सत्यमेव जयते

GOVERNMENT OF MAHARASHTRA

GOVERNMENT COLLEGE OF EDUCATION, BULDANA-443001

ESTD-1968

RE-ACCREDITATION REPORT (RAR)

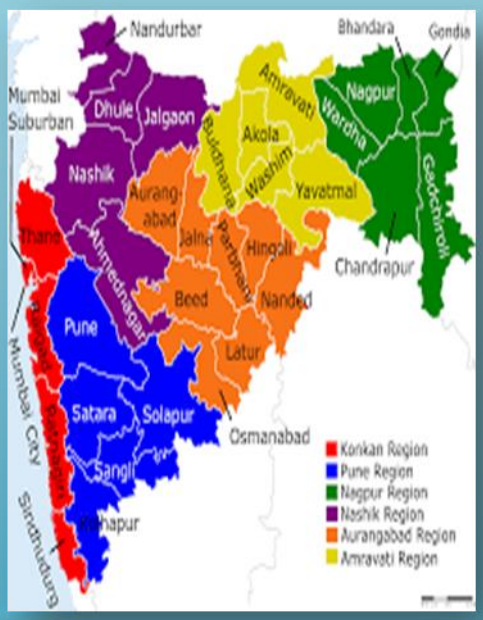
CYCLE-2

SUBMITTED TO

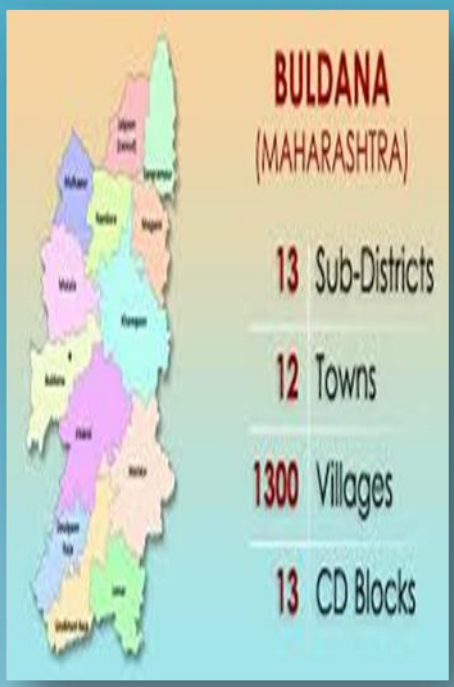
NATIONAL ASSESSMENT & ACCREDITATION COUNCIL
NAGARBHAVI, BANGALORE- 560 072

SEPTEMBER-2016

INDIA



MAHARASHTRA



GOVERNMENT COLLEGE OF EDUCATION, BULDANA

ABBREVIATIONS	
AC	Academic Council
AMC	Annual Maintenance Contract
API	Academic Performance Indicator
AVRC	Audio-Visual Research Centre
AQAR	Annual Quality Assurance Report
BOS	Board of Studies
BCUD	Board of College and University Development
CAL	Computer Aided Learning
CBCS	Choice Based Credit System
CD	Compact Diskette
CFL	Compact Fluorescent Lamp
CR	Confidential Report
DIET	District Institute of Educational Traning
DVD	Digital Video Diskette
ELCB	Earth Leakage Circuit Breaker
GR	Government Resolution
ICDS	Integrated Child Development Society
ICT	Information and Communication Technology
ISBN	International Standard Book Number
ISSN	International Standard Serial Number
IEQA	Institutional Eligibility for Quality Assessment
IQAC	Internal Quality Assurance Cell
IQAS	Internal quality assurance system
INFLIBNET	Information and Library Network
INSA	Indian National Science Academy
IPR	Intellectual Property Rights
ISR	Institutional Social Responsibility
IT	Information Technology
KA	Key Aspect
LAC	Local Advisory Committee
LED	Light Emitting Diode
MoC	Memorandum of Contract
SET	State eligibility Test

NGO	**Non Government Organization**
TDPF	**Teacher Demonstration Practice Follow up**
NET	**National eligibility Test**
NCERT	**National Council for Educational Research &Training Education**
MS-CIT	**Maharashtra State Certificate in Information Technology**
MHRD	**Ministry of Human Resource and Developments**
OBC	**Other Backward Class**
PG	**Post Graduate**
PBAS	**Performance Based Assessment System**
RCC	**Research Coordination Committee**
RUSA	**Rashtriya Uchastar Shiksha Abhiyaan**
RTMAU	**Rashtra Sant Tukdoji Maharaj, Nagpur University**
SC	**Scheduled Caste**
SET	**State Eligibility Test**
ST	**Scheduled Tribe**
SPSS	**Statistical Package for Social Sciences**
SOEC	**Social Outreach and Enabling Centre**
SGBAU	**Sant Gadge Baba Amravati University**
SWOC	**Strengths , Weaknesses, Opportunities and Challenges**
SCERT	**State Council for Educational Research &Training Education**
UPSC	**Union Public Service Commission**
UGC	**University Grants Commission**
VTP	**VLAN Trucking Protocol**
Wi-Fi	**Wireless Fidelity**
WHO	**World Health Organization**
WGU	**Women graduate Union**
YASHADA	**Yashvantrao Chavan Academy of Development Administration, Pune**
YCMOU	**Yeshwantrao Chavan Maharashtra Open University**

CONTENTS

SR. NO	TITLE	PAGE NO
	PREFACE	06
PART-1	INSTITUTIONAL DATA	
A	PROFILE OF THE COLLEGE	07
B	CRITERION –WISE INPUTS	10
PART-II	EVALUATIVE REPORT	
01	EXECUTIVE SUMMARY	39
02	CRITERION WISE ANALYSIS	
	CRITERION-I CURRICULAR ASPECTS	46
	CRITERION-II TEACHING- LEARNING AND EVALUATION	64
	CRITERION-III RESEARCH, CONSULTANCY AND EXTENSION	99
	CRITERION-IV INFRASTRUCTURE AND LEARNING RESOURCES	111
	CRITERION-V STUDENT SUPPORT AND PROGRESSION	123
	CRITERION-VI GOVERNANCE &LEADERSHIP	139
	CRITERION-VII INNOVATIVE AND BEST PRACTICES	160
03	MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION	171
04	DECLARATION BY THE HEAD OF THE COLLEGE	172
05	CERTIFICATE OF COMPLIANCE	173
06	ANNEXURE	
	CERTIFIACTE OF ACCREDITATION	174
	PEER TEAM REPORT	175

PREFACE

Govt. college of Education, Buldana is the first teacher's training college started in 1968 for catering the needs of primary and secondary teachers & also for imparting the training to lab assistants and Science teachers. The college has preserved its ethics and ideals as it is approaching towards silver jubilee celebrations, it gives me an immense pleasure to state that the institution has proved its significant educational and human resource contribution especially in the field of teacher education in post accreditation era. The college was accredited in the month of January 2005 with "B" grade in the first cycle.

Gradually it has evolved a culture of understanding and respect for different castes, creeds and religions. It is our sincere endeavor which has encouraged us to examine our strengths, weaknesses and to know & understand the opportunities offered in higher education and prepare for the challenges that are at the forefront. This reaccreditation report has been prepared as per the format devised by **NAAC.** This effort of scaling new heights and raising the bar further has given us an insight into our post accreditation. The multi-faceted achievements of our students recorded in our report bears testimony to the effectiveness of our new endeavors. The significant contribution made by the college is the result of sustained and dedicated efforts of all the faculty members, administrative staff members, alumni and our beloved students. Some of our achievements include the starting of PG, UG and Diploma courses which has increased in the facilities for higher education courses, prompt equity and access through fee concessions, gender disparity in admissions and increase in student support services, Strengthening of physical infrastructure, especially procuring of psychological tests, equipments and materials, ICT and audio visual lab facilities and modernization of age old building to enhance the teaching-learning experience and encouraging holistic development of students through extension activities.

The report has been finalized with utmost sincerity, honesty and collective efforts of the faculty members which is now being submitted to the NAAC for re-assessment and reaccreditation of our institution for second cycle.

It would be highly delighted to hear from the Peer Team views and opinion through the visit to the institution for assessment and re-accreditation of second cycle.

(Prof. P. R. Gaikwad)

Principal,

Govt. College of Education,

Buldana-443001

PART-I INSTITUTIONAL DATA

A : PROFILE OF THE COLLEGE

1. Name and Address of the College:-

Name:	**GOVERNMENT COLLEGE OF EDUCATION**	
Address:	**NEAR DEVI TEMPLE CHIKHALI ROAD**	
City:	**BULDANA**	**State: MAHARASHTRA-443001**
Website:	**www.gcebedbuldan.org**	

2. For communication:-

Designation	Name	Telephone	Mobile	E-Mail
Principal	**Dr. P. R. GAIKWAD**	**(R)07262-247062 07262-247425**	**+91-9422202798**	**gcebedbuldana@gmail.com dr.prgaikwad@gmail.com**
Steering Committee Coordinator	**DR. NUTAN B. CHAVAN**	**(R)07262-247062**	**+91-9422323401**	**nbcbed@gmail.com**

3. Location of the Institution

Urban [×] Semi-urban [✓] Rural [×] Tribal [×]

4. Campus Area in acres: **17 Acres**

5. Is it a recognized minority institution? No

6. Date of establishment of the institution :- **15/06/1968**

7. University/Board to which the institution is affiliated:-

SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI

8. Details of UGC recognition under sections 2(t) and 12(B) of the UGC Act. (Month &Year):-

Sr. No.	Section	Date, Month and Year
01	**2F**	**01/11/1956**
02	**12B**	**12/07/1974**

9. Type of Institution :-

a. **By funding**

i) Government (UG) [√]

ii) Grant-in-aid [×]

iii) Constituent [×]

iv) Self-financed (PG) [√]

b. By Gender

i) Only for Men [×]

ii) Only for women [×]

iii) Co-education [√]

c. **By Nature**

i) University Department [×]

ii) IASE [×]

iii) Autonomous College [×]

iv) Affiliated College [√]

v) Constituent College [×]

vi) Department of Education of Composite College [×]

vii) CTE [×]

viii) Any other [×]

10. Does the University / State Education Act have provision for Autonomy?

Yes [√] **No** [×]

If Yes,

has the institution applied for Autonomy? **-No**

11. Details of the teacher Education Programes offered by the Institution

Sr. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium
1.	Secondary / Sr. Secondary	B. Ed	Graduation	Degree	2 Years	Marathi
2.	Post Graduate	M. Ed.	B. Ed. /B. A., B. Ed./ B. Sc.B. Ed./B. El. Ed./D. El. Ed. (With Graduation)	Degree	2 Years	Marathi
3.	Others Run by Yashwantrao Chavan Open University, Nashik	B. Ed.	Approved Graduate Teacher	Degree	2 Years	Marathi
4.		M. A. (Education)	Approved Graduate Teacher	Degree	2 Years	Marathi
5.		D. S. M.	Head Master or Supervisor of School	Diploma	1 Year	Marathi

12. Give details of NCTE Recognition (for each program mentioned in Q. 11 above)

Sr. No.	Level	Program	Order No. & Date	Valid up to	Sanctioned Intake
1.	Secondary / Sr. Secondary	B. Ed	WRC/OAPW0640/113128/2015/151982 Date: 28/08/2015	--	50 (One Unit)
2.	Post Graduate	M. Ed.	WRC/5-6/110/2008/ 46928 Date: 20/11/2008	--	35
3.	Others (Specify) Run by YashwantraoChavan Open University, Nashik	B. Ed.	N. A.	---	40
4.		M. A. (Education)			40
5.		D. S. M.			60

B: CRITERION-WISE INPUTS

CRITERION I: CURRICULAR ASPECTS

1. **Dose the Institution have a stated**

Vision	**Yes**
Mission	**Yes**
Values	**Yes**
Objectives	**Yes**

2. **Dose the institution offer self financed programs** **-Yes**

   a. **How many programs** **Four**

   b. **Fee charged per program** **Rs. 41,000**

Note:-

The other Three courses namely: M. A. (Edn.), B. Ed and DSM (Distance mode) various course wise information as follows:

In-service	M. A. Education	Distance Mode, Two years	Fees-18000/-
	B. Ed.	Distance Mode, Two years	Fees-12000/-
	D.S.M.	Distance Mode, oneyear	Fees-1000/-

3. **Are there programmes with semester system** **Yes**

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

Yes	√	**No**	**X**

If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority. **05**

Prof. Dr. Gaikwad, Dr. Shetkar, Dr. Chavan, Dr. Tadads, Dr. Warghat have participated in curriculum development program in University. Prof. Dr. Gaikwad & Dr. Shetkar worked in B. O. S. and Dean Faculty of Education Dr. B. A. M. University, Aurangabad.

5. **Number of methods/elective options (program wise)**

Sr. No.	Courses	Methods	Elective
01	**D. Ed**	**---**	**---**
02	**B. Ed (Regular)**	**08**	**04**
03	**M. Ed (Regular)**	**---**	**02**
04	**B. Ed (In service)**	**13**	**04**
05	**M. A. Education (In service)**	**---**	**02**

6. **Are there Programs where assessment of teachers by the students has been introduced**

Yes	**√**	**No**	**X**
Number	**05**		

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

Yes	**√**	**No**	**X**
Number	**05**		

8. **Are there Programs with faculty exchange/visiting faculty**

Yes	**√**	**No**	**X**
Number	**06**		

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

Heads of practical teaching schools	**Yes**	**√**	**No**	**X**
Academic peers	**Yes**	**√**	**No**	**X**
Alumni	**Yes**	**√**	**No**	**X**
Students	**Yes**	**√**	**No**	**X**
Employers	**Yes**	**√**	**No**	**X**

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

Two Years

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

Yes	**X**	**No**	**√**
Number	**Nil**		

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

Yes	√	**No**	**X**
Number	**05**		

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

Yes	√	**No**	**X**

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

Yes	√	**No**	**X**

CRITERION II: TEACHING-LEARNING & EVALUATION

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

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

Note :-

Up to 2016, 50% weightage was given to qualifying exam. & 50% to CET score were counted for competing CET Score but from 2016 onwards the policy of giving 100% weightage for CET score is being followed by order of Hon. Commissioner, Mahapravesh.

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

a)	Date of start of the academic year	**15 June 2015**
b)	Date of last admission	**09 August 2015**
c)	Date of closing of the academic year	**30 April 2016**
d)	Total teaching days	**187**
e)	Total working days	**230**

3. **Total number of students admitted**

Program	Numbers of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D. Ed	---	---	---	---	---	---	---	---	---
B. Ed	14	32	46	14	25	39	---	07	07
M. Ed (Full Time)	01	12	13	01	12	13	---	---	---
B. Ed Distance Mode	31	12	43	28	09	37	03	03	06
D. S. M.	12	06	18	10	04	14	02	02	04

4. **Are there any overseas students?**

Yes	**X**	**No**	**√**

Note:

From 2016, the provision for overseas student is provided.

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

a. Unit cost excluding salary component — **17, 283**

b. Unit cost including salary component — **2, 74, 673**

Nomenclature of the other Self finance Regular and distance mode courses	Student Enrolled	Unit Cost (Including Salary Component)	Unit Cost (Excluding Salary Component)
M. Ed. (Self-finance)Pre-service / Regular/ Face to face mode	**13**	**41000/-**	**26000/-**
B. Ed. Education Distance Mode	**43**	**12000/-**	**7000/-**

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

Programme	Open		Reserved	
	Highest %	Lowest %	Highest %	Lowest %
D. Ed	---	---	---	---
B. Ed	**73.75**	**67.58**	**74.50**	**63.80**
M. Ed (Full Time)	--	---	---	---

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

Yes	√	No	X

Note:

Skills & knowledge required for the program is assessed by content test, interviews conducted for counseling, allotting second method, elective & selecting talents of the student through "Talent Search Program".

8. Does the institution develop its academic calendar?

Yes	√	No	X

9. Time allotted (in percentage)

Program	Theory	Practice Teaching	Practicum
D. Ed	---	---	---
B. Ed	**18.44%**	**37.68%**	**43.88%**
M. Ed (Full Time)	**60%**	---	**40%**

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days — **40**

b)Minimum number of pre-practice teaching lessons given by each students — **32**

11. Practice Teaching at School

a) Number of schools identified for practice teaching — **13**

b) Total number of practice teaching days — **40**

c) Minimum number of practice teaching lessons given by each student — **40**

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

No. of Lessons simulation	Bridge Lesson	No. of Lessons Pre-practice teaching (M.T.)	Total No.
10	02	20	32

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

Yes	√	No	X

Note:-

One week orientation session is conducted in the beginning of the course wherein the scheme of evaluation is introduced along with other aspects of the program.

