees are advised to develop discipline from within. The teacher educators model their behavior and character to exhibit their cultural values. All these measures help in developing team work.

4.3 Library as Learning Resource:-

Library and attached Reading hall for teacher trainee and staff is the salient feature. We see in our institute.

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

Library Staff:

The Library staff consist of the following:

- Shri Sanjay Murlidhar Shewale (Librarian) B.Sc, M. Lib.
- (Lib Attendant)

In addition to these, the technical staff of the Institution is always available for all the library activities such as purchases of books, their registration and classification, maintenance of library accounts and up-keep of library information in computer.

The staffing pattern in the library is maintained as per the regulations and it is found to be adequate and efficient to serve the Institution clientele. The librarian is qualified and has total experience of 15 years of library work.

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 the staff and students are as :-

- | | |
|---------------------------------|------|
| 1. Text Book – | 1400 |
| 2. Reference Book - | 41 |
| 3. Dictionary – | 06 |
| 4. Encyclopedias - | 03 |
| 5. News Papers - | 08 |
| 6. Journals. - | -- |
| 7. Magazines - | 14 |
| 8. C.D. - | 25 |
| 9. Internet.- Broad Band Con. – | 1 |

The cupboards have been properly labeled and books are arranged in sequence of their accession numbers. These facilities provide for an easy and prompt access to the

books. It is assumed that the library holdings are very adequate when they are compared to desirable level of availability of reference holdings.

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

Yes,

Mechanism of Review of Library Holdings:

The Institution is aware that the clientele needs to have an easy and prompt access to the books and reference materials if the library is to serve as a learning resource. The users need to know what is available which book can serve their educational needs, they need to know where in the library it is stacked, and how they can reach the resources comfortably. In other words, they should be able to take acquisition decisions about relevant library resources. For this purpose, following needful is done:

- Course-wise lists of textbooks and reference books are permanently exhibited in the show-cases.
- The teacher educators are constantly motivated to provide the lists of books they need.
- Whenever new books are purchased, they are first of all shown to the teacher educators. They are advised to take note of those books and recommend them to the teacher trainees.
- The book-jackets and books that are new arrivals are exhibited in the show cases.
- The library has subject wise lists of books. These lists provide for choice of books.
- The library staff direct the users to the cupboards. Since there is an open access facility, the users can pick up and scan through the books.
- The Advisory Committee members supervise and guide these facilities and practices. The Committee sorts out and solves the crucial issues related to up gradation of the library and its maximal use.

The Library Advisory Committee:

The Library Advisory Committee consists of following members:

- Principal Dr.Shahid Ansari : President
- Mohammed Sabir : Vice President
- Shri Sanjay M. Shewale (Librarian) : Secretary
- Prof. Randive Dyandev Pandurang : Member
- Prof.Pujari Sulbha Appasaheb : Member

The committee meets at least once a month and considers the ways of updating the library holdings in terms of books, reference resources, journals, teaching-learning materials and technological facilities.

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

Yes,

Library of our institution is computerized Entries of all books, journal, magazines, news papers; thesis is made in Register as well as in computer. In it includes faculty wise entry of books, author, date of purchase, quantity, cost, name of publisher etc.

Recently institute purchased new software for automation web based application.

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.

Institution Library is well equipped with advanced Technology. It has separate Computer – 01 with BSNL Broadband Internet free and open access, telephone, printer, huge counter.

About the content of syllabi faculty suggest the books and that book is being collected by teacher trainee directly from Library. He search the particular cupboard of his faculty, paper and borrows it. Teaching faculty, Library faculty also help teacher trainee about the selection of book. All the records that is name of book, author, publication, quantity of books, cost, year wise its access all it maintained on computer.

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

Institution does not have Inplibnet / Delnet / IUC facility.

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

Library Working Periods:

Library is open for all. Its time on working days 08.00 a.m. to 02.30 p.m. During examination it remains open for 08 hours .

During the library working hours, the reading rooms are made available, exchange of books can be made and the books can be borrowed by depositing the I card and Library card .Student can borrow two books at a time on two library cards.

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

The new arrivals of book, Magazines by cover page or its Xerox is display by authority in particular showcase. So easily it visualize to all visitors of library, sometimes lecturers and Librarian orally also tell about the arrival of new book, magazine etc.

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

Yes, The library offers Book Bank facility for the B.Ed and M.Ed Course. There are 5172 .books in the banks. Institute provide 6 to 7 books for entire academic year for concerned course.

Due to availability of a lot of books even after Book Bank Project so many books remained in Library that gets available on borrowing card and Identity for teacher trainees.

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

Since not many visually and physically challenged persons are admitted, special facilities in terms of reference resources have not been developed. However, facilities in exchange of books, priorities to them, relaxation in retention of books are the facilities made available to them.

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 Institutions ensures the optimum use of the facility.

In University of Pune prescribed syllabus of different course highlight that for Educational Technology / ICT a weightage is given very much. Considering importance of syllabus and an importance in Emerging Indian Society specious, adequate facility regarding ICT is provided. Theory and practical is available in an Institute –

Sr.No	Course	Subject considered with ICT
01	B.Ed	BED 106 Integration of ICT in teaching learning and Instructional Design
02	M.Ed	Advanced Technology Lessons-04 and PPT Presentation of Research

Following equipments are available for teacher trainee in Computer Laboratory.

Sr. No.	Items	Nos. available
1.	Computer	15
2.	OHP	01
3.	Slide Projector	01
4.	Tape Recorder	02
5.	Documentary Camera	01
6.	Radio	01
7.	T.V.	01
8.	V.C.R.	01
9.	Epidiascope and Episcopes	01

10.	LCD Projector	01
11.	D.V.D. Player	01
12.	Video Camera	01
13.	Head-Phones	07
14.	Amplifier	01
15	Mikes (Cordless and collar)	02
16	Laser Printers	03

All above equipments are in well condition and Institute spend the money for their maintenance too.

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

Yes

Computer Curriculums:

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

• **B.Ed. Teacher Trainees:**

- A) Theory Component : Meaning, Scope and Importance of ICT, Word Processors, Power point, Internet etc.
- B) Computer Skills to be Imparted: Using the Computer , Accessing the Internet.
- C) **BED 106** Integration of ICT in teaching learning and Instructional Design

• **M.Ed. Teacher Trainees:**

For Research Review, presentation technology of computers get used at M.Ed teacher trainee.

Under Course M.Ed Advanced Technology Lesson for 100 .marks are devoted each of 25 marks.

In short all courses have adequate weightage given in Syllabus both for Theory and practical part.

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

The institution incorporate the new Technologies in curriculum Translational Processes.

- 1) Micro Teaching
- 2) Integrated Lessons
- 3) Simulation Lessons
- 4) Practice Lessons
- 5) Internship Programme
- 6) Theory Periodic Learning and Teaching.
- 7) T.B.T. Practical.
- 8) C.C.M. Workshop.
- 9) Internal Marks
- 10) Development Of Instructional Material
- 11) Research Purpose

Thus, the Institution encourages to use the new technologies and the ICT in their day-to-day teaching.

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

Teacher trainee Teacher optimally use traditional Teaching aids and also Technology based equipment during -

B.Ed:

Micro Lessons, Integration Lessons, School Practice Lessons, Models of Teaching, Technology based Lessons and Block Teaching

M.Ed:

For Research Viva Presentation and while collecting review of related literature and Research on line.

Above teacher trainee of all courses prepared their own presentation using audio, video, animation effect, verbal data, graphs, slides and other software under

guidance of Computer Instructor and Method Master. Most of teacher trainee of M.Ed. type their own thesis.

4.5 Other Facilities:-

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

Institution sometimes arrange orientation about the literacy in Computer and its operating for primary and secondary school teacher and other society members in free of charge during summer days for 5 days. Basic notes under Theory part and practically to operate Computer opportunity is given to the Teacher and other people of society.

4.5.2 What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the Institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

In Institute various Audio-Visual aids are related to programmes is available Educational slides of slide projector related to subject Geography is available.

M.Ed. teacher trainees soft and Hard copy of their Research Abstract and Advanced Technology based CD's are preserved in Computer Lab. They are in large quantity. Its helps to teacher trainee and staff for Review of Related Literature in Chapter- II of Research.

Faculty member have their own collection related their paper on personal Pen drive and on PC too. Amplifier with cassette player and Mike systems is in office.

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?

In institute following Method Labs and other spacious labs are available –

Subject Method Labs:

As per the curriculum in Institute Marathi, Urdu, English, Science, Maths, Geography, History subject methods lab are separately formed. Each dept. is separately work and each have separate classroom. That runs various programme under guidance of subject Method master. Different charts, pictures and other teaching aids are hanged in class for creating atmosphere of learning.

Psychology Lab:

As per the direction of Pune University Curriculum well equipped and in adequate no. Psychological Tests and other equipment is available. It only not useful for B.Ed. teacher trainee but also for the M.Ed. Teacher trainee for their research work too.

Test:

Institute have near about 30 types of psychological tests.

Computer Lab:

Under curriculum learning all courses teacher trainee visit it and complete their task and take benefit for their development of knowledge, attitude and skill. Batches are formed from 12.00 to 02.00 p.m. In pair group all the teacher trainee is given time to make optimally use of Computer Lab and other equipments. They have also free access of BSNL Broad Band. M.Ed.. teacher trainee make use of lab for PPT preparation and online Review of related literature and research.