14. Does the institution provide for continuous evaluation?

Yes	√	No	X

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

Programme	Internal	External
D. Ed	---	---
B. Ed	65.28%	34.72%
M. Ed (Full Time)	60%	40%

16. Examinations

a) Number of seasonal test held for each paper **02**

b) Number of assignment for each paper **02**

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

	Yes	No
Computer	**√**	**X**
Intranet	**√**	**X**
Internet	**√**	**X**
Software / Courseware (CDs)	**√**	**X**
Audio resources	**√**	**X**
Video resources	**√**	**X**
Teaching Aids & other related materials	**√**	**X**
Any other (SDF facility is available)	**√**	**X**

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

Yes	**√**	**No**	**X**
Number	**05**		

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

Yes	**X**	**No**	**√**

CRITERION III: RESEARCH, CONSULTANCY & EXTENSION

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

Number	**07**	**100**	**%**

2. Does the Institution have ongoing research projects?

Yes	**X**	**No**	**√**

3. Number of completed research projects during last three years. **04**

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

a	**Teacher are given to study leave**	**√**
b	**Teacher are provided with seed money**	**X**
c	**Adjustment in teaching schedule**	**√**
d	**Providing secretarial support and other facilities**	**√**
e	**Support to college Library & ICT LAB**	**√**

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

Yes	**X**	**No**	**√**

Note:-

UGC & University financial support sanctioned for completing the project or Ph. D. is given to the research scholars whom the project is sanctioned.

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

Ph. D	**01**	**M. Phil**	**—**

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

Yes	**X**	**No**	**√**

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

International journals	✓	×	**06**
National journals – referred papers Non referred papers	✓	×	**15**
Academic articles in reputed magazines/news papers	✓	×	**04**
Books	✓	×	**05**
Any other (specify and indicate)	—	—	---

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

Yes	**√**	**No**	**X**
Number	**09**		

- Prof. Dr. P.R. Gaikwad is awarded by Bhartiya Shikshan Ratna Award & Best Blood Donor Award.
- Dr. G. V. Shetkar is awarded as Best Blood Donor Award
- Dr. Chavan is awarded by Swami Puraskar &Vidya Ratna Award.
- Dr. Khobragade is awarded by Vidya Ratna, Vidya Bhushan, Swami Puraskar & Dr. Baba Saheb Ambedkar National award.

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

	Faculty	Students
National seminars	07	-
International seminars	15	-
Any other academic forum	-	-

Note:-

Only faculty members have presented papers in National & International seminars.

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

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

Note:-

Booklets for Education Officer, Deputy Director, Head-master, Supervisors, Master Trainers are prepare in the lighten change duration internship program as per NCTE instructions for implementation of the internship program for B. Ed.

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

Yes	**X**	**No**	**√**

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

Yes	**X**	**No**	**√**

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

Yes	**X**	**No**	**√**

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

Yes	**√**	**No**	**X**
Number	**05**		

16. Does the institution provide consultancy services?

Yes	**√**	**No**	**X**

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

Nil

Note:-

Informal consultancy to the researcher, teacher, teacher-educators is done free of cost.

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

Sr. No	Level	Name of the Institution/ Organization	Yes/ No
01	Local	University: S.G.B.A. University, Amravati	**Yes**
		School: 13 Schools situated in Buldana District	**Yes**
		Education Office : Primary & Secondary	**Yes**
		General Hospital(Govt. Hospital)	**Yes**
		Public Work Department (PWD)	**Yes**
02	State	Y.C.M.O. University, Nashik	**Yes**
		M.K.C.L.	**Yes**
		Director of Higher Education, (M.S.)	**Yes**
		S.C.E.R.T	**Yes**
		U.G.C. (WRO Pune)	**Yes**
		YASHADA, Pune	**Yes**
03	National	N.C.T.E. (WRC)	**Yes**
		NAAC, Bangalore	**Yes**
		N.C.E.R.T.	**Yes**
		M.H.R.D.	**Yes**
		UGC, New Delhi	**Yes**
04	International		**No**

CRITERION IV:

INFRASTRUCTURE & LEARNING RESOURCES

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

2267. 68 sq. mts.

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

a) Methods lab	Yes	✓	No	×
b) Psychology lab	Yes	✓	No	×
c) Science Lab(s)	Yes	✓	No	×
d) Education Technology lab	Yes	✓	No	×
e) Computer lab	Yes	✓	No	×
f) Workshop for preparing Teaching aids	Yes	✓	No	×

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

24

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

15,500

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

15,500

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

Nil

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

1, 50, 000

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

Yes	**X**	**No**	**√**

9. Total number of posts sanctioned

Teaching staff

Sr. No	Nomenclature	Post Sanctioned				Post filled in			
		Open		Reserved		Open		Reserved	
		M	F	M	F	M	F	M	F
01	Principal	01	-	-	-	01	-	-	-
02	Lecturer Pedagogy (04)	02	-	-	02	01	-	01	02
	Lecturer Core (02)	02	-	-	-	01	-	-	01
03	Librarian	01	-	-	-	01	-	-	-
04	Lab. Assistant	-	-	01	-	-	-	01	-
05	Physical Director	01	-	-	-	-	-	-	-
06	Performing Art Teacher	½	-	-	-	-	-	-	-
07	Fine Art Teacher	½	-	-	-	-	-	-	-

Non-Teaching Staff

Sr. No	Nomenclature	Post Sanctioned				Post filled in			
		Open		Reserved		Open		Reserved	
		M	F	M	F	M	F	M	F
1.	Superintendent	-	01	-	-	-	01	-	-
2.	Head Clerk	01	-	-	-	-	-	-	-
3.	Sr. Clerk	-	-	-	01	-	-	-	01
4.	Jr. Clerk	-	-	-	01	-	-	-	01
5.	Peon	-	-	05	01	-	-	05	01

10. Total number of posts vacant

Teaching Staff

Sr. No.	Nomenclature	Vacant Post			
		Open		Reserved	
		M	F	M	F
01	Principal	-	-	-	-
02	Lecturer –Pedagogy (04)	-	-	-	-
	Lecturer – Core (02)	-	-	-	-
03	Librarian	-	-	-	-
04	Lab. Assistant	-	-	-	-
05	Physical Director	01	-	-	-
06	Performing Art Teacher	½	-	-	-
07	Fine Art Teacher	½	-	-	-

Non-Teaching Staff

Sr.	Nomenclature	Vacant Post			
		Open		Reserved	
		M	F	M	F
1.	Superintendent	-	-	-	-
2.	Head Clerk	01	-	-	-
3.	Sr. Clerk	-	-	-	-
4.	Jr. Clerk	-	-	-	-
5.	Peon	-	-	-	-

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

	Open		Reserve	
	Male	Female	Male	Female
Lecture	01	---	02	01
Readers	01	---	---	02
Professor	01	---	---	---

Note:-

Being a teacher training institute the sanctioned teaching posts are one principal, seven lecturers , one librarian and one laboratory assistant .There is no provision of direct recruitment of professors and readers (except principal) but the existing two lecturers are designated as readers.

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

	Open		Reserve	
	Male	Female	Male	Female
Lecture	---	---	02	02
Readers	---	---	---	---
Professor	---	---	---	---

c) Number of teachers from

Same State	**08**
Other States	**---**

12. Teacher student ratio (program-wise)

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

13. a. Non-teaching staff

	Open		Reserve	
	Male	**Female**	**Male**	**Female**
Permanent	---	01	06	03
Temporary	---	---	---	---

b. Technical Assistants

	Open		Reserve	
	Male	**Female**	**Male**	**Female**
Permanent	---	---	01	---
Temporary	---	---	---	---

14. Ratio of Teaching-Non teaching Staff

1:1

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

46.76 %

16. Is there an advisory committee for the library? **-Yes**

Sr. No.	Name of the member	Designation
01	Dr. P. R. Gaikwad	Principal
02	Dr.G. V. Shetkar	Chairman
03	Dr. P. A. Kauthalkar	Member
04	Dr. N. B. Chavan	Member
05	Dr. A. T. Warghat	Member
06	Mr. R. L. Gaikwad	Secretary

17. Working hours of the Library

On working days	9.45 am to 5.45pm
On holidays	**-----**
During Examination	**8.30 am to 8.00 pm**

18. Does the library have an Open access facility

Yes	**√**	**No**	**X**

19. Total collection of the following in the library

a	Books	**17426**
	Text Books	**887**
	Refrence Books	**16539**
b	Magazines	**01**
c	Journals Subscribed	**15**
	Indian Journals	**15**
	Foreign Journal	**---**
d	Peer reviewed journal	**02**
e	Back Volumes of journals	**25**
F	E-information resources	
	Online Journals / e-Journals	**---**
	CDs / DVDS	**75**
	Databases	**---**
	Video Cassettes	**15**
	Audio Cassettes	**50**

20. Mention the

Total carpet area of the Library (in sq. mts.)	**154.68 sq.mts**
Seating capacity of the Reading room	**25**

21. Status of automation of Library

Yet to intimate	**X**
Partially automated	**√**
Fully automated (in progress	**X**

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

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

Note:-

Hostel library extension of library after office hours and night reading room facility for hostellers are made available & being run by students only.

23. Are students allowed to retain books for examinations?

Yes	**√**	**No**	**X**

24. Furnish information on the following

Average number of books issued/returned per day | **26.6**

Maximum number of Books is permitted to be retained

By students	**15 Days**
By faculty	**One academic Year**

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

0.43%

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

	2012 – 2013		2013 - 2014		2014 – 2015	
	Number	Total Cost (In Rs.)	Number	Total Cost (In Rs.)	Number	Total Cost (In Rs.)
Text Books	**10**	**1665**	**16**	**1320**	**70**	**16065**
Journal/ Periodicals	**15**	**1750**	**14**	**1510**	**11**	**1010**

CRITERION V: STUDENT SUPPORT AND PROGRESSION

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

Program	Year 1 2012-13	Year 2 2013-15	Year 3 2014-15
B.Ed.	0%	1.82%	5.13%
M.Ed. (Full Time)	00	00	7.14%
M.Ed. (Part Time)	-	-	-

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

Ye	×	No	✓

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

03 to 04

3. Does the institution offer Remedial instruction?

Ye	X	No	✓

4. Does the institution offer Bridge courses?

Ye	✓	No	×

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

Year	B. Ed.			M. Ed.		
	2013	2014	2015	2013	2014	2015
Pass Percentage	84.54%	74.07%	71.62%	100%	69.23%	93.75%
Number of first classes	84.54%	74.07%	71.62%	100%	69.23%	93.75%
Number of distinctions	--	--	01	11	04	09
Exemplary performances (Gold Medal & University ranks)	--	--	--	--	--	Ku. Bhagyashri Ubale achieved a Gold Medal

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

	I-13	II-14	III-15
NET	03	-	-
SLET/SET	-	01	01
Any other (specify and indicate)	01	01	-

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

Financial Aid	I 2012-13	II 2013-14	III 2014-15
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	-
Fee concession	-	-	-
Loan facilities	-	-	-
Any other specify and indicate G.O.I	86 Student's	44-Student's	67-Student's

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

Yes	×	No	✓

9. Does the institution provide Residential accommodation for:

Faculty	Yes	✓	No	×
Non-teaching staff	Yes	✓	No	×

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

Ye	✓	No	×

If yes, number of students residing in hostels

Men	09
Women	X

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

Sports fields	Yes	✓	No	×
Indoor sports facilities	Yes	✓	No	×
Gymnasium	Yes	✓	No	×

12. Availability of rest rooms for Women

Yes	✓	No	×

13. Availability of rest rooms for men

Yes	✓	No	×

14. Is there transport facility available?

Yes	X	No	✓

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

Yes	✓	No	×

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

	Organized			Participated		
	Ye	No	Number	Yes	No	Number
Inter-collegiate	×	✓	—	×	✓	—
Inter-university	×	✓	—	×	✓	—
National	×	✓	—	×	✓	—
Any other (specify and indicate) College Level	✓	X	2	✓	X	2

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	---	---
Regional	---	---
National	---	---
International	---	---

18. Does the institution have an active Alumni Association?

Year of establishment 2010

Yes	✓	No	×

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

Yes	✓	No	×

20. Does the institution regularly publish a college magazine?

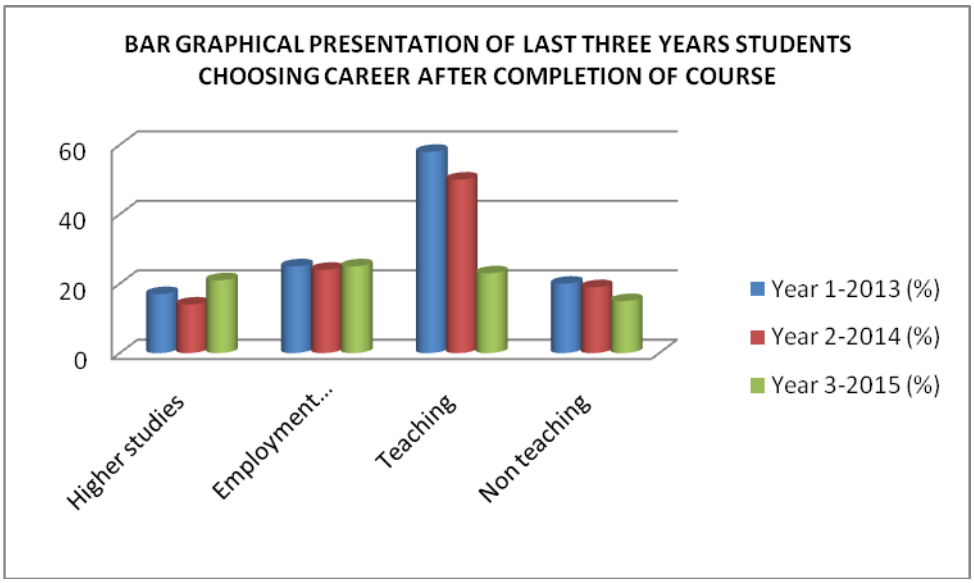
Yes	✓	No	×

21. Does the institution publish its updated prospectus annually?

Yes	✓	No	×

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

	Year I-2013 (%)	Year II-2014 (%)	Year III-2015 (%)
Higher studies	17	14	21
Employment (Total)	25	24	25
Teaching	58	50	23
Non teaching	20	19	15



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.

2012-13	2013-14	2014-15
05	03	02

24. Does the institution provide the following guidance and counselling 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	10
IQAC/or any other similar body/committee	06
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	05

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

Yes	√	**No**	**X**

- Loan facility

Yes	√	**No**	**X**

- Medical assistance

Yes	√	**No**	**X**

- Insurance

Yes	√	**No**	**X**

- Other (specifies & indicate)

Note:-

Festival allowance, LTC, GPF, CPF, vehicle Loan, house building loan, computer purchase loan, leave encashment for administrative servants, anukampa for class III & IV, delivery leave facility, gratuity, pension, uniform and washing allowance for class IV etc.

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

2013	2014	2015
---	---	02

5. **Furnish the following details for the past three years**

a. **Number of teachers who have availed the Faculty Improvement program of the UGC/NCTE or any other recognized Organization.**

Sr. No	Nomenclature of the course	Organizer	Year & No. of Beneficiaries		
			2012 - 13	2013 - 14	2014 – 15
1.	Orientation program	UGC	01	--	--
2.	Refresher	UGC	-	--	01
3.	Short Term Course	UGC	--	--	03
4.	Administrative Training	YASHADA (M.S)	--	--	04
5.	MRP	UGC	--	01	02

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

	2012 - 13	2013 - 14	2014 – 15
National	--	--	--
International	-	--	--

c. **Number of faculty development program organized by the institution**

2012 - 13	2013 - 14	2014 – 15
--	--	--

d. **Number of seminar / workshop / symposia on curricular development, Teaching Learning, assessment etc. organized by the faculty.**

2012 - 13	2013 - 14	2014 – 15
06	06	06

e. **Research development programs attended by the faculty.**

2012 - 13	2013 - 14	2014 – 15
01	02	--

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

2012 - 13	2013 - 14	2014 – 15
01	01	--

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

Self-appraisal	Ye	✓	No	×
Student assessment of faculty performance	Ye	✓	No	×
Expert assessment of faculty performance	Ye	✓	No	×
Combination of one or more of the above	Ye	✓	No	×
Any other (specifies and indicate) (Administrative Audit by Govt.)	Ye	✓	No	×

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

Yes	√	**No**	**X**

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

03

Note :-

There are nearby 25 committees headed by faculty and they have to carry out administrative and planning work for which they have to work at least three hours per week.