Maintenance of all Labs:

Institute takes the follow up from Method master, Local Management Committee and IQAC. There is nice co-ordination among them. Institute has good mechanism about maintaining this equipment.

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

- **Conference Hall**

Institute has big specious advanced conference hall of 2000 sq.ft size. Having dice, mike, speakers, platform, screen with cabinet, mounted LCD Projector, curton, Chairs, Table in it. Hall has near about approximately 200 having seating capacity. In it institute arrange

workshop, seminars, conference, celebrates different cultural activities, days and also arrange guest lecturers lecture too.

- **The Seminar Hall:**

It is reserved primarily for seminars, workshops and orientation courses in which delegates and teacher educators participate. When such programmes are not conducted, it is used as a lecture hall and as the examination hall. It is put to a better use when the M.Ed. teacher trainees utilize it for power-point presentation. Staff meeting are conducted in this hall.

- **Sports:**

There is huge play ground in our campus. Institute has all kind of sport material like chess, cricket, etc Institute coach the teacher trainee and encourage sport events.

Following Sports Material is available

- **Music :-**

Institute has all kind of musical instrument like Harmonium, Dholki, Tabala, Dagma, Casio, Mike, CD Player etc.

- **The Guest - Room:**

It is well-furnished room for guests who wish to rest and get refreshed for the day's work. It is used for interviews of candidates, admission seekers and the M.Ed. candidates.

4.5.5 Are the classrooms equipped for the use of latest technologies for teaching?

If yes, give details. If no, indicate the Institution's future plans to modernize the classrooms.

Yes, all the classrooms are equipped for the use of latest technologies for teaching. In classroom electric supply multi board, power cord, screen is available. As per the requirement lecturers use it optimally.

4.6 Best Practices:-

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 Faculty Attempts to Model and Reflect:

The faculty guide teacher training to develop and instructional C.D. There are four groups for T.B.T. Practical, Four teacher educated play a role of instructor. They guide and created C.D's. They are related to school subject. They are useful for teaching in schools.

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

Innovative practice related use of ICT which contribute to quality enhancement is follows –

- Theory part introduced by faculty.
- Practical part introduced by computer instructor in Laboratory.
- Different educational websites also highlighted in computer lab. So teacher trainee log on these websites under self study.
- Password is given for to save the practical work prepared by teacher trainee as security.
- At main server all practical work are saved for safeness.
- For M.Ed. teacher trainee useful websites are suggested for review.

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

Institute adopted innovative best practices in infrastructure and learning resources are–

- Arranging science teaching aid exhibition in Institute.
- Arranging workshops, seminars and conference in institute.
- Exhibition is arranged every year in institute.

4.7 Additional Information

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

There is no any suggestion given by previous respective NAAC Committee.

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

Institute reform and updated the infrastructure in following ways.

- Purchased water purifier with cooler.
- Purchased in adequate no of computers, LCD Projector and CC Cameras
- Institute purchased new software for Library access.

CRITERION-V
STUDENT SUPPORT AND PROGRESSION:
SEELF-APPRIASAL

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

The institution assesses the student's preparedness for programme and ensures that they receive appropriate academic and professional advice through the commencement of their professional education programme throughout the year.

The institution is affiliated to Savitribai Phule Pune University and belongs to minority status which runs on non granted basis.

The admission of B.Ed. and M.Ed courses was based on the Entrance Test conducted by Maharashtra Vinnanudan Adhayapak Mahavidyalay Sanstha Chalak Association. The students tested on the following grounds.

1. Teachers attitude
2. Teachers aptitude
3. Mental ability
4. General knowledge.

After the test the department members and subject experts conducted interview to the candidates. In the interview student's preparedness for the course is tested. Proper advice to prepare themselves for the reception of B.Ed. and M.Ed courses will also be given by interview committee.

The eligibility criteria is at least 50% marks in graduation. Relaxation of 5% marks is in the eligibility of reserve category.

The institution co-operates the students in following curriculum activities.

- Proper initial orientation
- Teaching learning of course units.
- Preparation and conduct of micro and macro lessons.
- Orientation and completion of course related with practical.
- Internal assessment through tutorials, internal tests and examinations.
- Proper Orientation and practice for development of teaching confidence
- Proper inculcation of attitude of teaching.

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

It is well known and famous and having well reputation institute. Its alone institute who have wings e.g B.Ed and M.Ed Course .The institution has the congenial educational atmosphere which promote motivation, satisfaction development and performance improvement of students. Students motivate with various activities as micro lessons and practice lessons. The institution organizes class room test, orientation programme and co curricular activities for the students. The college ensures the satisfaction of the students by creating democratic environment in the overall working of college. Students are promoted to their valuable suggestions to make the environment of the college more motivating.

For development and performance improvement of the students many activities are undertaken by college.

- Celebration of all National festivals.
- Celebration of Teachers day.
- Wall magazine for creative writing.
- Daily morning news of the country and world.
- Arrange educational tours.
- Well equipped, adequate, spacious, updated computer lab, Method rooms,
Library is plus point of the Institute.
- For needy and minor society teacher trainee follow up of scholarship is

also mostly and devotionally taken by clerical staff.

- Well established canteen with hygienic food, breakfast and prompt service in cheap rate.
- Beyond learning routine subject institute works hard for all round development of teacher trainee and try to bring out good citizen of India.

5.1.3 Give the 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?

Gender- wise dropout rate of B.Ed and M.Ed:

Programme	2010-11		2011-12		2012-13		2013-14		2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
B.Ed	-	-	-	-	-	01	-	-	-	-
M.Ed	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	01	-	-	-	-

The college is running the professional courses like B.Ed., M.Ed. where the students take admission are matured, goal oriented, Seek for employment so there is very low dropout rate after the admission. The CET courses are based on annual structure and duration is 1 year. In the year 2012 -2013 one female student Momin Arshiya Kauser Faiz Ahmed got married and went to abroad with her husband.

The institution arranges one orientation programmes of the first day of the college and make them aware with the important and punctuality of course and advise them.

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

B.Ed. M.Ed. are the professional courses duration is one year. The college provides special services to the student for enabling them to complete for the job and progress to higher education. The details are as

1. The college conducts curricular and co- curricular activities for the job development in skill and abilities in students which required for teaching profession.
2. The college arranges personality development workshops for the development of soft skill within the students suitable for teaching profession.
3. The college invites expert school teachers and head masters to conduct the mock interview in teaching profession.

The students studying in B.Ed. and M.Ed. programmes are graduated from various disciplines and also some students are post graduate. They self aware about getting the job through appearing competitive examinations conducted by central and state govt. The student who have secure above 55% of marks at post graduate level and desire towards teaching profession appear for SET/ NET. Examinations.

5.1.5 What percentage of students on an average go for further studies/ choose teaching as a career? Give the details for the last 3 years?

After passing the B.Ed. course the students go for post graduate studies like M.Ed., M.Sc, etc. some students choose the teaching as a carrier in schools, colleges, private classes and also starts their own tuition classes.

The details are as:

Academic Year	Programmes	Further Studies	Teaching Profession
2012-2013	B.Ed.	25%	35%
	M.Ed.	NIL	50%
2013-2014	B.Ed.	28%	50%
	M.Ed.	05%	30%
2014-2015	B.Ed.	30%	30%
	M.Ed.	05%	25%

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's teacher after graduation from the Institution? If yes give details on the same.

Access and Training after Graduation:

When the teacher trainees studying the Institution, they have right and access to library. They are provided with facilities such as electronic information and Internet. They are provided training in computer science and ICT. They are trained in use of teaching aids hardware and software. They are even required to conduct technology-based lesson.

After graduation and completion of programmes the teacher trainees can avail of all the facilities if they wish. If they rejoin for higher programmes, they have an access to all the facilities. However regular teaching programmes are not organized.

5.1.7 Does the Instituting provide placement services? If yes, give details on the service provided for the last 2 years an number of students who have been benefited.

Placement Services:

The institution provides placement service through its placement cell. The cell consist of following members have social contact with many educational institution if school authorities approach and ask the names of eligible candidate, they recommend the names of eligible students.

The cell has provided following services in the last two years.

- Vocational guidance to teacher trainees
- Communication about job opportunities.
- Counseling about interviews and demonstration lesson.
- Orientation about teacher functions and code of conduct.
- Follow up activities in the context of teaching performance.

Most of teacher trainees employed in high school and Jr. college.

The total numbers of the beneficiaries are as follows:

Year	Teacher trainees B.Ed
2013-2014	15 Students
2014-2015	18 Students

5.1.8 What are the difficulties (if any) faced by placement Cell? How does the Institution overcome those difficulties?

The placement cell encounters no difficulties.

5.1.9 Does the Institute have arrangement with practice teaching schools for placement of the student teacher?

Yes, the college has arrangement with the teaching schools for placement of the student teachers. There is a two way arrangement. The head of the school shortlist the

candidates during teaching practice and encourage the trainees to appear for interview before the board of governors for their final selection. In the same time the college also keeps in touch with the school to know their requirement from time to time and get the students placed in these schools.