8. **Provide the income received under various heads of the account by the institution for previous academic session (2014-15)**

01	**Grant-in-aid**	**1, 08, 44, 500**
02	Fess	2, 13, 206
03	Donation	---
04	Self-funded courses	3,27,000
05	Any other (GO)	1, 86, 880

9. Expenditure statement (for last two years)

Year	2013-14	2014-15
Total sanctioned Budget	1,12,54780	1,06,02,297
% spent on the salary of faculty	70.87	54.93
% spent on the salary of non-teaching employees	16.97	20.72
% spent on books and journals	0.03	0.15
% spent on developmental activities (expansion of building)	-	-
% spent on telephone, electricity and water	0.96	0.75
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	-	-
% spent on maintenance of equipment, teaching aids, contingency etc.	0.61	1.2
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	-	-
% spent on travel	0.42	0.94
Any other (specify and indicate) (Municipal Tax)	0.96	2.3
Total expenditure incurred	1,02,21,627	91,94,472

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

Year	Surplus in Rs.	Deficit in Rs.
2012-13	**1033153**	**---**
2013-14	**1407825**	**---**
2014-15	**3547583**	**---**

Note:-

The surplus budget require for paying electricity, rent, salaries, T. A., office expenses etc. are allotted in the month of March by Director of Higher Education, Pune

11. Is there an internal financial audit mechanism?

Yes	✓	No	×

Note:-

Internal audit of grant received is carried out by senior auditor of Higher Education, Amravati every year and self finance courses audit is done by C. A. every year.

12. Is there an external financial audit mechanism?

Yes	✓	No	×

Note :-

External audit is carried out by A. G. Nagpur in ten to fifteen years duration.

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

Administration	Ye	✓	No	×
Finance	Ye	✓	No	×
Student Records	Ye	✓	No	×
Career Counseling	Ye	✓	No	×
Aptitude Testing	Ye	✓	No	×
Examinations/Evaluation/	Ye	✓	No	×
Assessment	Ye	✓	No	×
Any other (specify and indicate)	Ye	×	No	✓

14. Does the institution have an efficient internal coordinating & 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 sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making, computerization and TQM?**

Yes	✓	No	×

CRITERION VII: INNOVATIVE PRACTICES

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

Yes	**√**	**No**	**X**

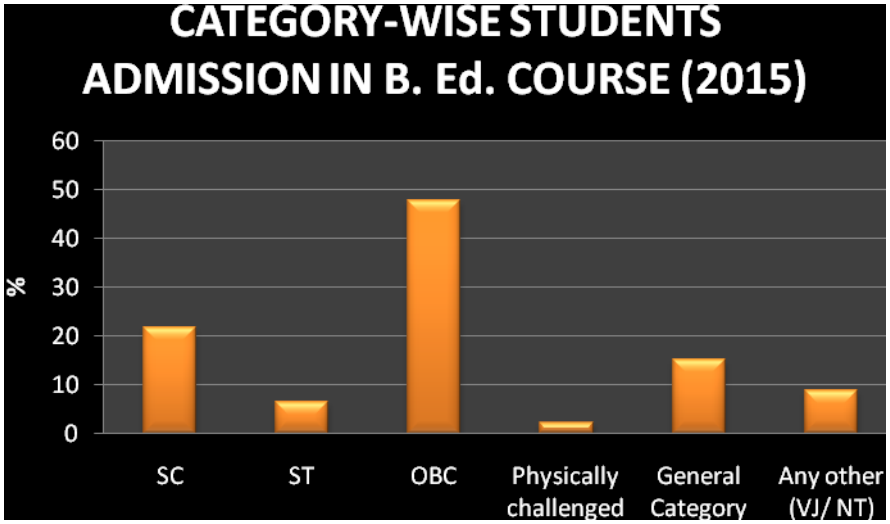
2. **Do students participate in the Quality Enhancement of the Institution?**

Yes	**√**	**No**	**X**

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

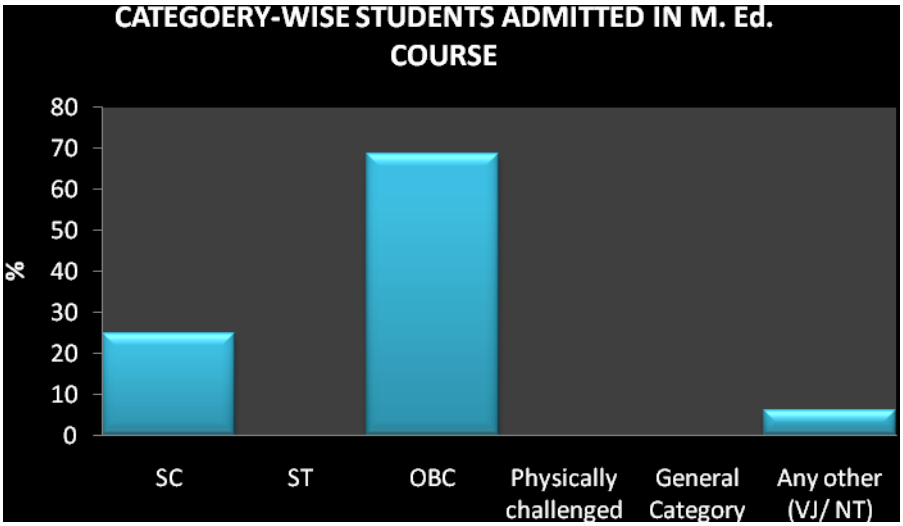
B. Ed 2015-16

Sr. No.	**Category**	**Men**	**%**	**Women**	**%**
a	SC	03	06.52	07	15.22
b	ST	02	04.35	01	02.17
c	OBC	07	15.22	15	32.61
d	Physically challenged	01	2.17	---	---
e	General Category	---	---	07	15.22
f	Rural	10	21.74	22	47.83
g	Urban	04	08.70	10	21.74
h	Any other (VJ/ NT)	02	04.36	02	04.35



M. Ed 2015-16

Sr. No.	Category	Men	%	Women	%
a	SC	01	06.25	03	18.75
b	ST	---	---	---	---
c	OBC	02	12.50	09	56.25
d	Physically challenged	---	---	---	---
e	General Category	---	---	---	---
f	Rural	---	---	---	---
g	Urban	---	---	---	`---
h	Any other (VJ/ NT)	---	---	01	06.25



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

Sr. No	Category	Teaching Staff	%	Non-Teaching Staff	%
a	SC	01	14.29	04	36.36
b	ST	---	---	---	---
c	OBC	03	42.86	04	36.36
d	Women	01	20	04	36.36
e	Physically challenged	---	---	---	---
f	General Category	03	42.86	02	18.18
g	Any other (SBC)	---	---	01	09.09

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

Category	At admission		On completion of the course	
	Batch-I 2013-14	Batch-II 2014-15	Batch-I 2013-14	Batch-II 2014-15
SC	70.45	76.78	74.00	73.05
ST	---	65.89	---	63.17
OBC	71.92	80.35	72.08	74.50
Physically challenged	---	---	---	---
General Category	76.38	72.16	73.25	73.75
Rural	---	---	---	---
Urban	---	---	---	---
Any other (VJ/ NT)	72.35	65.33	70.42	74.92

PART-II EVALUVATE REPORT

01 EXECUTIVE SUMMARY

Govt. college of Education, Buldana is the first teacher's training college started in 1968 for catering the needs of the in-service primary and secondary teachers and also for imparting in service training to lab-assistants and Science teachers. The college has preserved its ethics and ideals as it is approaching towards silver jubilee celebrations.

Government of Maharashtra took initiatives to start 14 teachers training institutes which were known as B.T. colleges / Normal schools. Area wise distribution of the 14 colleges was five in Vidarbha region, five in Marathawada region and four in western Maharashtra. Out of which now 12 colleges are in existence since establishment. Considering the needs of in-service teacher's government took responsibility for training untrained teachers, who were appointed in the primary and the secondary schools. The normal schools were headed by principal and were catering the courses like D.Ed. now known as D. El. Ed. and B.T. now known as B.Ed. along with the regular training courses the short duration course like Science teachers training and lab assistant training of about 21 To 28 days were also being conducted after bifurcation of higher education from school education and department of sports. The B.Ed. course which being U.G. course was automatically handed over to Higher and Technical Education and D.I.E.T. came in existence headed by School Education and Sports Department.

Govt. college of Education, B.Ed. is the first teachers training institute established in 1968 in Buldana district. It was established in the huge campus and measuring 17 acres and 05 acres total 22 acres of area. Academic transaction for B. Ed., D.Ed. and other training was being conducted in the building which is constructed on Chikhali road, near Devi temple Buldana. The residential complex for the trainee was constructed in the heart of the city near State Bank of India where the accommodation for trainees, warden, servants and principal were constructed. Buldana is a district place selected by the British as it is on the top of the hills with pollution-free and pleasant atmosphere in Vidarbha region. Even the T.B. and serious diseases hospitals were also established by govt. on this place. The college is managed and run by Department of Higher and Technical Education, Mantralaya, Mumbai through Hon.

Director, Higher Education, Pune (Maharashtra State) It is noteworthy to state that inspite of the mushroom growth of private, aided and unaided B.Ed. colleges in Buldana district the college has still kept its tradition to converting the teacher trainees into devoted and dedicated ideal teacher, good officers in Dept. of Education.

The submission of RAR to NAAC for getting our institute assessed and accredited in 2nd cycle in an honest, sincere and objectives endure to know our strength, weakness, opportunities and challenges that are the forefront.The reaccreditation report has been prepared in the prescribed format device by NAAC by referring to the NAAC manuals. The remarkable achievement of our students as recorded by our report bears testimony to the effectiveness of our new endevoiurs. The significant and noteworthy contribution made by the college is the result of sustain and dedicated efforts of all the faculty members, administrative staff, alumni and of course our beloved teachers trainee. Access, equity and quality are the three parameters of higher education for bringing in the quality in higher education. Accordingly access to all irrespective of gender, caste, creed, the lowest fees and assured scholarship for backward class students, well equipped physical infrastructure for assuring the enhancement of teaching and learning experiences, the linkages with local, state level, national level, educational bodies and organizations and successful and effective transaction of curriculum designed by S. G. B.A. University, Amravati. The educational and social activities conducted by the college for imbibing the values among the teachers trainee have help us for holistic development of teacher's trainees into devoted, dedicated teachers, master trainees, educational administrator and planner and also of researchers in the field of education, especially in teacher education. The college also conducts in-service teacher training courses of short term and long term duration by getting affiliation of Y.C.M.O.U. Nashik and recognition of N.C.T.E. (WRC), Bhopal.

This institute is one of the reputed oldest institutes in Buldana district and in the faculty of education under the jurisdictions of Sant Gadge Baba Amravati University, Amravati.

Government college of Education, Buldana (Maharashtra State) is Government Institutation,100% aided and run by the Government of Maharashtra through the control of Director, higher Education, Maharashtra State It is established in the year 1968 to impart the training to the would be teachers. Medium of instruction in this college is Marathi

Government college of Education, Buldana is situated at District headquarter of Buldana district of Maharashtra in Buldana city on chikhali Road on the Campus owned by Govt. of Maharashtra. The present college building has been constructed for Normal School. As per the norms of National council for Teacher Education, (NCTE) regarding the infrastructure requirement for U. G. and P. G. courses of a teacher training institute (T I E's) Maharashtra Government has given the N.O.C. to procure the land admeasuring Five acres in the middle of the city for the construction of new College of Education Building Separately. New modern fully equipped building will be constructed in the nearest future.

However, the present college building is having all the basic physical facilities such as five class rooms, staff counseling cabins, independent library hall with attached reading room facility for the students and the teacher, Principal's office is attached to administrative section, Seminar hall cum multi-purpose hall, psychology lab, information technology Laboratory and Science lab with mathematics room.etc. College has separate boys hostel in the Campus. Hence we believe that our existing building and hostel, play ground can motivate the teacher trainees to become good teachers.

We have successfully completed accreditation of first cycle in 2005. This is our second cycle for assessment and reaccreditation. Right from the establishment of the college is marching towards progress-with admission to impart the knowledge, imbibe the teaching skills and use of new technology in teaching & learning into the teacher trainees. The Local Management committee is headed by the Joint-Director of Higher Education, Amravati Region consisting of 09 members as per the University Act. The institute has a separate committee, headed by the Principal as the chairman, constituted for running self finance courses like M.Ed., etc. It has various sub-committees also.

The college is also abiding by the affiliating university with respect to the parameters such as Government policies, regulation and order in respect of staff, students, academic, administrative and financial aspects. It is challenging for the institute to work under both the authorities but actually it is an opportunity for the college to get the best outcome from these. The "Student Council" is form by selecting and nominating the meritorious students having capacities and capabilities to lead the

task. We have formed different committees for successful and Qualitative working of all the curricular and co curricular activities as mention in the syllabus through out the year. Since the inception, the college has successfully trained U. G. & P.G. graduates who are efficiently working on the prominent positions in the field of education and also in various fields.

In addition students are encouraged and given guidance to update themselves for various competitive examinations like SET, NET, MPSC etc; college has purchased sufficient books and magazines for competitive examinations. The college provides ICT facility to create awareness in computer literacy which is the felt need of 21st century. The institution has in-service Bachelor of Education training program of Y.C.M.O.U. It is permanently approved teachers training institute by N.C.T.E., MSCERT and Y.C.M.O.U. for providing opportunities to the college for arranging different in service teachers training programs of short and long term duration.

The institute is affiliated to S.G.B.A.U. Amravati. Therefore the college follows the B.Ed., M.Ed. curriculum framed by the University. Present B.Ed. curriculum is reframed in the year2015in the light of the N. C. T. E. curriculum and as per the direction of Supreme Court decision on the basis of Justice Varma Commission Report. We are happy to state that one faculty member got a chance to participate in the process of curriculum reconstruction. Prof. P. R. Gaikwad and Dr. G. V. Shetkar our faculty members in the capacity of Dean Faculty of Education also work in curriculum reconstruction of B. Ed. & M. Ed. Courses in Dr. B. A. M. University, Aurangabad. Dr. Warghat our faculty member has also worked as active member in reframing of curriculum in R. T. M. N. University, Nagpur. The present curriculum reframed by S.G.B.A. University, Amravati has a good deal of focus on practical aspects, practice teaching, internship, Yoga education, computer literacy, environmental issues, etc. which are the Global trends. We have located thirteen practice teaching schools in Buldana and nearby Buldana. Besides academic transactions the faculty efforts are directed towards social and community service which facilitates interaction with the community and society. Meticulous planning, timely implementation and introspection of all curricular and co-curricular activities are the priority concern of faculty.

The motto of this institution is ***"TEJASWINAWADHITMASTU"*** means **"Let our (the teacher and the taught) learning be radiant".** The principal, teaching and non-teaching staff and student-teachers too all are working in accordance with the

motto. According to this vision the institution is meant for converting the trainees in to a quality teacher so as to reach the masses for to catering qualitative education. This college is trying hard for the same. College has been widely known as a highly reputed teachers training institute in Vidarbha region of Maharashtra state due to its excellent academic results. We have been trying to inculcate competitive and humanitarian spirit in our student teachers. This is becoming possible due to the hard work of students, staff and the principal's efforts in creating and maintaining the conductive atmosphere in and outside the class room. The faculty, non - teaching staff, principal and the student have been always working as members of one family. Over the years, the institution has always imparted quality education and multi- faceted training to mould teacher trainees physically, emotionally, intellectually and spiritually. Institution is committed for maximum utilization of the infrastructural facilities, highly qualified and progressive faculty which has led to sustain progress and development. No institution can flourish without research and extension activities. Quality research is being carried out under the able guidance of eminent guides namely Prof. P. R. Gaikwad, Dr. G. V. Shetkar, Dr. Smt. Nutan Chavan, Dr. Smt. Rohini V. Tadas and Dr. B. S. Thombre . Total 29 research fellows are pursuing Ph.D. work and 24 are awarded Ph.D. degree from Dr. B. A. M. U. Aurangabad and S. G. B. A. U. Amravati.

The prime job of a teacher consists of three things i.e. teaching, research and extension. Hence the teacher educators are consistently motivated for undertaking research work. We are very proud to mention that most of teacher-educators have completed their research work and achieved M. Phil. and Ph.D. degree in their respective subjects. Four MRP are also completed by the faculty members. Teachers are also motivated for participating and presenting the research paper in National and International seminar. We are also publishing our annual Magazine namely "UNMESH" every year for providing the opportunities to the trainee to write and publish article and literature every year. In order to create confidence and to praise the student-teachers we have started an award scheme namely **"Nirantar Paritoshik Yojana"** the prize is distributed to first two merit students in B.Ed. class.