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

The training and placement officer of the college is provided the facility to use the college telephone including S.T.D facility, the stationary, the computer with internet connection, the fax, e-mail, and scanner facility is made available to him. The postage facility is a routine mater which does not require any special sanction either from the head of institution of the management. The placement cell carries its operation efficiency with coordination of all the staff members and under the guidance of the Principal.

5.2 STUDENT SUPPORT

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

Programme planning:

The principal and staff members of college first week of session prepare the academic cum activity schedule of college by including the various activities to be conducted during session.

Planning of Curricular Programme:

In the institution B.Ed. and M.Ed. are regular programme. In order to plan them following consideration are taken into account.

- Total number working days
- Time duration prescribed for special programme such as core training programme, practice teaching programme, and internship programme.

- Reservation of days for sports meets curricular activities that are celebration of national festivals and sports.
- Utilization of non structural programme.

For curricular planning following points are

1. Equitable distribution of work load.
2. Assignment of courses as per teacher educator's competence, specialization and teaching experience.
3. Proper sequence of course period.
4. Proper weightage to courses in terms of number of periods.

The special committees are constituted to conduct all internal programmes under the incharge of teacher's educators as:

1. Part-I- Theory course, six papers of two sections. Each paper is separate course taught by teachers.
2. Part-II- It includes tutorials, contain enrichment programme and internal tests.
3. Part-III- Practicum, Micro lessons
Integration lessons
Simulation lessons
Practice teaching
Lesson Observations
4. Part-IV- It includes course related project work.
 - Co-curricular activities
 - Social service
 - Health Programme.

The M.Ed degree will be awarded to a student who completes total of 64 credits in a minimum of one year in two semester.

Each course will be evaluated for 100 Marks.

Each course will have

1. 50 % of Marks as semester and examination shall be conducted by the University of Pune externally.
2. 50 % Marks for Internal Assessment shall be accessed by course in-charge teacher.

5.2.2 How is the curricular planning done different for physically challenged students?

1. While Planning for practice teaching and Internship programme, the schools which are near to their residence are allotted to physically challenged students.
2. Extra time for teaching activities.
3. Extra time for guidance for preparation of the lessons.
4. Shortening the duration of some of the manual work.
5. Increasing the library facilities.

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

The teacher educator who functions as guides for core training programme and later as guides for school practice lessons function as mentors. In addition to guidance, the teacher educators are introduced to good relationships with the teacher trainees and pave the way for their utmost development and progress.

The guide cum mentor is required to do the following needful:

- Vigilance over the performance and development in all practice lesson.
- Achievement in course theories, practicals etc.
- Participation in co-curriculum and extra-curricular activities.
- Performance in internal assessment.
- Counseling services
- Vocational guidance
- Inspiration and motivation to excel in all aspects of teacher training programmes.

It has been observed that this mechanism has contributed much to the welfare of the teacher trainees, and also to the professional development of teacher educators.

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

The institution makes provision that support and enhance the effectiveness of the faculty in teaching and mentoring of teacher trainees.

For teaching, the following need a mention:

- Arranging guest speaker's lecture.
- Rich library resources
- Orientation and discussion about courses especially when they are revised.
- Observation of lectures by the Principal and feedback on teaching.
- Evaluation of teaching performance with the help of scores in internal assessment and the university examination.
- Implementing curricular, co-curricular and extracurricular activity effectively.
- Deputation to various seminars, orientation courses and workshops.

In case of mentoring, the following could be mentioned:

- The teacher educator's interest in well-being of teacher trainees are developed.
- Proper attitudes for mentoring are inculcated.
- The IQAC supervises and supports the mentoring activities.

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 its own website www.citizencomplex.com

It displays mandatory requirements, and also

- Institute Building
- Introduction about our President Dr.Ayyubi Manzoor Hasan Mohd. Ayyub.
- Vision

- Mission and objectives of Institute
- Values and Institutional data etc.

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

Remedial Programme:

The institution plans and organizes remedial programme for academically low achievers through diagnosis in:

1. Micro-teaching as trainees conduct lessons.
2. Practice teaching when they conduct lesson in practicing school.
3. Internal Test and Tutorials.
4. Terminal and preliminary exam.

The remedial programmes are conducted on the basis of their achievements as:

1. Teacher educator provides personal guidance.
2. Proper feedbacks and suggestions are provided.
3. Weakness areas are pointed out in the test, tutorials and term end and preliminary examinations and feedback is provided.
4. The performance of meritorious teacher trainees in the tests and examinations are shown to them as models.
5. Note taking from reference book, skill of writing answers to questions based on application etc. are explained.
6. College arranges extra examination for preparing annual examination.

5.2.7 What specific teaching strategies are adopted for teaching-

- a) **Advanced learners**
- b) **Slow learner.**

Advance and Slow learners:

The advance and the slow learners are sorted out on the bases of scores in the internal assessments.

The advanced learners are guided to put in more efforts for better studies. Their performance is shown to them and ways of writing better quality answers are described to them. They are supplied with better reference books which they can retain for longer periods. Generally, the teacher educators become ‘target setter’ for advance learner. They are helped to develop outlines of model answers of questions. Thus, it is an instructional input programme rather than special teaching to the advanced learners.

The slow learners are treated with sympathy and loving-kindness. For them, repetition of course contents with slightly limited quantum is the technique. It often becomes necessary to concretize the concepts by providing numerous examples and illustrations. Attempts are made to identify the causes of slow learning. Generally, psychological disturbances, anxiety, inferiority complex are identified as causes. These are treated in the best possible manner. Once again it amounts more to instructional inputs that involves reteach of the minimum essentials.

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

Guidance and Counseling Services:

The institution provides guidance and counseling services to teacher trainees.

Under both cell guidance is a part concerned with –

- Daily routine lectures of subject.
- Micro, Integration and school practice lessons, theory and practical part.
- Informing about different programmes like Working with Community and Scholarship.
- Guidance about different practical's, submissions, tutorial, term end and prelim exam etc.
- Guidance about research, seminars, workshops advanced technology lessons and other.

All above are the factors under which Guidance is to be given.

As for as academic counseling is concerned, student receive assistance on how to study and write in the examination to get good marks.

5.2.9 What is the Grievance Redressal Mechanism adopted by the Institution for students? What are major grievances redressed in last two years?

The institution has constituted the Grievance Redressal Cell which functions also for teacher trainees. The teacher trainees are informed about its functions and utility in the beginning of the academic years.

The students teachers are instructed to launch their complaints in writing to the cell and procure the receipt for it. The nature of grievance is also understood through the oral communication and proofs are verified. The cell considers the grievances and makes proper enquiries with the teacher educators, non-teaching members, needed, the two are brought face to face and the matter are set right. Justice, ethics and adherence to the rules and regulations are some of bases for amicable solutions. There were no major grievances in the last two years.

Grievance Redressal Cell:

1. **President:** Dr. Ansari Shahid Lateef Mohd. Iqbal
2. **Co-ordinator:** Prof. Randive Dyandev Pandurang
3. **Members:** Prof. Ansari Mohd. Sabir Badrudduja
Prof. Pujari Sulbha Appasaheb

5.2.10 How is the progress of the candidates at different stages of programme monitored and advised.

Time to time the progress of the candidates at different stages of programme monitored and advised as follows –

- Remarks of observation i.e. positive and negative sides of skills are marked in written form on the lesson note.

- What are the mistakes as well as how it required that also guide by the faculty members.
- In written all remarks and marks (Qualitative and Quantitative) are put on the papers.
- The model answer key, blue print is also getting prepared.
- Criteria of checking practical and marking scheme is also set out and that get informed to the teacher trainee.
- All the internal marks and external marks are displayed on notice board.
- At the beginning of academic year, opening some periods are devoted for orientation on internal and external marks, practical marks, tentative yearly plan etc.

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

Pre-practice teaching –

- As previously told the groups are formed as per method.
- Theory part of Micro, Integration Lesson are to be introduced with PPT and its sub skills.
- Demo of all lessons are shown.
- Model and practice of drawing out lesson is also get provided.
- Guidance is given by Method Master of each lesson.
- Observer of group Observes the lesson and suggest remedies and get discussion both positive and shortcomings of lesson.
- Teacher trainee get chance to observe lessons of not only staff but also of peer group too which helps for improperness.
- Teach- Reteach is also conducted of each lesson.
- Those whose poor performance, has poor competency for them more and more practice and Remedial Teaching get arranged.

Practice Teaching –

- Theory part of school practice lesson gets introduced very first through PPT.
- Then demo of particular method is also shown by Method Master.
- Discussion get arranged.
- School practice lesson plan is displayed on notice board.
- Method Master, guide the teacher trainee about lesson plan.
- Teacher trainee finally conducts the lecture on class during that peer group teacher trainee and faculty member of concerned subject observe the lesson and put remarks on lesson note.

In this way institute try to develop competency to begin Pre-Practice Teaching and School Practice teaching and follow up the support in the field provided to the teacher trainees.

5.3 STUDENT ACTIVITIES:

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

- i. List the current office bearers.
- ii. Give the year of the last election.
- iii. List Alumni Association activities of last two years.
- iv. Give details of the top ten alumni occupying prominent position.
- v. Give details on the contribution of Alumni to the growth and development of the Institution.

1. The Alumni the institution is minority and one year course where local, outsiders and all cast people are admitted so there is no format registration and constitution of alumni association. The college occasionally invited the local alumni members and take suggestions.

2. The Alumni Association was constituted with following office bears in the current year.

List of the current office bearers

Lecturers Incharge.

Sr.No	Name	Post
01	Dr. Ansari Shahid Lateef	Principal & President
02	Prof.Ansari Md. Sabir Badrudduja	Vice President
03	Prof.Randive Dyandev Pandurang	Secretary
04	Prof.Waghmare Varun Harishchandra	Member
05	Prof.Pujari Sulbha Appasaheb	Member
06	Prof.Shrimulla Jayashri Rajaram	Member
07	Prof. Saima Nusrat Md. Arshad Mahevi	Member
08	Prof. Shaikh Imtiyaz Ahmed Gulam Ah	Member
09	Shri.Shewale Sanjay Murlidhar	Member
10	Prof.Chaudhari Arun Rama	Member

3. There is no formal process of election. However the Alumni are nominated in the association on rotation and voluntary basis.

4. List of Alumni Association Activities of last two years.

The institute the local alumni occasionally for a moment but they perform any activity

5. Top ten Alumni occupies prominent position

Sr.no.	Names	positions
1	Bhamre Poonam Subhash	Cooperator in Malegaon Municipal Corporation
2	Deore Sharad Shahdu	Asstt. Teacher in KBH High School (Nashik)
3	Bhamre Rajini Madha	Indira Gandhi Adhyapak Vidiyalaya (Nashik)

4	Md. Aamir Md. Ibrahim	Editor in Roznama Daily News Paper, (Malegaon)
5	Rumana Tabassum Shafique Ahmed	Asstt. Teacher Malegaon Girls High School, (Malegaon)
6	Naveed Akhtar Seraj Ahmed	Lecturer in Malegaon High School & Jr. College, (Malegaon)
7	Patil Chandrakant v.	Conduct Private Tuition class
8	Samshunnisa Saeed Ahmed	Conduct Private Tuition Class
9	Gazi Tabassum Shafiqurrahman	Asstt. Teacher in Adhinath English Medium School,(Malegaon)
10	Md. Asjad Dr.Asif Saleem	Ass. Teacher in Sardar High School. Malegaon

Contribution of Alumni to the Growth and Development:

- They have supplied the Institution with evaluative estimation about the functions of the Institution especially the teaching-learning and practice teaching.
- From their remarks, it was possible to estimate the proficiency, teaching skills and dedication of teacher educators.
- Since most of them are the heads of the practicing schools, proper evaluations of teacher trainees, the quality of the practice lessons and lesson guidance provided could be made.
- The alumni had made significant contributions to the teacher-educator' effectiveness of the Institution.

Thus the alumni had provided the educational feedback to the institution. It was useful for management for quality control.

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

The institution provides training for the teaching profession and also provides scope and opportunities for development of teacher trainees talents. The institution encourages with finance to participate in extracurricular activities and sports. The college has a multipurpose hall having a stage and a sitting capacity of 500 students. This hall is utilized for organizing co-curricular activities. The teacher trainees are deputed to the competitions organized by external agencies. When the Competitors receive awards or prizes they are congratulated in the general assembly and their names are prominently flashed on notice board and their prizes are exhibited to encourage other students.

Achievement of students during the last two years.

No.	Year	Name of Students	Activity	Achievement
1	2012-2013	Misbha Tarannum Aqueel Ah.	Debate Compt.	Ist Prize
2	2013-2014	Farha Deeba Syed Iqbal Ah.	Essay Comp.	Ist Prize

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

The institution encourages the students to publish materials on wall magazines or wall papers.

A tremendous variety has been found in their contributions. Teacher trainees put up their own articles, display biographies of saints, social workers, educationists and

national leaders. Some articles related to current issues such as global warming, literacy awards, knowledge Commission have found their rightful places on the wall-papers.

5.3.4 Does the Institution have a Student Council or any similar body? Give details on - constitution, major activities and funding.

There is a student council in the college every year it is constituted. There are the member of University representative, General Secretary Ladies Representative, Cultural Representative. They all are nominated by the Principal abiding the rules and regulation of University of Pune Apart from this there are some representatives representing various sections such as Internal examination, practice lesson, social service, excursion, magazines etc. One teacher educator is appointed as an Incharge person of students council. He plans and organizes the actives.

The Council Members for the Academic Year 2014-15 where as follows.

A) Constitution

Student Representative Council:

Sr.No	Name	Department
1	Dr.Ansari Shahid Lateef Md. Iqbal	Principal
2	Prof. Ansari Md. Sabir Baddrooja	Principal Nominee – Lecturer
3	Arshiya Kausar Md. Yaqoob	Highest % of college
4	Shaheen Bano Mohd. Yaseen.	Sports.
5	Misbah Bano Mohd. Altaf Ahmed	N.S.S. & Adult Education
6	Mujiburrahman Shafique Ahmed	N.C.C.
7	Md. Aijaz Sabir Ahmed	Cultural Activities
8	Asra Rahman Ateequr Rahman	OBC
9	Momin Nida Firdaus Raees Ahmed	OBC

B) Major Activities of Student Representative Council are as under:

- Organization of cultural activities.
- Organization of Meeting
- Birth and Death Anniversaries

- Organization of extension lectures.
- Organization of sports and games.

Funding:

The expenses for the activities undertaken by council are funded by the college. The officer bearers of the council are co- opted as member of grievance committee for organizing different in the college.

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

Academic and Administrative Bodies:

The academic and administrative bodies that have teacher trainees representation on them are as follows:

Cultural Programme Committee	Alumni Teacher trainee Organization
Social Service	Right to Information Committee
Sports, Health and Yoga	Grievance Redressal
Cultural Activity	Guidance and Counseling
Women Empowerment Cell.	Method Labs

In institute above mentioned all departments are run very successfully. The objectives of all cell is to trained the teacher trainee about how to plan and implement the programmes. Faculty members also guide them under observation of Principal and IQAC.

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

Yes, the college has a mechanism to seek feedback from the students during the session which is got filled from them when they pass out and come for collection of their details marks cards. This profarma has been developed with the view that pass out students can give free and frank views about the college and their suggestions for

improvement are valued highly by the college authority. The training and placement cell of the college seeks feedback from the employed students who are appointed in the nearby schools. Letters to employers who are situated at a distance are posted but the response to such letters is quite feeble and then the employers are contacted on telephone. They reply in few words and express their views.

5.4 BEST PRACTICE FOR STUDENT SUPPORT:

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

The college is doing many best practices with financial facilities to the new admitted students. The college is the area of weavers and labors who are poor. They are unable to pay admission fees at a time. The management receives fees installment the whole year.

The OBC and ST. NT. Students are given facilities of refund admission fees scheme at the end of the year.

The institution has taken initiative to assist them to make the monetary assistance available to them.

Objectives:

- To assist the deserving students to continue their education.
- To provide the facilities of scholarship to NT. ST. and OBC students.
- College library provides book through book bank facility to socially and economically disadvantaged students.
- College motivates and guides students to take active participation in seminars and conferences.

The Practice:

Remedial Coaching Centre:

The college has a remedial centre for academically weak students. This activity is undertaken without remuneration to the teacher educators.

Conduct Pre University Examination:

The college arranges pre university examination on University pattern exam to remove exam fear. To prepare the students for university exam. The college bears all the

expenses and educators devote free services for conducting examination and evaluating the papers and prepare results.

5.5 ADDITIONAL INFORMATION:

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

In the last assessment report, it is mentioned that “Old students meeting was not taken regularly. The college occasionally invite and hold meeting and get some valuable suggestions.

The previous students are mostly not local. They don't keep any type contact after their education so it is very difficult for the college to maintain their records their higher education and their progress in NET or SLET Exam nor in regard to placement services.

Criteria –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?

Purpose:

The purpose of an institute is mentioned in 1.1.1 Criteria.

Mission:

The mission of the college is to establish educational institutions to cater to the needs of students in general & students coming from weaker section of society in particular.

Vision:

a) “ Forging ahead zeal to achieve further highest of excellence & is poised to achieve new vistas in the years.”

b)“Achieving Excellence in the field of teacher education being taxable, resourceful and compliant. “

Values:

Institute through theory and practical work tries to inculcate and promote following values –

- Equality, Democracy and Secularism, Constitutional obligation.
- Content essential to Nurture National Identity, India’s Common cultural heritage.
- Gender equality, sensitivity, modesty.
- To increase competency in all skills concerned with teaching field.
- To develop and be aware about global trends in education.
- To ensure the all round development of teacher trainee teacher.
- To promote discipline.

6.1.2 Does the mission include the institutions goal and objectives in terms of addressing the needs of the society the students it seeks of serve, the school sector, education institutions traditions and value orientations?

Yes, The Institution's mission includes following points:

- Its goals and objectives.
- Reflections of needs of the society.
- Needs of teacher trainees.
- Promotional measures for school sector.
- Traditions of the institutions.
- To promote social, cultural, nationalist of Human Values among the young teacher trainees

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

The Citizen Welfare Education Society Malegaon was established in the year 1972. Its took up various projects in the field of educational & social welfare in accordance with its object of promoting educational & social welfare of Minorities.