The effectiveness and quality of the institution needs to be assessed from time to time to enhance the quality of teacher education. This creative and important task has been facilitated by NAAC. This endeavor has been accomplished with the whole hearted cooperation of every member of the institution through deliberations, discussions, brain storming, team work and cohesive spirit.

SWOC ANALYSIS OF THE COLLEGE

STRENGTHS:-

1. Qualified and experienced staff selected by M.P.S.C.
2. Oldest B. Ed. College with reputation of good result.
3. College is situated on 22 acres of land owned by Govt.
4. 100% Ph. D holders with wide range of experience in teacher training college
5. Out of existing staff two members have worked as Dean Faculty of Education.
6. Our Principal has successfully worked as Director of Higher Education, Maharashtra State & has worked on many committees like RUSA, NAAC, NCTE, NCERT, MSCERT etc.
7. Majority of faculty members are representing as a Govt. nominee & subject expert in the various committees like NCTE Visiting Teem member, interview, CAS promotion, LIC, examination committee & board of studies etc.
8. Alumni are holding key positions in politics, education, administration & corporate sector etc.
9. Research Students & faculty members are encouraged to participate in National, International conferences, workshops & symposia for presenting their research papers, posters, also chair the session in conferences.
10. 24 students' are awarded Ph. D. & 4 students have M. Phil. and 29 students are pursuing Ph. D. in Education.
11. There are 100 research papers published in State, National & International Reputed Journals & 25 books published with ISBN by the faculty members.
12. Majority of faculties are registered members of reputed academic and professional bodies and organizations like- IHC, MESTA, AIE etc.
13. Majority of our staff are awarded by prestigious awards like-Bhartiya Shikshan Ratna, Best Teacher, Best Blood Donor, Shikshan Ratna Puraskar, Swami Puraskar, Khel Ratna puraskar etc.
14. One of Our M. Ed. Trainee named Bhagyashri Ubale has bagged Gold Medal of S.G.B.A.U, Amravati.
15. Our B. Ed. Trainees are also occupying meritorious positions in University ranking in S.G.B.A.U, Amravati& Y. C.M.O.U, Nashik.

WEAKNESSES:-

1. Services of faculty members are transferable which adversely affect the progressive growth of some of the activities such as research, teaching and extension.
2. Government has not yet changed M. Ed. Self – Finance into government aided mode.
3. Administrative hurdles in starting job oriented and skill oriented short term courses.

OPPORTUNITIES:-

1. To get the institute recognized as research center in faculty of education as 100% staff members are Ph. D. holders.
2. Getting shifted to new norms- wise well equipped and modern building in near future
3. Obtaining grants from various components of RUSA, Maharashtra.
4. Starting language lab.
5. Starting add-on courses and guidance center for NET, SET & TET examinations.
6. More efforts in nurturing and providing direction to the hidden talent of the students.

CHALLENGES:-

1. More improvement in the academic standards of the students having rural background.
2. Providing technical knowledge based training and short term add-on courses for more job opportunities.
3. Procuring financial assistance from central government, Vidharbh VaidhanikVikasmandal and District Planning and Development Committee.
4. Slowdown of economy affecting job prospects offering attractive remunerations leading to drop in highly motivated students.
5. Need to develop research culture through collaborations with established research institutes.
6. Implementing faculty exchange programs.
7. Signing MOUs with reputed institutions for student exchange programs.

CRITERION WISE ANALYSIS

CRITERION-I

CURRICUL ARASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT

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

MOTTO:-*"TEJASVI NAVADHITAMASTU."*

The logo is a line from the Sanskrit shloka which is the motto of Government College of Education, Buldana "**TEJASVI NAVADHITAMASTU"**. This line, derived from the shloka means -**"Let our (the teacher and the taught) learning be radiant".**

VISION:-

To develop the in-service & pre-service teacher trainees into good ideal, devoted & dedicated teachers, master trainers, educational administrators & planners and researchers for rendering their services in education.

MISSION:-

- To help the trainee teachers to shape themselves into devoted, dedicated and ideal teachers.
- To prepare educational administrators, planners and Educational researcher.
- To develop the research attitude and research culture among the M. Ed, B. Ed in-service and pre-service amongst the teachers.
- To increase the knowledge of teachers regarding various allied braches pertaining to teaching and learning like philosophy, sociology, psychology, administration, evaluation methods and modes of teaching and learning.
- To develop the skills of teaching amongst the trainee teachers.

- To develop the skills of using the technology in teaching and learning.
- To bring out quality in teacher training.
- To enhance the teachers to work devotedly and dedicatedly as educational planners and administrators and human resource in education.

VALUES:-

To promote the following core value among the teacher trainees of the institute

1. Contributing to the institution, teacher training institute, Schools & Education Departments.
2. Fostering the globule competencies like Environmental protection, managing the stress, Health awareness, Rain water harvesting, National and International integration.etc. among the trainees students
3. Promoting the use of technology
4. Quist of excellence
5. Inculcating social environmental & scientific values among the trainees
6. Developing research culture & atmosphere.

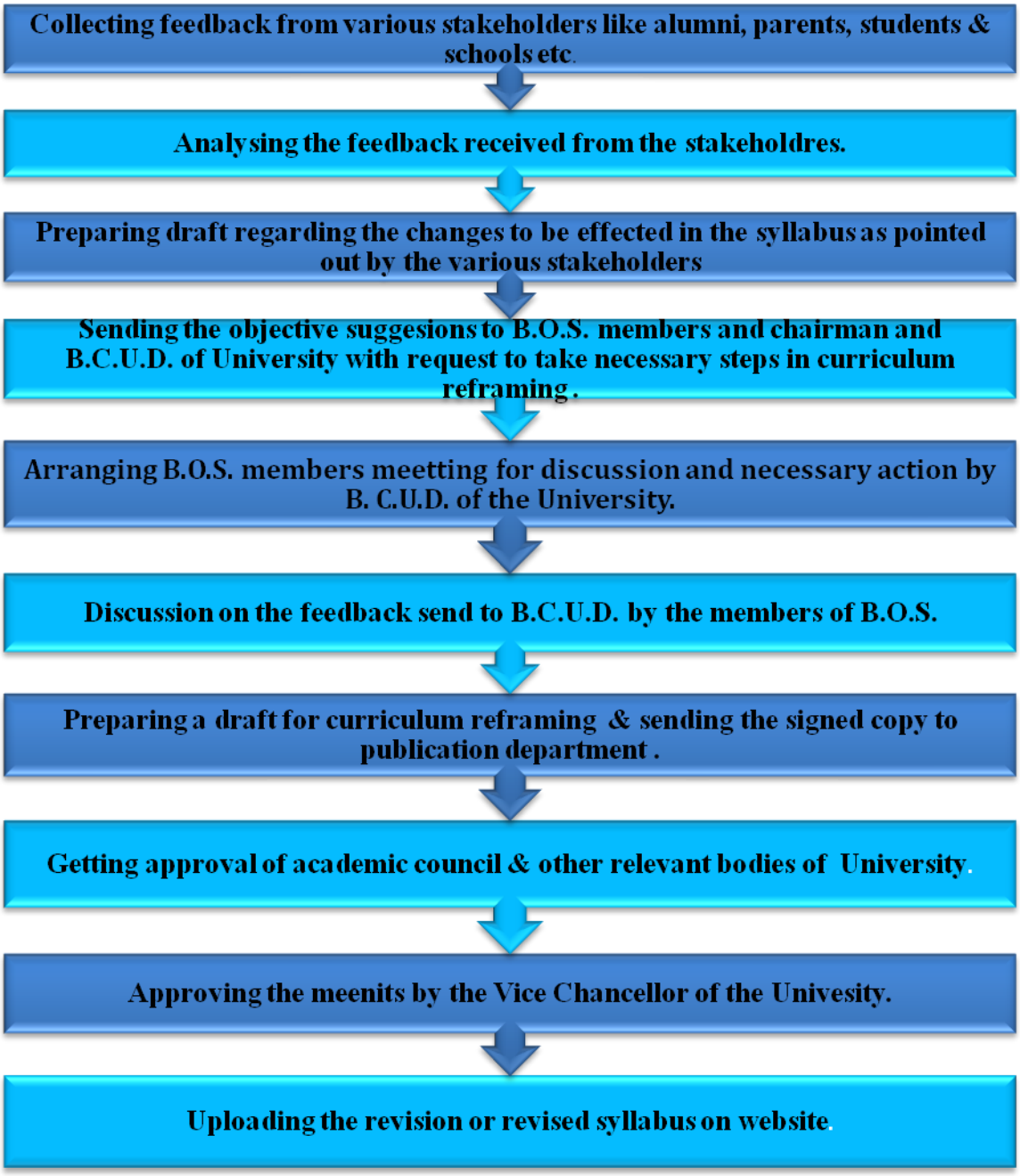
OBJECTIVES:-

1. To increases the Knowledge the foundation of education like Philosophy, Sociology, Psychology, School administration & management etc.
2. To develop the Knowledge of pedagogical subjects.
3. To develop the teaching skills like micro teaching, macro teaching and simulated teaching.
4. To foster the values the social global values among the trainees.
5. To help the student to make use of educational technology in teaching learning situation.

6. To foster the research attitude in order to develop research cultures in institution.
7. To imbibe the scientific auto look among the trainees to solve to solve day to problems in education.
8. To enable the trainees to create audio visual teaching aids and to use in their practice teaching.
9. To enhance the capacity to prepare the PPT and E-learning material.
10. To inculcate the competence like narration, lecturing discussion demonstration etc.
11. To enrich the performing the fine arts like educational drawing, drama, music, animation etc.
12. To create conducive atmosphere for the promotion of education by reaching it in the problem areas.
13. To promote Yuga education for keeping the trainees healthy and remove their stress.
14. To acquaint the student with each and every activity of teacher through regroups five months internships activity in practice teaching schools.
15. To find out hidden potentials so as to develop them to use it in formal and nonformula education.
16. To develop the all-round the teacher personality of the trainees.
17. To provide the opportunities like community work and services so as to bring out desired societal change.

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 FLOWCHART DENOTING THE STEPS INVOLVED IN CURRICULAR DEVELOPMENT PROCESSES.



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

The Existing B. Ed. & M. Ed. Course has given due consideration to the global trends which are given below:

1. Life-skill development
2. Environmental awareness
3. Value Education

4. Yoga Education (Health & Hygiene)
5. Use of technology (ICT)
6. Developing Scientific Temper
7. Choice Based Credit System (CBCS)
8. Peace Education

All the above mentioned eight global trends finds place in the course either as an electives or subunit of the core and pedagogy subjects which are explained below:

1. **Life skill development** – Core paper No. EPC 404 – Understanding of Self includes the components which have direct understanding of self for e.g. communication, social relational sensitivity, inculcation of self reflection etc. & the practical like reflect & describe behavior, describe your own understanding of what is self, writing a brief report on your self analysis etc.

2. **Environmental awareness** – E- 408 pertains to core subject titled as "Environmental Project" which is totally based on project method wherein the trainees expected to survey and obtain the first hand experience & to reflect it in writing in the form of the project. One Credit is given for it.

3. **Value Education –** In day to day timetable near about half an hour is utilize for imbibing the various values. The internship program has made it mandatory to all trainees to participate actively in morning assembly wherein he is expected to tell moral based stories etc.

4. **Yoga Education (Health & Hygiene)** – paper P306 titled as "Yoga Education" is being introduced as a compulsory paper fully based on practicum aspects. It includes the practicing Hatha Yoga, Patanjali Yoga, Asanas, Pranayam, Yogic dietary consideration, etc. two credit are assigned for this paper.

5. **Use of technology (ICT)**:- Core Paper No. EPC 304 is included in curriculum which is assigned two credits. It is content and practical based paper wherein the knowledge and practice of MS word, Power point presentation, Excel worksheet, animation, surfing Net & downloading requiring educational website etc. Developing a computer assisted lesson (CAL) using multi media& obtain feedback from the students. The practicum aspect like knowing & using audio-visual aids like folders, charts, working models etc. are dealt with the workshop technology.

6. **Developing Scientific Temper –** paper No. P307 titled as "Action Research Project" is compulsory component of the curriculum. Two credits assigned for this practicum. It enables the trainees to confront an educational problem & to pursue it

scientifically so as to find out its solution. This also develops research attitude and aptitude & ability to find out solution of any problem amongst the trainees. Psychology & science practicum are also included to develop scientific temper.

7. **Choice Based Credit System (CBCS) –** Continues comprehensive evaluation system is used for assessment and evaluation of the development of knowledge and ability immediately after its completion of the contain. The new curriculum has introduced choice based credit system for assessment and evaluation. Semester system is also adopted for B. Ed. M. Ed. Course.

8. **Peace Education – Elective paper No** CP-403 is included in curriculum under the title "Education for Peace and Human Rights" which include the topic like values and Human Rights, understanding Peace as a dynamic social reality orienting education for Peace building etc.

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

The thrust on national issues like environment, Value education and ICT are totally ensured in the curriculum. The institution takes the care of these thrust national issues through the curriculum transaction of the topic in class room interaction. The practical aspects are given due consideration in the light of the thrust national issues like Environment, Value education and ICT. The Internship program, morning assembly, audio-visual aids workshop, working with community program, celebration of birth death anniversaries of national leader and cultural program for celebration of festival and formation of the various clubs etc ensures the national issues like environment, Yoga Education, value education, and ICT.

GLIMPSE OF ENVIRONMENTAL ISSUE CONDUCTED IN INTERNSHIP ACTIVITY AT RAJE SHAMBAJI SCEONDRY AND HIGHER SECONDRY SCHOOL, DONGAR KHANDALA

PHOTOGRAPH OF YOGA PRACTICE

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

The institution makes use of ICT in curricular planning. The members of the faculty actively participate in the curricular development processes of both B.Ed. and M.Ed. programs, by referring to the different websites, blogs etc. of various reputed institutions. 'Educational Technology and Management', is taught as core paper, apart from this an optional paper 'Computer in education' is also included in the B.Ed. curriculum. The M. Ed. program consists of 'Educational Technology and ICT in Education as an elective paper. Computer education is compulsory for ass students. The college offers training for ass students in basic computer application skills especially in MS-Office. The computer lab is equipped with 40 computers with internet connectivity and also offers LAN facility. Learning Management System (LMS) is also used for effective and efficient teaching and learning process.

1.2 ACADEMIC FLEXIBILITY

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

The institution provides the following hands on experiences the students which become reflective practices:

GLIMPSE OF PREPARATION OF TEACHING-LEARNING MATERIAL IN TEACHING AIDS WORKSHOP

Three days workshop for preparation of teaching & learning material is conducting wherein master trainers, M. Ed. Students & B. Ed. Trainees actively participate in it. TDPF method is applied for implementation of workshop. The master trainer first of all orients the trainees regarding the theoretical aspects regarding preparation & use of teaching aids like folders, wall hanging, transparencies etc. it is then followed by demonstration wherein the trainers demonstrate the method of preparing the teaching aids. Then it is followed by practicing the same in classroom situation with the active participation of students. All the trainees finally follow the instructions of trainers & prepare their method wise teaching aids which are then used by them in their practice teaching lesson.

Planning of Preparation of workshops for Micro-teaching & Bridge Lesson:-

Rigorous 21 to 25 days are spare for conduction of Micro-teaching & Bridge Lesson workshop. The students practice minimum 5 teaching skills namely introduction/Set-induction, stimulus variation, use of Blackboard, Questioning, Explanation, out of the prescribed eight skills. Micro teaching cycle is followed for practice of these skills. TDPF method is also applied for implementation of this workshop. Consequently the trainees develop their ability for the teaching skill. By combining three to five skills bridge lessons are practiced. This workshop helps to trainees to use the same skills in the classroom & outside the classroom also. It also develops their teaching personality.

Planning of Preparation of workshops for practice teaching:–

Practice teaching is considered as a soul of teacher training program. The institution devote minimum 10 days workshop for preparation of practice teaching lesson & demonstration of model lesson by master trainer. TDPF method is also applied for implementation of this workshop. Theoretical aspects of lesson planning steps & stages of a lesson plan are explained by the method masters stage wise. Theoretical orientation is then followed stage wise by demo in writing the various stages stepwise. Then the students are divided into group method wise and under the guidance of the method master they do practicum of writing the various stages of a step. Accordingly the whole lesson plan is develop by trainees in the accompaniment of the peers & method masters. The some of the ideal lesson are readout publicly in front

of all trainees. Then the full demo lessons are conducted on the students in front of all the trainees being followed by discussion & criticism. It gives an insight to the trainees to develop their lesson plans with minimum mistakes.

Planning of Preparation of Evaluation Workshop:–

The evaluation workshop consist of the hands on experience in preparing unit planning, year planning, unit planning, blue print & the unit test paper with answer key. Consequently the concept of evaluation is brought in practice by the trainees in their teaching -learning,

Planning of Preparation of Internship program:–

PHOTOGRAPH OF PLANNING OF PREPARATION OF INTERNSHIP PROGRAM

The internship program is really the platform for the trainees to use their theoretical knowledge into practice in real life like situation in school premises. Mentorship is employed. Senior teachers, supervisors' works as a mentor under whose supervision three to four trainees allotted. In this importance activity the trainee teachers work as a real teacher for about 20 weeks. They have to attend and conduct the morning assembly, take attendance & keep record of it, engage proxy period, teach the subject, prepare the unit test, administer it, declare the result, prepare result sheet, use statically measures for analysis the result, conduct games & cultural events, complete their projects assigned projects, psychological practical on students, celebrate the death & birth anniversary of reputed personalities & cultural events and also get acquitted with records & registers and to arrange field trips etc. consequently, the trainees get knowledge & develop their skills and abilities which ultimately helps him to become efficient & dedicated and devoted teachers.

Completion of Practical &Projects:-

New curriculum revise has more weightage for internal & practical aspects which

includes two tests each paper and projects under compulsory component like environmental education, ICT etc. The Completion of the practical & projects help the trainee to acquire the knowledge & skills in completion of the projects & practical.

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?**

The institution provide 50 % to 84.62% flexibility in obtaining the method & elective subjects at U. G. & P.G. level which is describe as below :

- B. Ed. Regular course has provision of obtaining two methodology subjects out of eight prescribed in the curriculum. The percentage of flexibility in obtaining methodology subjects is 75%.
- B. Ed. Regular course has provision of obtaining one elective subject out of four prescribed in the curriculum. The percentage of flexibility in obtaining elective subject is 75%.
- M. Ed. Regular course has provision of obtaining one elective subject out of two prescribed in the curriculum. The percentage of flexibility in obtaining elective subjects is 50%.
- B. Ed. In-service distance mode course has provision of obtaining two methodology subjects out of thirteen prescribed in the curriculum. The percentage of flexibility in obtaining methodology subjects is 84.62%.
- B. Ed. In-service distance mode course has provision of obtaining one elective subject out of four prescribed in the curriculum. The percentage of flexibility in obtaining elective subject is 75%.
- M. A. (Edn.) in-service distance mode course has provision of obtaining one elective subject out of two prescribed in the curriculum. The percentage of flexibility in obtaining elective subjects is 50%.

Hence there is more adequate flexibility and scope in operational curriculum for providing varied learning experiences to the students in campus. Similarly the operational syllabus provides adequate flexibility in choosing the projects & practicum components from the given list which is in the range of 25 to 75 % out side campus field work. The college also provides opportunities to choose the practice teaching schools out of the 13 selected to the students.

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.

The institution has conducted the following programs in the light of: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, and Social responsibility:

The value added courses for development for communication, life skills (verbal Written) in the changed syllabus are included & made compulsory for each trainee which is Paper No. CP-103 "Language across the Curriculum" which includes submission of practicum like reflects & describe behavior, describe your own understanding of what is self, writing a brief report on your self analysis etc. The college also conducts Marathi shuddhalekhan workshop for trainees.

Paper No. ECP-304, "Critical Understanding of ICT" is a compulsory paper, wherein the basic computer application skills like word, Notepad MS-excel, MS-office, preparing PPT, unit plan, lesson plan templates, web surfing etc. ICT is also used in preparing time table, compelling information, research purposes, receiving & sending emails, etc.

The syllabus has introduced internship program of longer duration wherein the trainees has to conduct survey & community orientation program for fostering the social responsibility in the student as well as trainee teachers. Blood donation camp, eradication of false belief & tradition, aids awareness & pulse polio mission, Savidhan rally etc. Programs for the same.

PHOTOGRAPHS OF AWARENESS RALLIES

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

i. Interdisciplinary/Multidisciplinary
ii. Multi-skill development Micro teaching programme
iii. Inclusive education Visit to special School

iv. Practice teaching 3 Workshop arranged for pre-practice teaching.
v. School experience / internship 10 days internship program is arranged.
vi. Work experience /SUPW Special workshop is arranged.
vii. The above mentioned aspects of the curriculum are taken care of by inclusion of the programs/ activities as follows

Interdisciplinary, multi disciplinary and inclusive Education

The nature of Education as a discipline is the interdisciplinary and multidisciplinary. So it includes the subjects like Philosophy, sociology, Psychology, Pedagogy and Linguistic, Science and Technology, Social Sciences, Mathematics and Statistics, Research, Environmental Education, Value Education, Yoga and Physical Education etc. are interdisciplinary as well as multidisciplinary.

Multi skill development –

The curriculum includes micro and Macro teaching skills, Art and Craft skill, Pedagogical Drawing, Demonstration skills, presentation skills, communication skills, leadership qualities, planning and administration skills, management skills, decision making skills, observation skill etc. ensures the multi skill development among the trainees.

Practice teaching and School Experiences / Internship

The internship program is really the platform for the trainees to use their theoretical knowledge into practice in real life like situation in school premises. Mentorship is employed. Senior teachers, supervisors' works as a mentor under whose supervision three to four trainees allotted. In this importance activity the trainee teachers work as a real teacher for about 20 weeks. They have to attend and conduct the morning assembly, take attendance & keep record of it, engage proxy period, teach the subject, prepare the unit test, administer it, declare the result, prepare result sheet, use statically measures for analysis the result, conduct games & cultural events, complete their projects assigned projects, psychological practical on students, celebrate the death & birth anniversary of reputed personalities & cultural events and also get acquitted with records & registers and to arrange field trips etc. consequently, the trainees get knowledge & develop their skills and abilities which ultimately helps him to become efficient & dedicated and devoted teachers.

SUPW

The curriculum includes conduction of SUPW workshop related to school level

syllabus prescribed by secondary school board. It includes preparation of making Greeting cards, envelops, files & making best out of the waste etc.

Any Other

Besides the above mentioned programs the college also arrange visit to near by temples, cleanliness of public places, Tree plantation, rain water harvesting, visit to special schools, ideal village identified by Govt. under Sant Gadge Baba Swachhata Abhiyan, Orphan homes, old-age homes, etc.

1.3 FEEDBACK ON CURRICULUM

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

The institution encourages feedback and communication activity from Students after completion of each and every activities, tasks, events and workshops etc,.by obtaining Trainees feedback in written and oral form.

Alumni and Parent feedback mechanism: - The institute has established Alumni and Parent-Teacher Associations. Institution has also developed feedback proforma on the basis of feedback proforma devised by NAAC for obtaining feedback from students about teachers. Same is being used in alumni and parent teacher meets above curriculum and activities being conducted by the institution.

Employers' feedback mechanism:-

The employers like head-masters, Govt. officers are nominated on our bodies & the feedback regarding the curriculum is obtained in oral & written form.

Academic Peers and Stakeholders:-

The academic peers expresses their opinion regarding the existing curriculum and activities which is recorded by the concerned staff-member in the staff-meeting & same is forwarded to BOS members or chairman for modification. Similarly other stakeholders also express their opinion informally to the principal of other staff members which is also forwarded to BOS members or chairman for modification.

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

Yes,

Mechanism for analyzing and using of the feedback is developed by the institution. Through the review the suggestions & recommendation are drafted by the institution & the same is communicated to concern authority for improvement & changes to be brought in the curriculum.

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

B.Ed. syllabus revision Committee

- Dr.G.V.Shetkar and Prof. Dr. P.R.Gaikwad both of them have worked as Dean and Chairman of BOS in the faculty of education of Dr. B.A.M.U. Aurangabad. Both the Dean has worked as chairman on syllabus restructuring committee of the same university.
- Dr. Rohini Tadas and Dr.Warghat our faculty members have also works as members on syllabus restructuring committee of S.G.B.A.University Amravati and R.T.M.Nagpur University, Nagpur respectively.

1.4 CURRICULUM UPDATE

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). B.Ed (U.G) courses have undergone a major curriculum revision during the last five year as follows:**

B.Ed (U.G) and M.Ed (P.G.) courses have undergone major changes in curriculum revision in the year 2015 due to Supreme Court intervention as recommended by justice Verma committee report not in this university but in all universities in India.

The major changes brought in the curriculum are as follows:

- One year's duration B. Ed Course is changed into two years duration course.
- The strength of one unit change from 100 students into 50 students in B. Ed and 35 students into 50 students in one unit of M.Ed.
- The Internship activity of 10 days duration is changed into 20 weeks that is 150 days.
- The inculcation of life skills development, Yoga education and Global

trends are included in the form of paper or practicum.

- The semester and CBCS system is introduced for assessment and evaluation.
- Continuous and comprehensive evaluation system is adopted
- Fine arts and performing arts like Drama, Music, SUPW, Dance, Educational Drawing etc. are included in curriculum.
- Action research is made compulsory.
- The curriculum is made more students centric by including practicum and tutorials. The changes made in curriculum defiantly contribute to quality improvement and making a teacher.

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

The institution adopts the strategies for curriculum revision and update as follow for curriculum revision and update keep suggestions are ask by BOS in Education such suggestions are given to them by keeping the need of presentations.

1.5 BEST PRACTICES IN CURRICULAR ASPECTS

1. **What is the quality sustenance and quality enhancement measure undertaken by the institution during the last five years in curricular aspects?**

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

- Preparation of Information booklets is developed.
- Feed back obtained from students, employers, alumni, parents and other stake holders are forwarded BOS member who was the faculty of our institution for bringing out changes in the curriculum.
- Using workshop technology for teaching skill development of the trainee.

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

We can quote the following as our best practices in "Curricular Aspects"

- Year-plan for syllabus
- Month-wise plan for syllabus

- Essay tests and Prelim exams
- Working with the community program

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?**

The main evaluative observations/suggestions made in the first assessment report with reference to *Curricular aspects& action taken on it :-*

Suggestion 1- Introducing more options in opting the elective papers.

The college has introduced 10 optional subject papers as prescribed in old syllabus for brining out flexibility. As per new syllabus four optional subjects are prescribed & college has made available all the four out of which the student has to choose one. 75% flexibility in optional papers is brought out.

Offering only one SUPW skill by the college:-The College has introduced more SUPW skills programs i.e. opining various products like juice, sweets, soya-products, as per old syllabus. Now the changed syllabus has introduced the skill programs based on secondary school course syllabus that is making greeting cards, envelopes, files, folders and making best out of waste all these are introduced in course curriculum.

Allotting more days for the students for practicing five micro teaching skills:-The duration of microteaching workshop is reduced. Now trainee has to practice ten lessons on five skills and two bridge lessons in simulation.

Teachers are not encouraged to prepare course outline:-Four staff members working in this institution have worked as Dean and member of BOS in Dr.BAMU, Aurangabad, SGBAU, Amravati and RTMU, Nagpur universities who have actively participated in curriculum reconstruction.

Teachers are participating in seminars though not frequently:-During last five years, teachers are presented published six papers in international level 15 papers in national level and 5 articles published in ISSN/ISBN journals.

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

- Flexibility in opting electives and methodology subjects.

- Preparation of academic calender
- Student centric teaching and learning
- Providing and maintaining the congenial atmosphere for teaching, learning and research in the institution.

CRITERION-II

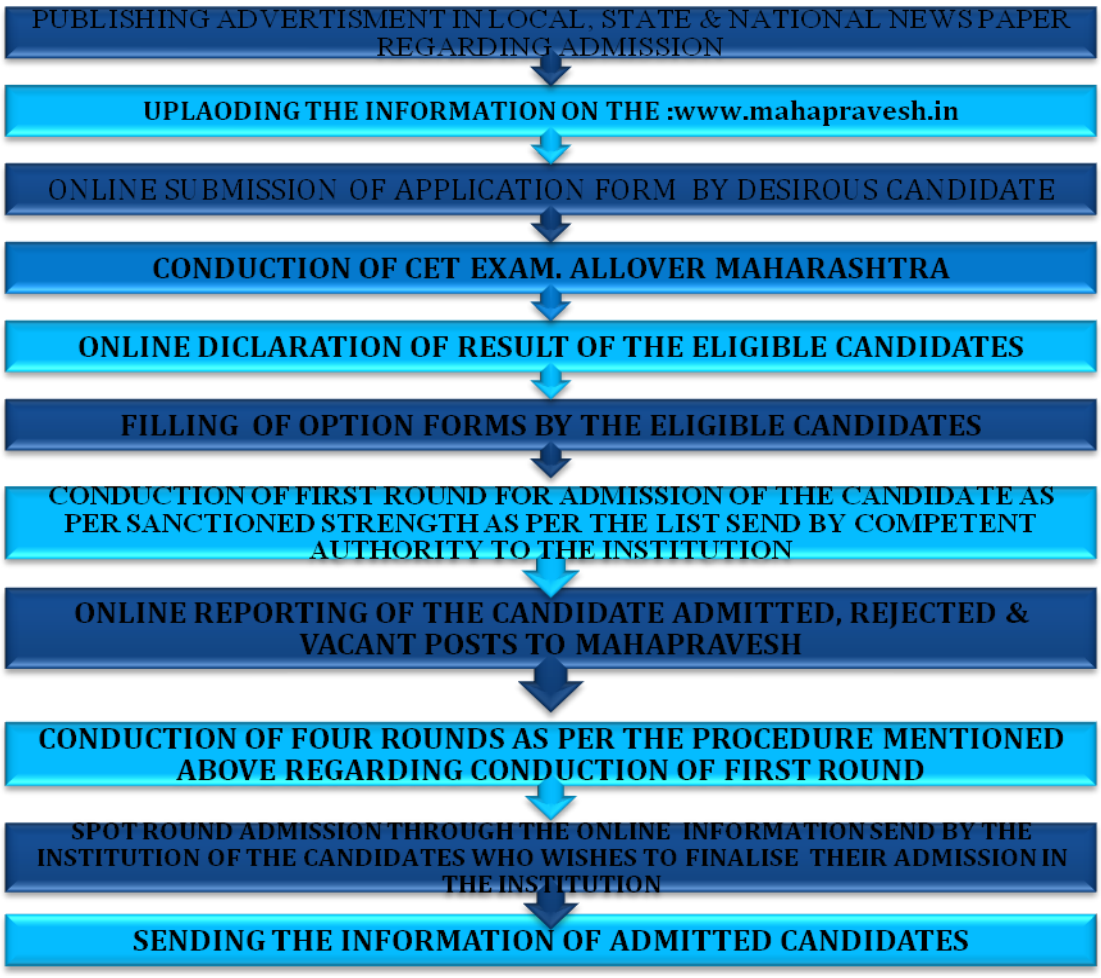
TEACHING-LEARNING & EVALUATION

2.1 ADMISSION PROCESS AND STUDENT PROFILE

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

The admission processes for B. Ed & M. Ed is centralized as per pre-service & in-Service. Details according to the program given as follows: M. Ed & B. Ed (pre-service/regular /face to face mode) admissions are done by "**MAHAPRAVESH"** headed by IAS officer appointed as commissioner. The mode of admission is centralized and online admission process is employed. M. Ed & B. Ed (in-service /distance mode) admissions are done by YCMOU, Nashik through school of education it is headed by Vice Chancellor, YCMOU. The mode of admission is centralized and online admission process is employed. As the B.Ed. & M.Ed. admission process is online, it is more transparent and convenient to the candidate of the State. The Process is given in the following chart:

CHART SHOWING THE PROCESS OF ADMISSION



CRITERIA FOR ADMISSION:-

1. Admissions are allotted on CET score obtained by the candidate caste wise & subject wise.
2. Horizontal & vertical reservation policy is strictly followed.
3. 30% woman reservation.
4. Provision for Foreign students
5. English Proficiency Test is essential for B. Ed. / M. Ed. English medium section admission

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

The program of admission process is advertised on the website of Government of Maharashtra as well as in the newspaper. The detail information about pattern of CET, date of CET, rules and regulations about admission, declaration of admission rounds are flashed in the newspaper and on website for the admitted students.

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

The institution monitors admission decisions to ensure that the determined admission criteria are equitable applied to all applicants with the help of admission process committee. The committee is as follows:

- The chairperson-one Associate Professor, total (03) members are involved in the documents verification consisting of one of reservation category representative.
- Final decision about the admission is taken by the chairperson. If there is any problem about validity of documents, the institution cancels that admission and gives report to the higher authority. After completion of each round of each round no. of filled and vacant seats are informed to the higher authority i.e. coordinator of admission process (Centralized). In this way the admissions are done totally on merit basis & admission rule of Govt. of Maharashtra.