Hence Local Management Committee (LMC) is the highest authority to look after various needs of the institution. The composition of the LMC is as under.

S.No	Name	Designation
1	Dr. Ayyubi Manzoor Hasan Mohd. Ayyub	Chairman
2	Ansari Shahid Lateef Mohd. Iqbal	Secretary-Principal of Dr. Manzoor Hasan Ayyubi College of Education, Malegaon
3	Dr. Asif Saleem Mohd. Usman	Member representative of Institution
4	Dr. Siddiqui Nazeer Ahmed	Member representative of Institution

5	Iqbal Ahmed Nizamuddin	Member representative of Institution
6	Prof.(Rtd) Abdul Hafeez Ansari	Member representative of Institution
7	Prof.Ansari Md.Sabir Badruddoja (Teachers Representative)	Member representative of Institution
8	Prof.Pujari Sulbha Appasaheb	Member representative of teaching Staff
9	Prof.Randive Dyandev Pandurang	Member representative of teaching Staff
10	Ayyubi Javeed Khursheed Hasan (Non Teaching)	Member representative of Non teaching Staff

The institutions Local Managing Committee(LMC) & college management always encourage for participation in seminar & conferences, for undertaking creation of self learning material. There are various committees. working in Citizen Welfare Education Society.

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

The principal in consultation with the chairman distributes workload to each member of the staff keeping in view their strength-weakness predication and potentiality.. Each faculty is actively involved in curricular and co-curricular activities according to their potential taste and need.

There is internal interaction between principal and staff members in order to sort out daily problems. The management looks after the working in totality and supplements the financial needs. The day to day functioning of college is looked after by the principal.

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

The Management ensures receiving of valid information or feedback to assess the activities of the college from the teacher trainee's (alumni and present both) parents, faculty and also straight personal observation.

There are two LMC meetings in a year in that the report of academic & other activities are presented. The principal also conducts the end of term and annual meetings, reviews meetings and opinions of peer faculty obtained through discussion.

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

The Principal of the college inspected all the activities of the college and report them to the management occasionally.

At the end of academic year, there is an internal audit of all the activities taken place in the college. The audited & auditor both are teaching staff members. They try to know to what extent the planned activities are executed and what are the barriers in achieving the objectives. The report is then submitted to Management representative of Quality management systems.

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

Arranging workshops, seminars, conferences and also allow to staff to attend, participate them at different workshops, seminars.

- Distributing equal workload of theory and practical as well as curricular, co-curricular and extracurricular activity among the faculty for best out comings.
- Encourage faculty for SET/NET exam., M.Phil and Ph.D. course.

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.

There is a democratic leadership in our institution. various academic decisions are taken through meeting and discussion.

Curriculum:

For the management of the curriculum the teaching subjects are allocated among the faculties as per their qualifications and abilities.

Whenever the curriculum is modified or revised an orientation of programme is conducted to indentify the changes and to spell out the details of the course.

Administration:

The principal distributes various duties regarding academic programmes among the teacher educators and administrative staff. To organize various academic programmes different committees are formed and monitors by the principal. These committees have given the freedom to plan and implement the relevant activities.

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 utilization of modern technology and resources in the teaching learning process.

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 linkage and examinations during the last year.

There are various committees with the help of which all the academic and other functions of the college are performed.

Faculty Committee	Local Managing Committee.
Quality Improvement Cell	Library committee.
Alumni Association	Sports and health committee

Research Committee	Cultural committee.
Teacher Trainee Welfare Committee	Social service committee.
Grievance & Redressal Committee	Examination committee.
NAAC / IQAC	

The following table gives a detailed account of the meetings held and the decision taken in the same for the various committees.

Committee : Internal Evaluation

Convener : Prof .Ansari Sabir ,Prof. Waghmare V.H & Prof.Shrimulla J.R

Year : 2014-2015

Name of the Committee	No. of the Meetings held in the Year	Decision taken in the Meeting
1st Internal Evaluation	1	<ul style="list-style-type: none"> -Organisation of Internal Evaluation Committee. - Distribution and assignment of incharge ship. - Prepare Conduct of activities Programme.
Content enrichment programme	2	<ul style="list-style-type: none"> - Assignment of work to study Decide to prepare - Guidance Programme. - Conduct of Test. - Evaluation of Test. - Arrange Feeol back
2nd Internal Evaluation	3	<ul style="list-style-type: none"> - Preparation of Evaluation Criteria - Submission of Journals. - Preparation of Result.

Committee : Library Committee

Incharge: Mr. Shewale Sanjay Murlidhar

Year : 2014-2015

Name of the Committee	No. of the Meetings held in the Year	Decision taken in the Meeting
Library	1	1. Decision regarding purchase of library software should be taken at the earliest. 2. Books on changed syllabus to be purchased on priority copies of most demanded books to be increased. 3. National and International periodicals, journals are to ready subscribed. .
	2	1. Follow up for the purchase of software with organization. 2. No. of research methodology books in English are to be purchased

Committee : Practical**Incharge: Prof.Waghmare Varun Harishchandra****Year : 2014-2015**

Name of the Committee	No. of the Meetings held in the Year	Decision taken in the Meeting
Course related Practical	1	<ul style="list-style-type: none"> - To form practical committee member information Guidance about course related practical work from 101 to 107 time. - Table and planning. - Mark list and Evaluation. - Criteria - Incharge ship to course related practical.
	2	<ul style="list-style-type: none"> - Submission of all course related practical work for 101 to 107. - Guidance to practical work 108 A to 108 B & 109 Activity. - Content enrichment programme submission of CEP.

Committee : Seminar & Internship**Incharge: Prof.Ansari Sabir B. & Prof.Randive D.P****Year : 2014-2015**

Name of the Committee	No. of the Meetings held in the Year	Decision taken in the Meeting
Seminar & Internship	1	<ul style="list-style-type: none"> - Selection and distribution of Topics for seminar. - Conduct seminar as per the time table. - Feed back and Evaluation. - Organisation of Internship Programme in practicing. - Assignment and conduct of activities in school. - Evaluation of activities. - Preparation of report. - Submission of Journals.

Committee : Alumni Association**Incharge: Smt. Pujari Sulbha Appasaheb.****Year : 2014-2015**

Name of the Committee	No. of the Meetings held in the Year	Decision taken in the Meeting
Alumni Association	1	<ol style="list-style-type: none"> 1. To arrange Alumni get together and to collect data of all in proper format. 2. To interact and share innovative ideas with present teacher trainee and faculty.

Committee : Examination**Incharge: Prof.Shrimulla J.R****Year : 2014-2015**

Name of the Committee	No. of the Meetings held in the Year	Decision taken in the Meeting
Planning and conduct of Exam.Infrastructure	1	<ul style="list-style-type: none"> *) Planning and arrangement of exam. *) Formation of Question paper. *) Preparation of Model Answer. *) Weightage on each topic. *) Marking scheme. *) Evaluation Procedure. *) Preparation of Result.
Content enrichment programe and Content enrichment test		<ul style="list-style-type: none"> - Declaration of topics. - Conduct of Exam. - Evaluation of papers. - Selection of slow learners failures. - Provide feed back. Conduct of test.
Tutorials Term End Prelims		<ul style="list-style-type: none"> - Selection of topic for tutorials conduct of tutorials for B.Ed. & M.Ed. - Evaluation - Conduct of written Test. - Covering the whole syllabus for B.Ed.. & M.Ed. - Evaluation as per university norms.

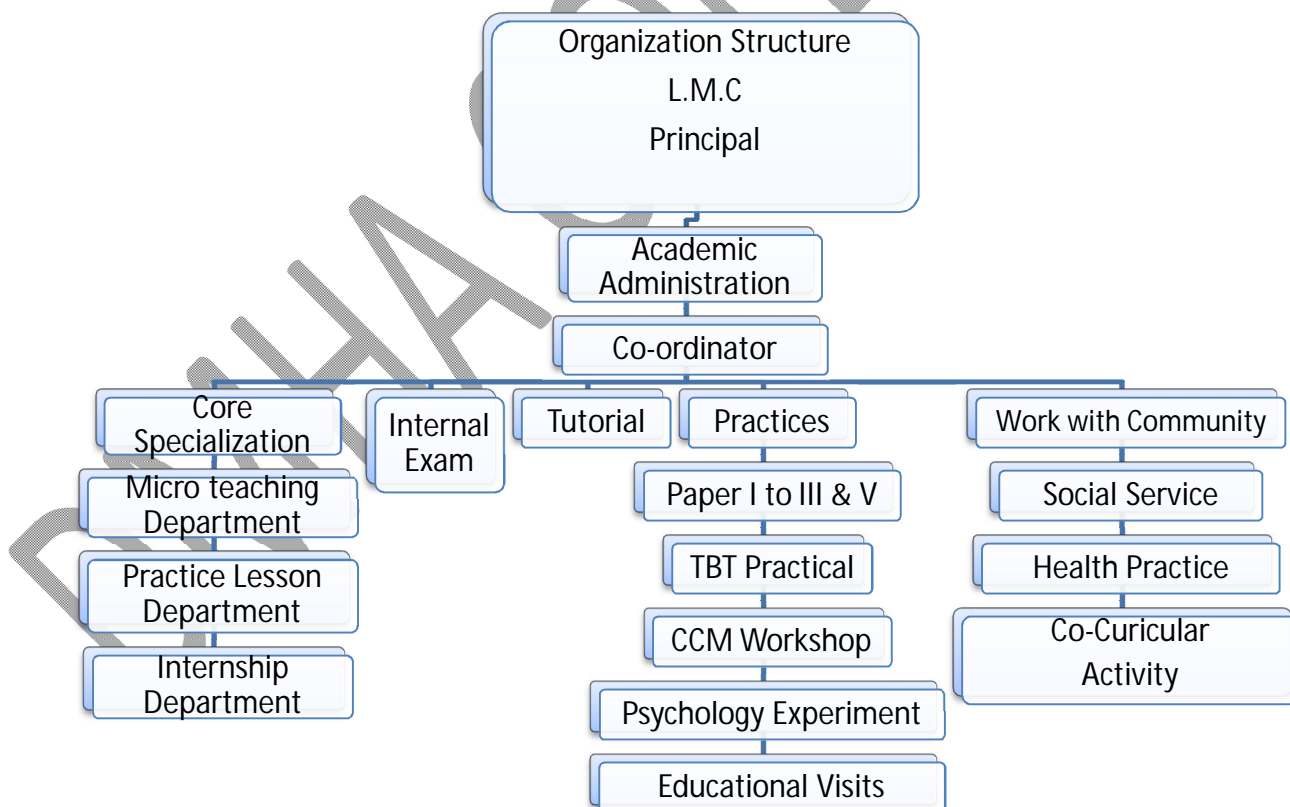
Committee : Content Cum Methodology**Incharge :Prof. Shrimulla J.R., Prof. Pujari S.A. & Prof.Saima Nusrat****Year : 2014-2015**

Name of the Committee	No. of the meetings held in the Year	Decision taken in the Meeting
Content Cum Methodology	1	<ul style="list-style-type: none"> - To conduct the workshop - Formation of groups for workshop. - Orientation Programme to study syllabus & curriculum.
	2	<ul style="list-style-type: none"> - Selection & distribution of textbooks. - Instruction of evaluation of textbook. - Exposition of internal & External qualities of textbook. - Analysis of the contents of textbook.
	3	<ul style="list-style-type: none"> - Preparation of unit plan - Arrangement of conduct of lesson according to std. - Observation and evaluation of the lesson

Committee : Technology Based Teaching**Incharge : Prof. Pujari Sulbha Appasaheb.****Year : 2014-2015**

Name of the Committee	No. of the Meetings held in the Year	Decision taken in the Meeting
TBT	1	In formal about TBT practice and making time table. - Making students groups. - Making Evaluation criteria

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



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 educational and administrative work has been maintained. 6.2.1 and 6.2.2 Each committee comprises of head/convener and assistant. They design and workout the academic programe. They keep the 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

Administration is decentralized to same extent principal is head of the institution provides academic and administrative leadership. He is supported by vice-principal and administrative staff.

Department	Functioning
I Core training and special program training 1. Micro-teaching 2. Practice teaching 3. Internship	The department head allots a group of teacher trainees equally to all faculty members by effective planning to complete the training and special training program. Record maintaining also the function of this department.
II Internal Exam. Department	In charge and the assistant conduct tutorials, terms, prelims exam. with the help of the faculty members. Planning, administration and record maintaining all the functions of this department.
III Course related practical	The practical's of paper I,II,III and IV are conducted by the concern teacher in charge and the report submitted to the head of that practical department. These responsibilities are given to all the

	faculty members.
IV TBT practical	Group of two teacher trainee do their practical work. The responsibility is given to the computer/technical assistant and in charge of related paper who keeps planning, administration and maintaining record.
V CCM workshop Department	Method wise groups are formed by the department and a workshop is conducted as per guidance by the University of Pune. Planning, administration and maintaining record.
VII Working With Community 1. Social service 2. Health practice 3. Co-curricular activities	These three departments have 3 in charge teacher, who plan and organize the activities under these head.

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

The institution has well collaboration with all the practicing schools in the city. The Students are sent there to conduct these lesson and improve teaching skills. They are also provided & an opportunity to perform Internship programme & get more experience related to curricular & Co-Curricular activeness. They also learn all the rules & regulations & professional ethics of teacher. All these activities enable them to make an ideal teacher.

The Institution Collaborates with other institutes affiliated to University / other Universities for different Programme e.g. Seminar, Workshops, Conference, etc

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

Yes, the institution uses the various data and information obtained from the feedback in decision making and performance improvement.

- a) Feedback from Headmaster of practicing schools are taken . Their suggestions are took into consideration for the improvement in school practice teaching.
- b) About faculties teaching feedback is collected from teacher trainee teacher.
- c) The institute gets feedback from alumni regarding the curriculum as well as various programs conducted by the institute.
- e) Meeting of the local management committee are held twice in a year in order to get feedback and plan for development of the college in future.
- f) There is permanent suggestion box for teacher trainee's feedback.
- g) Feedback from faculty – All suggestions and feedback are discussed in the faculty meetings.

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

There is a staff academy in the college Every year some lectures of the faculty members are arranged. Each teacher educator prefers a subject of his interest and shares his knowledge.

- Equal work distribution policy.
- Organization of seminars , workshops and conferences for sharing of knowledge and innovations.
- Participation in National, and State level seminars and conference.
- The college encourages its faculty to attain higher degree in education, particularly in the field of research. It may be noted that faculty members have been working on their M.Phil,

Ph.D. dissertations and studying to obtain higher degrees.

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 IQAC utilizes the MIS (Management Information system) It is at the apex of the institutions organizational about structure. It collects data and information about administration curriculum transactions, internal and external assessment, extension activities, welfare services to the faculty and teacher trainees, and research activities. It is selective in collection of data in the sense that data relevant for improving the quality of the infrastructure are considered for strategy development and deployment. It considers alliances among those data and uses for the well being of the institution.

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

While allocating resources for the various heads of action plan time and money and available human resources are considered. The human resources are allocated taking into consideration their competencies. The budget provision for particular activity is also considered.

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

Institution is affiliated to the University of Pune and self financed institution. The institution has its mission and goals. To support the implementation of the mission and goals, qualified and sufficient human resources are made available with the help of the parent institution. Necessary financial provision is also made available through L.M.C.

6.3.4 Describe the procedure of developing academic plan how are the practice teaching school teachers, faculty and administrations involved in the planning process?

- At the start of every academic year a meeting is held in principal office and all the faculty members are present.
- In every academic year, there is meeting of school headmasters with principal and lesson Incharge.

- It is held before the start of practice teaching head masters of schools provide their suitable dates of schools provide their suitable dates of practice teaching.
- Then the lesson Incharge person plan accordingly. All the lessons are observed by teacher educators and not by school teachers.

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

In the beginning of every academic year the head of the institution call the meeting of the faculty members and staff. In the meeting the head of the institution discuss the objectives and reviews the efforts in its achievement of the previous year. The staff is guided for the fulfillment of the objective in the same academic year. The institution also organize an inaugural address of the principal for the teacher trainees. Thus objectives are communicated all the levels through circulars, meetings and sometimes by displaying them on notice board and through announcement.

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 end meetings. The plan which was discussed in the beginning of the academic year is evaluated in this meeting and finalized by the IQAC. The vision and mission of the institution are monitored and evaluated after each year and revisions are made whenever necessities are felt.

The institution has framed various committees to monitor the plans and revised it as per need.

6.3.7 How does the Institution plan and deploy the new technology?

Separate computer lab is available in the college. Our college provides the modern communication media and technology to the teacher trainee to accept the challenges of modern age. The institution has O.H.P., LCD, laptops, Xerox machine and digital video camera that is used for curricular transaction and office related work. The institution always tries for the optimum utilization of this technology in teaching, learning and research process.

Internet facility is provided in the computer lab and office and in the technology room. Teachers, trainees and office staff use this facility in their day to day work.

The teacher trainees use laptops during internship program to conduct technology based lessons and practical. M.Ed. teacher trainees use this technology in teaching learning and research process.

6.4 Human Resource Management :

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

The institution identifies the faculty development needs and career progression of the staff in the following way.

- Principals observation regarding teaching and other works.
- LMC's observation and suggestions.
- The needs generally includes the changes in the syllabus, technological needs, guidance and observation of new types of lessons like team teaching and models of teaching.
- In case of seminars and workshops, considering the interest and area of the faculty members they are adopted.

6.4.2 What are the mechanisms in place for performance assessment (teaching research service) of faculty and staff? (Self appraisal method, comprehensive evaluation by students evaluations to improve teaching, research and service of the faculty and other staff?)

Institution has mechanism in place for performance assessment and using the evaluations to improve teaching research and service of the faculty and other staff.

- The institution has suggestion box for suggestions/comments complaints on the performance of the faculty, non-faculty staff.
- Teacher trainee's feedback is a regular practice and they face to communicate to the principal and the management.
- Teacher trainees are given opportunity to express their views on different academic and co-curricular activities organized at institution during and after the academic sessions.

All these assessments are used for quality improvements in research activities, modeling, teaching-learning and personal conduct management.