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

physically challenged)

Besides the eligibility for admission as per the rules and regulations specified by Centralized Admission Process. (Govt. of Maharashtra CAP).The following strategies are adopted to diverse student population in policy

- Admission Policy: A diverse range of student irrespective of their varied economic, gender, religious, social, cultural, linguistic backgrounds (including Physically Challenged) student are admitted in our institution every year. The eligibility for admission are specified and decided by Government of Maharashtra (Higher Education, Pune). Following criteria are taken into account for merit viz. Gender, Caste, School subjects, Physically challenged, Ex-service man, Widow, NSS / NCC, D.Ed. / B.Ed., P.G., U.G., marks (aggregate), Project Affected etc. (given in the prospectus).
- Equity Policy: The 30% reservations for Female candidates other than females admitted as merit candidates ensure women equity similarly the various reservation categories have 50% reserved quota as per the state Govt. of Maharashtra policy take care of equity.

2.1.4 Is there a provision for assessing student's knowledge / needs and skills before the commencement of teaching programs? If yes give details on the same.

Yes,

In the beginning of the academic session curriculum orientation program is organized. After orientation 2-3 panels / committees are formed to take an interview of the trainees for the selection of second method, optional subject, for collecting the information about co curricular and extra-curricular activities. During the interview the panel / committee members give guidance and counseling to the trainees about the teacher education program also. The panel asks about the candidate's needs, necessities and expectations. The awareness about the teacher-education skills is developed. Student profile is developed by the institution according to the information collected about the trainees during the interview sessions. In in-service B.Ed. training course, the simulation teaching is included to diagnose undeveloped (the skills which are not up to the mark) skills. The undeveloped skills are practiced. **Talent search**

program: The institute organizes talent search program to identify the skills and hidden potentials of the trainees which is helpful for the teacher education program.

2.2 CATERING TO DIVERSE NEEDS

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

The institution works towards creating an overall environment conducive to learning and development of the students through the activities and methodologies adopted as follows:

Teaching Aid Workshop: Arranging 3 days workshop for the creation and preparation of teaching aids / instructional aide's workshop. In the workshop teacher educator gives theoretical information and demo about various types of teaching aids such as Chart, Models, Folded pictures, Animation pictures, hanging pictures etc. Individually each student-teacher prepares the instructional-aids. Groups are formed on the basis of their teaching methodologies. After preparation of teaching-aids, student-teachers arrange the exhibition and explain the use of every teaching aid and method of preparation to the visitors. In this workshop M.Ed. trainees guide B.Ed. trainees. These self made teaching-aids are used in Micro-lessons, Bridge Lessons, Practice Teaching Lessons and in the Internship program also.

EXHIBITION OF TEACHING AIDS PREPARED BY TRAINEES IN TEACHING AIDS WORKSHOPS ART AND CRAFT WORKSHOP:

Two days workshop is arranged to develop pedagogical drawing and socially useful products. In this basic concepts about the Pedagogical drawing are explained by orientation and practice. The trainees who are already cleared the examination related to drawing are appointed as a group leader. In this way leadership quality is also developed. In this teacher educator used to give theoretical knowledge and

demonstration of various objects based on socially useful productive work, viz, Preparation of files, Pockets, Greetings, Paper bags, Friendship Belts, Rakhi, Chock, Patrawali, and Dron, Duster, Pointer etc.

RANGOLI & MEHANDI COMPETATION

Physical and Health Education Activities: The lecturer in charge of sports activities with the help of support representative arrange the activities related to sports and games and athletics which include theory and practical Viz: Shot-Put, Discus-throw, roap jumping, running 100m and 50m, 400m track marking, Judo & Self defiance etc. Sport and games festival arranged by Institution.

ATHLETICS EVENTS: RUNNING 100M AND 50M, 400M TRACK MARKING

Microteaching and Bridge Lesson Workshop: The institution arranges 12 day micro teaching and bridge lesson workshop to develop teaching skills in the teacher trainees. In this workshop, various micro skills such as Questioning, Explanation, Use of Teaching Aids, Blackboard work, Set Induction, Stimulus-variation are practiced with the help of systematic planning of workshop. Group of 10-12 teacher trainees is formed for the presentation of micro-skills. The conductive environment is created to discuss the sub skills of particular skill. Trainees make practice of the skills prescribed

by the university. The teacher educator and peers used to focus on the strong and weak points in the healthy discussion and give suggestions for re-teaching.

Lesson Plan Work-shop: The institution arranges 30 hours lesson-plan workshop. All the method masters instruct the trainees in the groups to develop the technique of lesson planning properly. M.Ed. trainees are also involved. They perform the role of teacher educator and instruct the B.Ed. trainees under the guidance of teacher educators.

Demonstration Lesson Workshop: The institution arranges 18 hours days demo lesson work shop. Method masters give the demo of each methodology subject's school students (class VIIIth and IXth) and by using various types of instructional aides and PPP's. B.Ed. and M.Ed. trainees observe each and every demo lesson and note down observation in the observation notebook. Method masters also observe the demo lesson. All the trainees, teacher educators and Principal actively participate in the discussion session.

PHOTOGRAPH OF DEMO LESSON BEING DELIVERED BY FACULTY ON SCHOOL STUDENTS IN PRESENCE OF THE TRAINEES

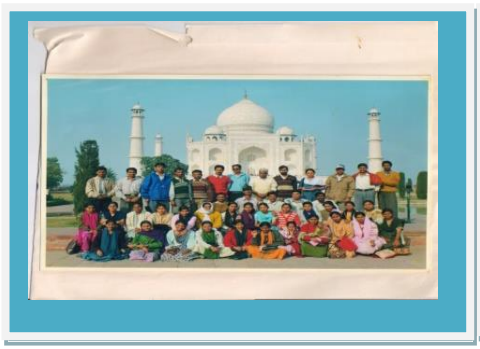
ICT Workshop: The institution arranges ICT workshop of 2 days duration for B.Ed. & M.Ed. trainees. In this workshop teacher educators explain the importance and need of project method, brain storming technique, problem solving method in teaching-learning process, Unit Plan, Teacher support, student support, Rubric formation, development of lesson plan with the help of these aspects.

Psychology Experiments: Each B.Ed. trainees perform the psychology experiment. The teacher educator gives theoretical information about the psychological concepts related to the experiment e.g. Learning, Memory, Teaching Aptitude, Division of Attention, etc. Teacher educator gives proper instructions about the instruments, tests, how to administer the psychological tests, analysis of the tests, use of manual and uses

of the tests in the teaching field etc.

- Working With Community Camp: ⟹

- Excursion: ⟹



- Club and House activities: ⟹

- Internship Program: ⟹

- Formation Of Student Council: ⟹

❖ Annual Function: ⟹

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

The institution caters the diverse learning needs of the students as follows: Curriculum has limited provision to cater the diverse learning needs of student teachers. But the institution takes care of the diverse learning needs by using the following methods and techniques:

Use of Various Teaching Methods (Lecture, Discussion method etc.): The teacher educators use various teaching methods in the teaching by identifying the needs of the trainees. The teacher educators use the approaches in the explanation of theoretical concepts, e.g. verbal presentation, by using blackboard, PPT's, by using instructional-aids, by taking participation of trainees. In this way the teacher educators put forth the content by using various approaches.

Remedial teaching sessions are conducted for those who can't keep pace with the progress of the curriculum e.g. in the preparation of Lesson Plan, Content Knowledge of theoretical subjects and methodologies, the problems of Educational Statistics etc.

Individual Guidance as per the need, Special Guidance & Facilities to the meritorious trainees: Advanced learners are provided the scope to access reference Books, Journals, Magazines (Edu. Track, University News, Shikshan Sankraman, Jeevan Shikshan, etc.) Provision of E-resources, e-Books etc. Use of seminar and discussion method for curricular transaction.

Use of Class tests & Assignment: Special attention and counseling is given to slow learners (differently able students) e.g. Weaker student teachers in the mathematics given more practice and guidance.

Personal & Group Guidance: The trainee teacher's groups are formed for the presentation of seminar.

Use of ICT in teaching- Learning process: The trainees are allowed to form the

groups and Units from textbooks of school subjects by their own choice. The trainees used the technique of problem solving for planning the strategies of project. Arranging Yoga sessions to solve the diverse physical and psychological problems of the students.

TRAINEES PRACTICING IN ICT / ET LAB

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

Activities envisioned in the curriculum for trainees to understand the role of diversity and equity in teaching-learning process are as follow:

- All theory papers core, optional and methodology subjects include the content which helps to inculcate the values related to the role of diversity and equity.
- Various co-curricular activities to be implemented are also related to the role of diversity and equity, like Jagar Janivncha Abhiyan, Street Drama / Show / Skits, National Days, etc.
- Expert lectures and workshops are arranged for the awareness about role of diversity and equity.
- Various programs are organized as per the Govt. Regulations and Circulars time to time, like Republic Day, Independence Day, Constitution Day, Hindi Day, Mahatma Gandhi Jayanti, Shiva Chatrapati Jayanti, etc.

3. **How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?**

Well Qualified and experienced staff is appointed through Maharashtra Public Service Commission, throughout the state. They are constantly upgrading their knowledge and skill through orientation, refresher courses, short term courses and

actively participating in academic and skill based programs arranged by professional organizing committees, university, state and national level teachers training centers.

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

Various practices that help student teachers to develop knowledge and skills, related to diversity and inclusion and apply them effectively in classroom situations are as follows:

- Talent Search Programme
- Teaching Aids Workshop
- Art and Craft Workshop
- Micro teaching and bridge lesson workshop
- Visit to special school and excursions
- Evaluation Workshop
- Student council
- Subject Club
- Cultural activity group
- Practice Teaching lesson workshop
- Internship
- Field Work
- House system
- Yoga education
- Sports and games activities
- Annual social gathering
- Yearly Magazine
- Wall papers

These are the practices that help student teachers to develop knowledge and skills related to diversity and inclusion and help them to apply these practices effectively in class room situations.

2. 3 TEACHING-LEARNING PROCESS

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

etc.)

The students are kept engaged in active learning through the use of learning resources like library, website, individual projects simulation, peer teaching, role playing, and internship activities as follows:

- **Library and website:** The library and extended library in hostel keep the students engaged in active learning. The faculty give assignments, engages tutorials, psychological experiments, assigning project work persuades them to remain engaged in search of knowledge. Completing the assignments, project and practicum develops their skills of expression. The conducive and healthy atmosphere created through the activities helps them to keep themselves enthusiastic and active after the college working hours also.

  The Wi-Fi enabled campus and well equipped computer cum audio visual lab is being used by the trainees and researchers for acquiring the information required through internet surfing.
- Use of individual projects: Some of the papers are fully based on projects. The trainees are assigned with the projects. It is expected to gather the required knowledge of the project assigned through use of library and web searching. The student has to survey in order to gather the required data which is required for completing the project. The orientations, ICT and project workshops are arranged for helping the students to know and understand how to collect the information, analysis and interpret the same and writing of the project report.
- Simulation ,peer teaching and role playing activities : The workshops arranged for micro teaching ,bridge lesson, model lesson

The institution engages trainees in active learning with the help of the following resources. Trainees participate in their activities and programs enthusiastically. The physical as well as mental attendance of the trainees in each activity is 100%. Healthy, conducive and competitive atmosphere is created which helps the students to remain more enthusiastic and active.

Curriculum Based Workshops has been Organized: Trainees are engaged in these workshops to develop the skills related Micro to Macro teaching.

- Educational Drawing Workshop, Micro Teaching Workshop
- Bridge Lesson Workshop

- Demonstration Lesson Workshop
- Lesson Plan Workshop
- ICT Workshop
- Observation and feedback of lessons
- Internship program
- SUPW activity

Club activities / programs have been Organized: The formation of clubs is on the basis of methodology subject, viz. Library Club, History Club, Science Club, Mathematics Club etc. The houses are formed on the basis of Talent Search Program. The trainees involved in the houses are distributed equally considering the varied talent of the trainees. Trainees performed various roles and activities, viz. Head of the Club and Houses, Planning and Organization of Programs, anchoring, chairmanship, special guest , preparation of Handouts , Posters, PPT's etc..

Seminars, Lectures, Block Teaching, Practice Teaching, Internship Program & Class Tests, has been organized: The trainees are engaged by performing various roles Viz. Distribution of topics and responsibilities in panel discussion. P.G. (M.Ed.) Trainees are given opportunity to deliver lectures on the B.Ed. class on allotted topics. They also observe and guide the lesson of B.Ed. trainees. They also play a role as a future teacher educator in internship program under the guidance of faculty members. Individual Projects and practicum related to theory papers are compulsory. Trainees complete the projects, practicum successfully and submit the reports.

Use of Library The library provide lending of home books, reference service, Reading room for students is available from 08:30 AM to 07:30 PM, current awareness service, Internet facility, Referring the library resources for completion of assignments, projects and activities assigned by teachers, Display of new arrivals in show-cases & through notices, Book Bank facility, Hostel Library, Reading Room Facility are provided to U.G. (B.Ed.) trainee, Research scholars, Faculty members, Non teaching Staff and outsider readers etc**.**

Use of e-sources, web search, e-content etc. Faculties use e-sources in the practice often and they also motivate the trainees to use e-sources in teaching learning process. The campus is Wi-Fi enabled which helps the students to access the internet and websites easily for research, in-depth study of topics and references

Team teaching and Peer Teaching Team teaching and Peer teaching is used by U.G.(B.Ed.) trainees on allotted topics.

Simulation teaching, Role-playing and Internship program: Simulation teaching technique is used by U.G. (B.Ed.) trainees in Micro-Lesson, Bridge Lesson, and Simulation Lessons. In Internship Program trainees perform the role of Headmaster, supervisor, class teacher, subject teacher, special teacher such as Craft teacher, drawing teacher and Physical teacher etc. P.G. (M.Ed.) trainees perform the role of teacher educator in various field based activities included in U.G. (B.Ed.) curriculum. M.Ed. students play role of teacher educators and B.Ed. students play role of teachers.

Psychology experiments There are five psychological experiments in the syllabus based on following psychological concepts, viz. Teaching Aptitude, Learning, Memory, Work and Fatigue, etc. Theoretical foundation of the concerned experiments explained by the Teacher educator after that instructions are given by for the practicals. Demonstration of the concern experiment presented by the teacher educator. B.Ed. trainees perform the experiments individually and in the group also. The observed data of experiment is analyzed and interpreted and the conclusions of the particular experiment are noted in the Psychological Experiment Note-Book. All trainees actively participate in the experiment and apply the psychological aspects in the practice teaching lessons and also in their professional life.

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

- The institution adopts Student Centered Learning Strategy by applying Learning by doing method for every workshop and activities. Various Teaching Methods, Preparation of ICT based PPT, Presentation of Seminars, Undertaking the Projects, Report Writing, etc, student-centered programs are conducted.
- Each and every activity adopted by the institution employs participatory learning. All the activities and practical's given in the syllabus are conducted such that the vision, mission, goals and objectives of the institution are reflected through them.
- Students are encouraged to administer the programs such as birth anniversaries and the death anniversaries, special days, creation of wall papers, handouts, PPT presentation, etc, instructional approaches and experiences are provided for effective learning. Trainees take active participation in planning and implementation of various programs, activities e.g. Excursion, Celebration of

Days, Anniversaries, etc.

- Daily 'Paripath' is conducted by students for value education. **(internship/ Group ledger)**

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.

Innovative Instructional approaches and experiences are provided for ensuring effective learning for U.G. (B.Ed.) trainees which are as follows:

- ICT based Teaching & Learning: In practicum, each and every methodology includes ICT based teaching & learning. Trainees develop the ICT based Teaching & Learning CD's and use in practice teaching lessons.
- Open ended questioning sessions.
- Communicative approach for language teaching.
- Conceptual learning approach.
- Use of applied psychology in classroom teaching.
- Teaching methodologies: methods of teaching (Inductive-Deductive, Role playing, project etc
- Interactive sessions
- Workshop on model of Teaching (2 days)

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

At U.G. level the syllabus for methodology subject contain models of teaching, e.g., Concept Attainment Model, Advance Organizer Model, Inquiry Training Model role play model etc. and at B.Ed. trainee has to give 40 practice teaching lessons, in which he / she has a liberty to employ suitable model of teaching and teaching method. For additional training in models of teaching. Total 05 practice teaching lessons. Trainees use various methods of teaching in their practice lessons. In addition to this the faculties use various models of teaching in their lectures. P.G. trainees also use these techniques in their Demo lessons and lectures. Two days workshop is arranged for models of teaching.

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

Micro-Teaching Technique, having theory and practicum components, is included in B.Ed. curriculum. The institution arranges microteaching workshop and bridge lesson workshop of 60 hours duration the skills prescribed in the University curriculum is as follows:

1.	Questioning Skills	02 Lesson
2.	Black Board writing skill	02 Lesson
3.	Set Induction	02 Lesson
4.	Stimulus variation	02 Lesson
5.	Use of Audio Visual Aid	02 Lesson
6.	Bridge Lesson	02 Lesson

The trainee has to complete the micro lessons of both the teaching methods like English-History, Science-Mathematics; Marathi-History, etc. The teacher educators demonstrate the micro lesson of each skill and method. The teacher educator demonstrates the bridge lessons. In the Bridge Lesson 3 at list skills are intermingled as per the prescribed curriculum e.g. combination of set induction, questioning, use of black board, and explanation, stimulus variation, use of teaching aids, etc.

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.) The process of practice teaching in schools is as follows:

There are total 40 practice teaching lessons and 2 annual lessons of two methodology school subjects. Only one practice lesson is allotted to a trainee per day. The teacher educator observes and monitors practice teaching lessons of 10 to 12 trainee per day. The peer trainee observes one lesson of each school subject per day. School teachers are also involved in lesson observation as mentors. The subject teacher of practice schools allot the units to the trainees.

Monitoring Mechanism:

Monitoring mechanism of practice teaching lesson is as follows:

Step I: Head of the department of the practice teaching lesson approaches to practice schools and discussed and decides about the schedule of the practice teaching lessons. School provides the list of teaching unit to students for practice teaching.

Step II: Preparation of Time Table by the HOD, practice teaching lesson time table is flashed after the approval of Principal. Time table is flashed on the notice board at least one week before. Step III: Lesson Guidance by the teacher educator and M.Ed. trainees HOD and faculties guide the trainees how to observe the peers trainees lessons. Teacher educator guide the trainees for lesson planning and for practice teaching and gives proper instructions about content analysis, Objectives and specifications, teaching methodologies, techniques, Use of resource material and references etc.. School teachers are also involved in lesson observation at the end of each lesson plan given in the lesson plan notebook. The teacher educator and peers gives feedback orally and in written.

Step IV: Student wrote the lesson plans in the work book. **Step V:** Practice teaching 2/3 days in a week.

Step VI: feedback is given by peers, teachers, teacher educators.

Feedback Mechanism: The institution provides the observation Note Book to the B.Ed. and M.Ed. trainees to write remarks on the peer lessons. In the lesson planning note book also includes observation schedule for teacher educator, who writes remarks on strengths and weaknesses observed in the lesson and writes suggestions for the improvement of further lesson and also gives feedback orally after the lesson is over.

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

The process of internship program is as follows: Head of the department visits and selects three schools for internship program and collects the time table.

Pre- Planning of the Internship Program

- Preparation of instructional Booklet.
- Selection of schools.
- The Students are distributed and classified into three groups.
- Discussion with Headmaster and teachers of the schools about implementation of program.

Two days preplanning Workshop: In this workshop–

- Distribution of Booklet and giving instructions.

- Timetables of cooperative schools.
- Distribution of responsibilities to the students underlying the roles of the head-master, supervisor, class-teachers, art teacher, physical-teacher, music teacher etc.
- Framing a school time table.
- Planning of co-curricular and extracurricular activities - Morning assembly schedule, cultural programs, inauguration ceremony, etc.
- Theory periods - teaching - learning.
- Implementation of unit Test according blue print. Health and Hygiene related activities.
- Financial management.
- Organization of school gathering-cultural activities.

Execution of One week Internship Program-

Inauguration of internship program by headmaster of Intern schools. Under the guidance of teacher educator and M.Ed. trainees observe the lessons of experienced school teachers. Students are motivated to use various methods and models of teaching. Following activities are arranged in Internship.

1. Daily Paripath.
2. Observation of school record.
3. Arranging guest lectures of school teachers and Head Masters for trainee.
4. Cultural programs.
5. Sports competitions.

H. M. and supervisor of internship program of each school monitor the implementation of time tables and all concern activities.

Unit test is administered for the school by the trainees on the studied units taught during the internship and result is declared in the classroom.

The last day of Internship Valedictory Function is arranged. In that the presentation of cultural program and prizes are distributed to the school students participated in the various competitions arranged in the Internship Program.

Feedback Mechanism:

Principal of the institution, teacher educator, teacher trainees, M.Ed. trainees, visitor and guests give feedback during the internship program on execution of various

activities. Head master, school teachers, parents of the school students, nonteaching staff also give feedback during the internship program regarding success, quality and suggestions for the improvement of internship programme. School teachers and headmaster also shares the educational experiences with trainee teachers for the inspiration. The centre of internship program is school students. The outcome of the Internship program is that the attendance of school students is found to be increased and school students participate in various activities enthusiastically. They give positive feedback to the internship program and lastly B.Ed**.**

8. Are the practice teaching sessions/plans developed in partnership, co-operatively involving the school staff and mentor teachers? If yes give details on the same.: Yes

Practice teaching sessions and plans are developed in partnership cooperatively, Involving the school staff and mentor teachers details are as follows:

Practice Teaching, internship programme and Annual Lessons

- Head of the department of programs visits to selected schools for the execution of practice teaching sessions and internship arranges the sessions with the help of Head Master and teachers.
- Subject teachers allot the units to trainee teachers as per their unit planning.
- In the Internship Program the expert teacher used to give information about school records such as Transfer Certificate, Stock Register, Inward, Outward register, daily diary, daily lesson plan, school time tables, Annual Planning, Teacher's attendance register, Lab related registers, records and Library related registers etc.
- Head master and teachers make aware about the background of school students and rules and regulations of schools.
- Head Master and school teachers also express about their expectations from the trainees.
- In the practice teaching sessions and internship program there is interaction between teacher educator, head master, and school teachers about the expectations.
- The school teachers observe the practice lessons of B.Ed. trainee and give feedback. The practice school provides facilities like seating arrangement, drinking water and electric-supply for Power Point Presentation and

infrastructural practices. In this way the practice teaching schools are involved in the implementation of above activities cooperatively.

Annual Lessons:

- Meeting of chairman's for annual lesson at the University Level.
- College wise Timetable and Examiners panel distributed from University.
- Chairman's and external examiners are appointed by the university.
- Taking in to coordination between schools and students time table is display.
- Meeting with college principal External and Internal Examiners.

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

The institution creates an overall environment for managing the diverse learning need of students in schools through content of theory papers, practicals, expert lectures and extra-curricular activities.

- The content of the theory papers focus on diverse learning needs of school students.
- The teacher educators make aware about the managing the diverse learning needs through their lectures, workshops, activities and various programmes.
- In practice teaching lessons and internship the trainees interact with the school students and handle them successfully.

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

Every faculty members adopt technology in their daily practices, lectures. The trainees are encouraged for the use of technology. ICT is included in the curriculum of U.G. and P.G. level. ICT based workshops are organized in the institution. ICT projects are completed by U.G. and P.G. trainees.

2.4 TEACHER QUALITY

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

The teacher educators are involved in practice teaching plans. The cooperative schools are involved in planning a programme. Taking into considerations the standard and divisions of the schools the student teachers are distributed in the schools.

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

The ratio of student teachers to identified practice teaching schools depends on the availability of standards and divisions.

Teacher educator - The ratio for observation of practice lessons 01teacher educator is to 14 trainees (1:14). The teacher educator observes minimum one and maximum two lessons per period. The decision is taken on the basis of staff meeting.

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

The mechanism of giving feedback to the students used for performance improvement is as follows: The feedback from teacher educators, Peer trainees and M.Ed. trainees after completion of each and every workshop, task, activity, project, micro & bridge lessons, practice lessons, co-curricular activity and internship for performance improvement. Diagnostic and remedial approach is used to give feedback to the students for performance improvement.

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

The content of the theory papers is related to the School Management Policy directions and educational needs of the schools. Quality in education, classroom management, discipline, innovative practices in teaching and learning process .All these aspects are included in the curriculum at U.G. and P.G. level and the trainees are make aware all these aspects.

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

Faculties of the institution keep pace with the recent developments in the school subjects and teaching methodologies through various activities and approaches. One of the faculties are involved in the Board of Studies of Sant Gadge Baba Amravati University, Amravati and keep pace with the recent curriculum of teaching methodologies. Hand books, manuals, references books, e-sources, textbooks are used to keep pace with the recent development in the school subjects and teaching methodologies.

2.4.6 What are the major initiatives of the institution for ensuring personal and

professional / career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)

The institution ensures personal and professional career development of teaching staff by encouraging them to participate in:

- Refresher and Orientation Courses.
- Long term and Short term Training Programs.

The faculties perform the role of Resource Person, Chairperson, Govt. Nominee, Paper Setter, B.O.S. Member, Faculty Members of Advisory Bodies, Member of Teacher Association, and Member of Editorial Board. State, National, International Level Conferences, Seminars, Symposium, Workshops. Training curses ICT. Some Faculties are invited by various universities as a external examiners of B.Ed.,

At Institutional Level:

The institution distributes the responsibilities to the faculties such as:

- Heads of various departments / Labs. Heads of Clubs.
- Heads of Workshops.
- Heads of Various Committees.
- Members of Various Committees.

The institution provides opportunities to the faculty members Viz. Organizing Research Workshops, Training Courses for persons related to educational field. The institution promotes to faculties for research and publication related activities.

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

The head at institution motivates the staff members for good performance.

2.5 EVALUATION PROCESS AND REFORMS

2. 5. 1 How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

There is conducive environment for learning of varied students in the institution. The teacher educators identify the barriers in the learning of trainees through various approaches and communicate the trainees through feedback

mechanism as follows:

Orientation and Counseling at the time of admission through faculty

Through institutional interviews to identify barriers related to family, social, economical, regional, educational, communication aspects etc. Talent Search Programme for identification of barriers in the presentation skills. Contest Test based on the Secondary School Curriculum to identify the lack of content knowledge. All workshops related to practice teaching to identify the weaknesses in the teaching skill. Club activities to identify the managerial skills. After the completion of each and every activities, workshops, programmes feedback is given orally as well written form. In this way barriers in learning are identified and assessed through Diagnostic Approach, Use of Formative And summative Evaluation Process, Execution of Surprised Class Tests, use of various tools techniques and methods of evaluation are followed.

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

Assessment and evaluation process is prescribed in the curriculum. The institution follows the guidelines given in the curriculum. The weight age for internal and external evaluation for U.G. (B.Ed.) as par syllabus

U.G. (B.Ed.) Level syllabus

Scheme of Evaluation:

- For theory paper examination; there will be 30 % internal marks (sessional work) and 70 % of marks for examination conducted by university.
- 70% marks for University examination means theory paper.
- 30% marks for internal assessment (sessional work) of core courses by the University Department/College assessment for sessional/practicum work, etc. mentioned in syllabus.
- The institution shall have to preserve the record of the internal/sessional work submitted by each student for consecutive three calendar years from the date of his/her admission in the B.Ed. course.
- The Final lesson and its Viva-voce examination will have both internal and external examiner. The marks will be converted in grades and credits and finally CGPA.

- To pass the examination a candidate must obtain at least 50% of marks in practical/internal and 40% of marks in university examination (Theory Papers) of each course/heads separately in all four semesters and aggregate of 50% marks in all.
- The marks of each semester examination for the B. Ed. Course (Theory and Sessional Work) will be converted into grades.
- A maximum of three years from the date of admission to the program is allowed for program completion.

The student shall be admitted to next semester as per the following eligibility table:

Sr.	Name of Examination	The student should have passed out of	The student should have complete the term satisfactorily
1.	B. Ed. Semester I	The qualifying exam mentioned in Para I	B. Ed. Semester I
2.	B. Ed. Semester II	-------	B. Ed. Semester II
3.	B. Ed. Semester III	½ No of theory papers (including semester I &II + EPC & practicum exam. Of Semi. I	B. Ed. Semester III
4.	B. Ed. Semester IV	B. Ed. Semester I	B. Ed. Semester IV

Note:

For calculating the heads, the theory, EPC and practicum shall be considered as a separate head and on calculation fraction if any shall be ignored.

Pattern of Question Paper:

There are four theory papers having weightage of 70 marks and eleven theory papers having weightage of 35 marks. For question paper of 70 marks:

- The syllabus has been divided into five units. There will be five questions.
- Two questions shall be of long answer type question and three questions shall be of short answer type question and shall have equal weightage.
- For every long answer or short answer question there will be alternative choice from the same unit. However there will be no internal choice in a question.
- Division of marks between long answer and short answer type question will be in the ratio of 40 and 60.

- The duration of theory paper of 70 marks shall be of 3 hours. B)For question paper of 35 marks:
- The syllabus has been divided into three units. There will be three questions.
- One question shall be of long answer type question and two questions shall be of short answer type question and shall have equal weightage.
- For every long answer or short answer question there will be alternative choice from the same unit. However there will be no internal choice in a question.
- Division of marks between long answer and short answer type question will be in the ratio of 40 nd 60.
- The duration of theory paper of 35 marks shall be of 2 hours.

Grading System:

After adding the internal marks (maximum 30%) to external marks (maximum 70%), the marks secured by a student from maximum 100 will be converted into a letter grade. The grade points are the numerical equivalent of letter grade assigned to a student in the ten points scale as given below,

Range of Marks obtained out of 100 or equivalent fraction	Letter Grade	Grade point	Description
90 - 100	A+	10	Outstanding
80 – 89	A	9	Excellent
70 – 79	B+	8	Very Good
60 – 69	B	7	Good
55 – 59	C+	6	Fair
50 - 54	C	5	Average
Less than 50	F	0	Dropped or Fail

Calculation of Semester Grade Point Average (SGPA):

- Performance in a semester will be expressed as Semester Grade Point Average (SGPA).
- Cumulative performance of all the semesters together will reflect performance in the whole programme and it will be known as Cumulative Grade Point Average (CGPA). Thus CGPA is the real indicators of a

student's performance.

- The formula for calculation of SGPA and CGPA is given below:

SGPA = ∑CiGi / ∑Ci CGPA = (∑∑CniGni) / (∑∑Cni)

Where

Ci - number of credits for the ith course,

Gi - grade point obtained in the ith course,

Cni - number of credits of the ith course of the nth semester,

Gni - grade points of the ith course of the nth semester

Computation of SGPA and CGPA:

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e

SGPA (Si) = Σ(Ci x Gi) / ΣCi

Where,

Ci is the number of credits of the ith course and

Gi is the grade point scored by the student in the ith course.

- The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

CGPA = Σ(Ci x Si) / Σ Ci

Where

Si is the SGPA of the ith semester

Ci is the total number of credits in that semester.

- The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.
- The final Class for B.Ed. Degree shall be awarded on the basis of CGPA.

Internal Assessment:

At U.G. (B.Ed.), teacher educator assesses the performance of trainees during and after completion of the activities, programmes, workshops and practicum etc. throughout the year.

Term End Evaluation

The U.G. courses are two year duration courses. At the end of each semester preliminary examination is conducted by the institution. The institution conducts the Preliminary Examination to prepare the trainees for semester University Examination

External Evaluation

At U.G. (B. Ed.) level external evaluation process is as per the university guidelines. The process of external evaluation includes following things:

University Final Lessons Examination

The Internal and External examiners are appointed by the university the evaluation of the annual lessons.

Oral Examination

At U.G. level the external evaluators assess the all the practicum completed throughout the academic year.

University Examination:-University examination is conducted by the university.