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:

- The achievements and progress of any staff member in any field is appreciated at different functions of the college. Even the achievements are mentioned in the college annual report. □
- The faculty member, who contributes towards research activities, paper presentation, research awards or for participation in conference , orientation or refresher courses are felicitated in LMC meetings, staff meetings and in the annual gathering.

Has the institution conducted any staff development programme for skill up – gradation and training of the teaching and non-teaching staff If yes, give details.

The Institution tries to enhance the quality of its infrastructure It is aware of the role of the faculty members and the staff in its teaching – learning functions. Therefore, it conduct programme for skill up-gradation and teaching skill enhancement.

- B.Ed. course is basically a program of development of teaching skills, the newly recruited teacher trainees are guided by the senior faculty before they proceed to school practice lessons.
- 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. □
- Demonstration programs are also organized by the institution to upgrade the technological skills. □

6.4.4 What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualification, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements institution align these

with the requirements of the statutory and regulatory bodies. (NCTE, UGC, University etc)?

The institute belongs to Minority Status. It informs regarding desired recruitment to the parent institute. The institute gives advertisement as per the norms and conditions laid down by UGC, University, NCTE, State Government etc. For. B.Ed and M.Ed. courses after interview the selected conditions are recruited salary structure and service conditions are as per the institution guidelines as it is self financed institute.

6.4.5 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, Work Load, Specializations.)

For., B.Ed and M.Ed.. courses, the part time and Adhoc Faculty is appointed as per the requirements and vacancies. There is no such as per the recruitment and vacancies. There are no such criteria to be followed for the recruitment. As our institution is non-grantable. But experience and qualifications criteria is followed for the recruitment of teacher educator.

6.4.6 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 courses:

- Necessity of professional development course to the faculty member at a particular stage.
- Number of faculty members participated in a professional development program.
- Duration of the faculty development program.

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. □

Practices □

- The faculty is encouraged to teach various courses at different levels like M.Ed & M.Phil courses. □
- The institution gives opportunity to participate and represent in various workshops, seminars and conferences at local, state, national and international levels. □

6.4.7 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, following physical facilities to each and every faculty member:

- There are separate ladies and gents staffroom with necessary furniture Staff rooms are well ventilated and lightened.
- There is well equipped classrooms and guidance room.
- Separate method labs are provided to all method in charge. In the method labs resource material teaching aids, models) are made available for teacher trainees.
- In the method labs and other 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.
- Laptops are made available to the faculty as per their demand. □

Thus, all these facilities lead to a conducive environment required for teaching and learning activities. □

6.4.8 What are the major mechanisms in place for faculty and other stakeholders to seek information and /or make complaints?

Mechanism to seek information and to make complaints.

1. LMC Committee
2. Face to face interaction with Department in charge.
3. Grievance redressed Committee
4. Suggestion box

Faculty can approach the concern authorities can make complaints, put suggestions etc.

6.4.9 Detail on the work load 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 (University of Pune) and NCTE for the B.Ed. and M.Ed., course.

The ratio of teacher to teacher trainee (1:14) is adhered to for course transaction. 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 the academic and extracurricular activities is prepared. The co-curricular activities and extracurricular 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, school and community work and other professional development programs.

The faculty is not given any administrative duties. Duty leave is granted to faculty to attend seminars, conferences.

6.4.10 Does the institution have any mechanism to reward motivate staff members? If yes, give details.

Yes, the institution has mechanism to reward and motivate staff merits-

- The institution encourages and felicitates the teacher educators for the awarding of M.Phil., 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 as well as in news paper.
- The special achievers are also felicitated in LMC and annual gathering in the presence of secretary and other honorable members of the parent institution.

6.5. Financial Management and Resource Mobilization.

6.5.1 Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the sources of revenue and income generated.

The institution does not get financial supports from the Government of Maharashtra and UGC. Because the institution is self financed institution and has never received any grant from the government for the conduct of its programme. The only source of revenue as are the fee realized from the teacher trainees as per norms of NCTE and the affiliating University. Besides institution fulfils all the requirements regarding finance. The details are reflected in the annual budget of the college.

6.5.2 What is the quantum of resources mobilized through donations? Give information for the last three years.

The information does not mobilize financial resources through donations. .

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 operating budget of the institution adequate enough to cover the day to day expenses. If any deficit occurs at all then the same is met by management through parent institute.

6.5.4 What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/ deficit)

The budget statements of last five years .

Description	2010-11	2011-12	2012-13	2013-14	2014-15
Library	12795	-	25000	25000	16000
Research & Extension	-	-	-	-	-

6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of Last two audits (Major pending audit paras, objections raised and dropped)

There is a regular audit by our parent institution. Citizen Welfare Education society's has appointed one auditor to audit its college and schools. He visits college in April/May of every year for audit.

6.5.6 Has the institution computerized its finance management system? If yes, give details,

The institution has computerized its finance management system partially.

- All the financial budget allocations are made with the help of computers.
- All details of income and expenditure are stored with the help of tally software.
- All the financial statements and pay sheets are prepared using the computer. (e.g. salary, bills, income tax, statements, auditing activities)

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?

Implementation and regular monitoring of quality management system (ISO)

- Organization of Remedial teaching classes for slow learners & sharp students.
- Establishment of study & observation classes in extra times.
- Organization of seminars and conferences on various educational issues.
- Separate department are formed as per courses.
- Decentralization of work.

- Proper linkage and co-ordination among different committees, LMC and IQAC.
- Continuous discussion, interaction of innovative ideas and effective implementation of programme is to be fulfill.

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

1. What were the evaluative observation made under Governance and Leadership in the previous assessment report and how have they been acted upon?

NIL

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?

NIL

Criterion VII: Innovative Practices.

7.1 Internal Quality Assurance System.

7.1.1 Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes, the institution has established the Internal Quality Assurance Cell (IQAC).

Year of establishment 2005-06

IQAC has taken following composition and major activities 2014-2015.

- Encourage the faculty to improve educational, vocational qualification.
- Get prepare an institute for NAAC Re-accreditation.
- To arrange University level, State level Workshop, Seminar & conference for educational faculty members.
- Follow up of students' feedback.
- Establishment of Guidance & Counseling Cell.
- Establishment of Grievance Redresalles Committee.

7.1.2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

At the start of academic year, in a staff meeting, objectives for the Academic year are decided. Keeping in view of the objectives, the annual calendar for the year is prepared. Throughout a year, it is attempted to follow the annual calendar. There are generally three to four staff meeting through out a year in which the follow-up of activities, remaining part of planning and the reasons behind is discussed. At the end of academic year again there is a meeting of IQAC in which the targets for the year are discussed and checked to what extent they are fulfilled and thus contributing to the fulfillment of goals. So in general , it can be said that the mechanism of evaluation of objectives is as follows:-

- IQAC take follow up of L.M.C. (Local Management Committee) and follow up of each departments committee.
- Initial discussion about the objectives of the year, taking into consideration view of all staff members.
- Annual Planning of academic & other activities according to the set objectives.
- Execution of the planned activities.

- Follow up of executed and remaining activities.
- Meeting at the end of academic year in which there is discussion about the objectives and its actualization.
- It also takes review of different committee's suggestion, recommendations etc. like LIC and other committee.

7.1.3 How does the institution ensure the quality of its academic programme.

The quality of the academic programmes can be ensured by the output, i.e. the results of annual examination as well as the processes that are undertaken while executing the academic programmes. There are some quantitative as well as qualitative measures which ensure the quality. Result is a quantitative measure and observation of behavioral changes in student teachers is a qualitative measure.. Every year at least 15% students secure first class with distinction. On an average 45-50% students are the first class achievers.

Before the commencement of every academic year a meeting is held by the principal and faculties regarding the various activities to be incorporated for the academic year. The activities focus on the physical, emotional, mental, social and intellectual development of student teachers and also participation in social life.

The theoretical knowledge alone cannot contribute to the all round personality development of teachers.

- To fulfill this purpose following activities incorporated include.
- Tree plantation.
- Arranging health guidance programme
- Organizing awareness campaigns to the surrounding.
- Health and hygiene.
- AIDS Awareness.
- Environment protection (Global warming).
- Seminar at local and statement resource persons.
- Workshop.
- Medical guidance and awareness programme.
- First aid training .

- Computer education.
- Preparation of use of teaching aids guidance.
- Women cell.
- Science club.
- Mathematics club.

So all above are the efforts are taken by an institute for quality of Academic Programme.

7.1.4 How does the institution ensure the quality of its administration and financial management processes.?

We believe that quality of administration can be decided by following parameters.

1. Systematic documentation.
2. Prompt Service.
3. Cleanliness.
4. Computerization.
5. Timely disposal of work.
6. Proper work distribution as per competency.

All the administrative staff members are sensitized by these parameters, because ISO system is implemented in our college. They are well oriented with the above parameters. Cleaning and prompt service are monitored regularly.

The budget for the new academic year is planned in the month of February by the treasurer of the society Budget is constructed for maintenance of infrastructure laboratory curricular and extracurricular activities External audit is done annually. The salary of the faculties is deposited to their bank account.

All bank transactions are done through this office Building is done properly and external audit is done annually.

7.1.5. How does the institution identify and share good practices with various constituents of the institution.?

The good practices are shared in the staff meeting or at the time of discussion in the staff academy. Various other institutions are visited by faculties to identify the good practices under going in the institution. The good practices of other institutions are also identified by discussion with the experts and they are also implemented in our institution.

The institution is in touch with other institutions in case of various co-curricular or extracurricular activities implemented by them such as debate competition, speech competition, talent hunt, social services, blood donation camp, AIDS awareness etc.

7.2 Inclusive Practices.

7.2.1 How does the institution sensitize teachers to issue of inclusion and the focus given to these in the national policies and the school curriculum.?

If we considered the curriculum of all courses we come to know that in B.Ed & M.Ed courses inclusive education is to be included in it. By following way institute sensitize teachers to issues of inclusion.

i. Considering curriculum of all courses so many topics are awakening and making aware of inclusive education. They are –

M.Ed. course 102 Sociology

1. Education and religion, caste, gender, class
2. Sex Education
3. Education and constitution
4. Economics of education
5. Meaning and need of equality of education, opportunity and social justice with special reference with Indian Society.
6. De-schooling of education.

B.Ed:

- Paper – II – Psychology of Inclusion
 - Identification of children with special needs,
 - Need of special education.
 - Catering special education needs
 - Concept of Integrated and Inclusive education.
- i). Scholarship for economically weak and reservation class teacher trainee. Institute takes follow up of it and try with it best to sanction it through Government agency.
 - ii) Those who are academically very poor or backward in comprehension, special guidance and remedial teaching arranged for them.
 - iii). Individual attention is also given.

iv) Those who have some complications or mentally disturbed, for them guidance and counseling cell support them.

v). Grievance Committee also work actively for those who have some problem.

vi). Some teacher trainees are active in sports or other activities for them special coaching, guidance is given.

In this way an institute is very alert and adopts inclusive Education.

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.

There are units on individual differences and inclusive education in the paper of 'psychology of learning and development' in the current syllabus of B.Ed.

In the academic plan there is a provision for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning. The curriculum prescribed by the Pune University for Teachers Education.

Paper	Title of Paper	Unit No.	Title
Core-I	Education For New Times	Unit-IX	Social Aspects of Education 9.1. Women Education. 9.2. Education for deprived people. 9.3. Education of Minority. 9.4. Education for Sustainable Development. 9.5. Futurology of Education and reflective Education.
Core-II	Psychology of Development and Learning.	Unit-IV	Psychology of Inclusion 4.1. Identification of Children with special needs. 4.2. Need of special

			education. 4.3. Catering special education needs. 4.4. Concept of integrated and inclusive education. 4.5. Adjustment courses of mal adjustment dealing with child abuse and children exploitation. 4.6. Developing Attitudes and inclusion.
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7.2.3 Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction active engagement is learning and self motivation.?

Institute facilitate curricular, co-curricular as well as extra curricular based activities and try to develop 'All Round Development of Personality' of teacher trainee as well as staff. It motivate, encourage the teacher trainee and also aware the self motivation.

During the practice lesson session 'social service ' activities and Tree Plantation Programme is organized by the teacher trainee.

Our students participate in various sports and games activities. Personality, mental health, hygiene ,guidance in the curriculum, lecture are given to student teachers regarding personality development and communication skills.

In the components stress is given on life skills courses. Guidance and counseling related to Time management classroom management Disaster and Finance Management is included in B.Ed curriculum.

Thus all the student teacher gain basic knowledge about exceptionalities and inclusive education.

7.2.4 How does the institution ensure that students teachers develop proficiency for working with children from diverse background and exceptionalities?

There are inputs of inclusive education & individual differences in theory course. So institution can ensure that essential awareness about them is created.

School is a place where children of diverse background and exceptionalities meet together. They organize community work to the neighboring schools during practices lessons. This is helpful to build sprit of tolerance in them Co-operation sympathy, adjustment and thus develops proficiency in working with children of diverse background and exceptionalities.

7.2.5 How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

Every year, there are 2-3 students which are physically challenged. College address their needs by allotting them schools for practice lessons which are not far away from college. More time is provided for them during written examination. A suitable school is arranged for them for their internship.

7.2.6 How does the institution handle and respond to gender sensitive issue (activities of women cell and other similar bodies dealing with gender sensitive issues)?

There are five lady faculty members in our college. One of them is In-charge of lady teacher trainee 'Health Education'. The women cell of our institute operates to deal with gender issues. The constituent of the cell include a Co-ordinator who is the principal of the institute. One senior faculty as the secretary and the college president. The women cell looks into the students issues and solve it premarital counseling is conducted for student teachers by expert women counselor to deal with family issues. We also celebrate the Women's Day.

The cell is also concentrating upon women problems, society is now accustomed with modernization and westernization. In this changed scenario the family relationship is broken and result in broken families.

Discussion is held by the cell on various issues like divorce , problems of nuclear families, broken family norms, insecurity of women in society.

The counseling provided to teacher trainee will be helpful for them to sustain a healthy culture of our nation and there by safe grading the younger generation from social evils.

7.3. Stakeholders relationship:-

7.3.1 How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

Our institution maintains a major wise Register of students performance in unit tests. The achievement of the students is reported to there parents. The parents of low achievers were called to meet the principal. The students performance and the area of weakness is discussed with their parents in the present of the concerned faculty. One month before the commencement of University Examination we advise the parents of low achievers and other students also to send them to the special study hours arranged for them. The improvement of their wards is reported to the parents. Supervised studies are also arranged before pre-university examination.

Parent- teachers association is working activity the PTA representative are elected at the first day of the academic year. The principal along with faculty discuss with the parents about the course and the need for their full co-operation for successful completion of the course by their wards.

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?

It is discussed in staff meetings. Sometimes it is discussed in Local Managing Committee meeting. About the teaching of faculty member, Principal discusses it with the concerned person on individual level.

IQAC:-

The success and failure of various programmes in the institute is discussed by the IQAC of the institute.

Feedback:-

Feedback is also gathered from the stakeholders, students teachers and faculties about each programme. The feedback is analysed the failures and defect of the program

are taken into consideration and necessary modification are done for quality improvement.

Students Grievance:-

Students can post their grievance, the grievance of students is opened by the institution.

7.3.3 What are the feedback mechanism in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement.?

At the end of each academic year, feedback is collect from students. It is about the teaching and all other activates took place through out the year. It is analyzed by in charge staff member. Then it is communicated to everyone by the Principal. If required they discusses the faculty member individually.

In order to evaluate that where we stand and to know the status of success and quality of program we collect feedback from student teachers. The collected feedback is reviewed by the IQAC and the suggestion are taken in to consideration in order to bring about necessary modifications in specific areas. Thus we come to program offered and identify the means for quality substance and improvement.

Additional Information to be provided by Institutions opting for Reaccreditation.

Q.1. How the core values of NAAC are reflected in the various functions of the institution?

The various activates and topics from the syllabus through which the core values of NAAC are reflected.

Sr. No.	Core Values	Topics from syllabus	Activities
1	Contributing to National Development	i)National goals of education as stated in Indian constitution. ii)Education for national integration. iii)Characteristics of modern Indian society. iv)Psychology of inclusion.	Samarth Bharat abhiyan.

2	Fostering Global Competencies among students.	<ul style="list-style-type: none"> i) Education for work culture. ii) Education for peace. iii) Role of teacher in globalization. iv) 21th century skills v) Stress management. 	
3	Inculcating a Value System among Students.	<ul style="list-style-type: none"> i) Time management. ii) Disaster Management. iii) Environmental awareness. iv) Gender equality. v) Rational thinking. vi) Scientific temper. 	<p>Internship lessons based on values, based on environmental awareness</p> <p>Content cum methodology workshop.</p>
4	Promoting the Use of Technology.	<ul style="list-style-type: none"> i) Modern mass communication media in education. ii) Introduction of ICT education. iii) Challenge in integrating ICT in education. iv) Modern web2 technologies used for communication. v) e-learning. vi) Virtual classroom. vii) Computer assisted instruction. viii) Online examination. 	<p>Technology based lessons.</p> <p>ICT practical</p> <p>Use of technology for presentation of topic of tutorial.</p>
5	Quest for Excellence	Concept of quality management and quest for excellence.	<p>Through a process of research</p> <p>Through a process of planning and preparation of practice lessons</p>

Mapping of Academic Activities of the Institution

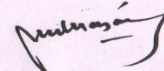
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33						
Admission and Orientation																																							
Theory																																							
Tutorials/ Seminars																																							
Sessional Work - Tests & Assignments																																							
Practical Work																																							
Preparation of Internship: Demonstration / Observation of lessons/ micro teaching/ simulations																																							
Practice Teaching/ Internship																																							
Co-curricular Activities																																							
Working with community/ project work																																							
End-Term Examination																																							

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

PART IV : DECLARATION BY THE HEAD OF THE INSTITUTION.

I certify that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge. This SAR is prepared by the institution after internal discussion, and No part thereof has been outsourced.

I am aware that the peer team will validate the information provided in this SAR during the peer team visit.



Principal

Dr. Manzoor Hasan Ayyubi College of Education

Place: Malegaon

Date:01.06.2016

DMHA COLLEGE