SEMESTER-I

Paper No.	Theory Max Marks	Seasonal/ Practical work	Total max Marks	Theory Min Marks	Session practical min work	Aggregate pass Marks
PE 101 : Childhood and Growing Up	70	30	100	28	15	50
PE 102: Contemporary India and Education	70	30	100	28	15	50
CP 103: Language Across the Curriculum	35	15	50	14	08	25
CP 104: Understanding Disciplines and Subjects	35	15	50	14	08	25
EPC-105: Reading And Reflecting On Texts	-	50	50	-	25	25
P-106: Diagnosis and enriching the teaching skills	-	50	50	-	25	25
P-107: Demonstration of Lesson Plans and Simulation Lesson	-	50	50	-	25	25
P-108: Psychological Experiments	-	25	25	-	13	13
P-109: School Engagement	-	75	75	-	38	38

SEMESTER-II

Paper No.	Theory Max Marks	Sessional/ Practical work	Total max Marks	Theory Min Marks	Session apractical min work	Aggregate pass Marks
PE 201: Learning and Teaching	70	30	100	28	15	50
02: Knowledge and Curriculum (Part I)	35	15	50	14	08	25
CP 203: Pedagogy of School Subject One (Part I)	35	15	50	14	08	25
CP 204: Pedagogy of School Subject Two (Part I)	35	15	50	14	08	25
CP 205: Assessment for Learning	70	30	100	28	15	50
EPC206: Drama And Art In Education	---	50	50	---	25	25
P-207: School Engagement	---	25	25	---	13	13
P-208: Internship	---	75	75	---	38	38
P-209: Workshop on Teaching Aid	---	25	25	---	13	13

SEMESTER-III

Paper No.	Theory Max Marks	Seasonal/ Practical work	Total Max Marks	Theory Min Marks	Session practical min work	Aggregate pass Marks
CP 301 :Gender, School & Society	35	15	50	14	08	25
CP 302: Pedagogy Of School Subject One (Part II)	35	15	50	14	08	25
CP 303: Pedagogy Of School Subject Two (Part II)	35	15	50	14	08	25
EPC 304: Critical Understanding of ICT	---	50	50	---	25	25
P-305: Internship	---	250	250	---	125	125
P-306: Yoga Education	---	50	50	---	25	25
P-307: Action Research Project	---	50	50	---	25	25
CP 301 :Gender, School & Society	35	15	50	14	08	25
CP 302: Pedagogy Of School Subject One (Part II)	35	15	50	14	08	25

SEMESTER-IV

Paper No.	Theory Max Marks	Seasonal/ Practical work	Total max Marks	Theory Min Marks	Session practical min work	Aggregate pass Marks
PE 401: Knowledge and Curriculum (Part II)	**35**	**15**	**50**	**14**	**08**	**25**
PE 402: Creating an Inclusive Education	**35**	**15**	**50**	**14**	**08**	**25**
CP403: Optional Courses	**35**	**15**	**50**	**14**	**08**	**25**
EPC 404: Understanding of self	**---**	**50**	**50**	**---**	**25**	**25**
P-405: Internship Including Final Lessons	**---**	**175**	**175**	**---**	**88**	**88**
P-406: Project related to community experience	**---**	**75**	**75**	**---**	**38**	**38**
P-407: Performing Arts (Cultural activities)	**---**	**75**	**75**	**---**	**38**	**38**
P-408: Environment Project	**---**	**25**	**25**	**---**	**13**	**13**
PE 401: Knowledge and Curriculum (Part II)	**35**	**15**	**50**	**14**	**08**	**25**

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

Assessment / evaluation outcomes are communicated and used in improving the performance of the students and curriculum transaction is as follows: Teacher Educators use the diagnostic approach to identify the strengths and drawbacks / weaknesses of the students are communicated to them for the improvement in the performance of the trainees. To maximize the strengths and to minimize the weaknesses / drawbacks of the trainees the following techniques are followed by the teacher educators*:*

USE OF DIAGNOSTIC & REMEDIAL APPROACH.

- TDPF (Theory + Demonstration + Practice +Feedback) model for all workshops and practicum in oral and written form.
- Drill and practice as per the learning needs of the trainees Viz. Lesson Planning, Seminar, Tools, Examinations and practicals.
- Supervised study to develop the self study habit and thinking process and motivate to express the ideas.

- The teacher educators communicate the remarks at the time of micro teaching lessons, bridge lessons, practice teaching lessons and internship programme in oral and written form which helps the trainees to improve the performance in the next lesson.
- M.Ed. in services trainees are involved in the process of evaluation as a part of field based activities prescribed in the curriculum. They also give feedback for the improvement in the performance.
- Peer Evaluation - Peer trainees evaluate the performance in the activities i.e. micro teaching, Bridge lessons, Practice teaching lessons and internship programme. The institution provides observation notebook to trainees. They observe and write the remark and communicate to peers who also help and motivate for the improvement in the performance. Annual lessons are evaluated by peer team of internal & External Examiners U.G. Level & viva Voce.
- Self Evaluation - The teacher educators motivate trainees for self evaluation to point out the strengths and weaknesses for the improvement in the performance.

2. 5.4 How is ICT used in assessment and evaluation processes?

The assessment and evaluation is done externally by the university and internally by the institution wherein the ICT is incorporated as and when is possible and appropriate. The internal assessment includes many components and practicum where ICT is used.

- The assignments, Projects etc. are communicated to the trainees through ICT like Websites, e-mails, mobiles.
- The question banks are developed on computers.
- The trainees' achievement is processed and statistically analyzed and the same is communicated through e-mails, Website, mobiles to the trainees.
- The documentation and recording of assessment and evaluation of all the practical's are done on computers by all faculties.

2.6 BEST PRACTICES IN TEACHING -LEARNING AND EVALUATION PROCESS

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

The institution introduces innovations in teaching; learning & evaluation are as follows:

- All teaching faculties use ICT in teaching learning process and all practical activities.
- Teacher educator develop the CAIL (Computer assisted Instruction and learning) materiel for trainee teacher and school students. in the practice lessons, theory lectures co-curricular activities and extracurricular activities etc.
- The teacher educator use internet for advance knowledge, Model lesson, Plans, survey of related literature for research work.
- The guidance about the conceptual learning introduced by the individual faculty members, they promote the students to think at reflective level and to express the through and motivate the student to think about the substantial abstract concept.

Various Best Practices from the institution are as follows:

- Conceptual Learning Programme.
- Innovative Demonstration Lessons and Open Discussion. Internal & External evaluation of lessons.
- External evaluation of Practical work. Organization of Simulation Lessons.
- Guidance for NET/SET/TET/competitive examination, Guidance to B. Ed. students,

Department wise activities

- Use of co operative, collaborative, group discussion method, ICT based teaching and learning project method
- Use of Reflective Thinking Model (Brain storming, divergent thinking process) Use of applied psychology in teaching learning process, Staff development programmes, Skills oriented programmes, Schemes ‘Nirantar paritoshik yojna’, ‘Student Welfare Scheme’ etc.
- Organization of communication class, Content knowledge enrichment programmes. etc. Projects related to each paper. Objective evaluation of

practical work.

Details of Some Significant Innovative Practices:

- **Development of ICT based instructional material:**

  Development of instructional material for science subjects.

  Development of theoretical and practical programme based on Power Point Presentations.

- Development of Instructional material for co curricular activities:

  Development of information Broacher & work-book for Internship programme. Development of Information Broacher and work-book for Psychology Experiments. Development of work-books on micro and macro practice teaching lessons. Development of work experience, drawing & Social Service.

Creation of Books:

- Book Published ('Vishesh Shikshan',Bhartiya Shikshanacha Itihas'.) by faculty member Dr. G. V. Shetkar.
- Bhugol Adhyapan Paddhati – Dr.N.B.Chavan
- Shaikshanik sampreshan prakriya Shaikshnik shankhashatra, Research Methodology, Marathi loksahikatil mulya shikshan & Mahatma fulenche vichar –Dr H.P.Khobragade

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

In the delivery of instructions best practices including use of technology is used by the institution as follows: The institution introduces various best practices. After implementation of these practices in the teaching - learning process, we find drastic change in the behavior of the trainees.

The best practices and their outcomes are as given below:

Use of ICT in Teaching –Learning Process o Trainee teachers at U.G. (B.Ed.) and level used ICT often Viz. prepared PP's in the Micro, Bridge, Practice Teaching Lessons and Use of internet Seminars, Projects, Practicum.

Development of Instructional Material at U. G. (B. Ed.)

The instructional material is developed by the institution, viz. Work Books for

various workshops and activities. This instructional material was helpful.

- In understanding the objectives of the workshops, activities and programmes
- In implementing the workshops ,activities and programmes
- In report writing.

The trainees acquired the knowledge of advance technology and it's use in practice teaching, research based activities, skill based activities, which help to promote and to enhance the quality of teacher education programme. Demonstration of Lessons (Micro, Bridge and Macro) and Open Discussion.

- Trainees are motivated to adopt the knowledge about methodology of teaching.
- Trainees applied the acquired knowledge and teaching skills in their Micro, Bridge and Macro lessons.

Inter-Institutional Programmes (Co-Curricular and Extra- Curricular activities)

Following programmes implemented in the institution, viz. Talent Search Programme, Morning Assembly, Club activities, Celebration of Days, Annual Gathering, Jagar Janivancha Abhiyan, etc. The change in the behavior of the trainees due to the implementation of the programme was follows:

- Development of stage courage and confidence
- Development of organization and management skill
- Development of interactive socio cultural atmosphere
- Development of interest in implementation of innovative ideas and themes for future programmes.
- Development of core elements included in National Policy Of Education (1986) Viz. national Integration, International understanding, secularism and gender sensitization etc.

Orientation about Child Psychology and Use of Applied psychology in Teaching-Learning Process:

Educational Psychology is included in the B.Ed. curriculum as a core theory paper. The units are related to the growth and development, learning process, Intelligence, thinking process, mental health etc. and psychological experiments are included at U.G. level as a part of practicum. Following impacts are reflected in the

teaching - learning practices and professional development of the trainees:

- Development of classroom management skill.
- Handling school students considering to the individual differences.
- Conducting interactive, healthy, supportive learning atmosphere in the classroom.

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

2.7.1 What are the main evaluative observations / suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how have they been acted upon?

OBSERVATION 1:

- The SSR mentions that 16 weeks time is spent in transacting the theory papers which does not seem to be sufficient, also keeping the claim of 180 days of teaching, college seems to be spending quite a bit of time to Co-curricular activities.
- The college spends 22 days in supervising teaching practice and 12 weeks for evaluating teaching practice

ACTION TAKEN:

- The observation was discussed in IQSE meetings and it was resolved to act upon in the light of the NCTE Norms.
- Accordingly the duration for theory period increased and also the time for Co-curricular activities is reduced.
- The academic calender is prepared and was diligently followed.
- Now the curriculum is changed and CBCS system is being used for curriculum transaction. It has a provision of credits and hours to be used and given for each and every paper and activities. Hence the action was taken up in the light of the observation.

OBSERVATION 2:

- Records show that the teachers are participating in seminar at state and district level though not frequently.
- It seems that there is no motivation and/or incentives for participation in such seminars.

ACTION TAKEN:

- This point was also discussed in IPSC Meeting and it was resolved that the

action to be taken on this suggestion. Now the faculty member'saree fully motivated and also given with On-duty Leave and TA/DA for the participation.

- The figures and the information indicated in the tables regarding participation of the faculties clearly -enotes that the participationhas increased a lot.

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

Quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation are as follows:

- Increase in seminar participation
- Sending the teachers to orientation and refresher courses and also the shortest duration program arranged by IASE, City, YASHADA and other academic teacher's training institution.
- Preparing printed materials for the activities and program.
- Making use of internship program.
- Keeping linkages with MSCRT, NCERT, MHRD etc.

CRITERION-III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 PROMOTION OF RESEARCH

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

The institution make provision of Research workshop, NAVOPAKRAM Programme, Research Committee etc. 5 research guides are the faculty Members working in the institutions. At present 100% Teaching faculty members are Ph.D. Holders. The situation mentioned above had motivated the teachers to complete their Ph.D One of our Member Dr.Wargat is also pursuing second Ph.D. Programme.

Faculties are motivated to participate in research related conference and seminars by head of institution. So all faculties from this institution participates conferences, seminars and workshops. Facilities such as library, Internet with Wi Fi Enabled campus, provision of laptops/desktops to all the faculty members etc automatically motivates the teacher to undertake post doctoral research, MRP's.

Opportunities are provided by the institution so as to attend the conferences, workshops, etc. Shri Gaikwad Gautam is on the verge of completion of Ph.D. Four MRP are complotted funded by UGC.Five faculty members namely Prof. P.R. Gaikwad, Dr. G.V Shetkar, Dr. Smt. RohiniTadas, Dr. Smt. NutanChavan and Dr. B.S. Thmobre(Just Retired) are recognized Ph.D Guides. Total 24 research fellows have completed their research and awarded Ph.D. Degrees. Total 29 research fellows are still working under above named guides.

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

The thrust areas of research prioritized by institution are:

- Right to Education.
- Inclusive Education
- Value education.
- Environmental Educational.
- Girls Education.
- Educational administration
- Educational Evolution
- Educational Psychology
- Educational Philosophy
- Teaching & Learning
- Adult Education

- Continuation Education

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

-Yes.

The B.Ed. pre-service and in-service courses have Action research as a compulsory component. At PG level i.e. M.Ed. M.A. Education, DSM also the Action research is compulsory.

Hence the institution encourages all their trainees for Action research**.**

Outcomes and impact:

The major outcomes are as follows

- The Student develops research attitude and aptitude for pursuing the educational problem and finding solution for the problem by theme selves.
- It lays foundation for fundamental research/doctoral research

3.2 RESEARCH AND PUBLICATION OUTPUT

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

The instructional and other teaching aids materials used by materials used the institution for enhancing the quality of teaching are as under:-

I. OHP
II. LCD Projector
III. Transparencies
IV. Charts
V. Models
VI. CD
VII. Camera
VIII. T. V.
IX. Cassettes
X. Flex & pictures
XI. Slides
XII. Computers (ICT)

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

Institution has its well-established computer cum ICT lab wherein faculty members, trainees are preparing PPT's Audio-visual materials, C.D.'s etc. Institution also organized workshop for student's teacher for preparing various instructional materials like charts, pictures, wall hangings, folders, and transparencies, working models etc. which motivates them to prepare and make effective use of it in their practice teaching and internship program. The institution also provides laptop, LCD projector, internet, Wi-Fi to enhance the effectiveness of teaching learning process.

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

The faculty has developed transparencies, C.D's, PPT's, etc., related to their subject in education.

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

- Our institution has organized six days training program for developing instructional material in collaboration with "**Intel**". Some faculty members from our institution and other institutions have participated in the training program organized from 10.10.2008 to 15.10.2008.

- Some of our faculty members also have attended six days ICT workshop at IASE Aurangabad. This program was organized in collaboration with **Microsoft** which provided training to our faculty members regarding preparation and use of teaching material and PPT's with the help of ICT.

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

List of journals and their publication wherein faculty have published their papers:

Sr. No	Name of Journals	Publications
1.	Shikshak Mitra	S. T. College of Education Mumbai
2.	Online inter national Interdisciplinary research Journal ISSN No. 2249-5598	**Online**
3.	Sanshodhan Kranti International Malty disciplinary research journal ISSN No. 2321-0389 Print – 2321-0397)	**Online**
4.	Online Electronic International Interdisciplinary research Journal ISSN 2277-8721	**Online**
5.	National journal of Extensive education & Interdisciplinary ISSN 2320-1460	Govt. College of Education, Aurangabad
6.	Journal on Divergent Thinking ISSN 2309-9431	ISRP, Buldana

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

- Prof. Dr. Gaikwad is awarded by Bhartiya Shikshan Ratna Award & Best Blood Donor Award.
- Dr. G. V. Shetkar is awarded as Best Blood Donor Award, Khel Ratna Award
- Dr. Chavan is awarded by Swami Puraskar &Vidya Ratna Award.
- Dr. Khobragade is awarded by Vidya Ratna, Vidya Bhushan, Swami Puraskar & Dr. Baba Saheb Ambedkar National award.

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

Mino research projects completed by staff members of the institution in last five years are as follows.

Sr. No	Name of Faculty Member	Title of the Project	Year	Funding Agency	Amount
1.	Dr. N. B. Chavan	Prepare the handbook Enabling to promote Awareness to environment education among 9th class student in buldana district.	2010	UGC	50,000
2.	Dr. A.B.Sali	Synthesis model of Education	2010	UGC	42,000
3.	Dr. B. S. Thombare	Harword gardnarchi Bhahcivid buddhimatta V2 adharit krutikarkan rabvine	2010	UGC	1,10,000
4.	Dr. H. P. Khobragade	Madhyamik stravaril marthichya abhyas kramatil lok sahityatut mulya rujavinya sathi kvutikaryakram rabovine.	2010	UGC	57,000

3.3 CONSULTANCY

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

The institution provide consultancy services to the schools in relation to various educational problems, research consultancy and psychology related consultancy and subject enrichment related consultancy free of cost.

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

Prof. Dr. P. R. Gaikwad, Dr. N. B.Chavan, Dr. R. V. Tadas, Dr. B. S. Thombre, Dr.G. V. Shetkar are recognized supervisors for M.Phil, Ph.D, consultancy serviced are we provide consultancy enlaces in following arias.

1. Research Activities
2. Guidance regarding psychological aspects
3. Evaluation
4. Microteaching
5. Models of teaching
6. Psychological testing
7. Guidance related SET/NET exams.

The principal of our institution recommends the name of faculty member as per availability and expertise to the schools, organizations, DIETS and Teachers training colleges as per their demands.

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

As college provides consultancy free of cost services, no revenues collected.

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

Revenue is not generated through consultancy as stated above.

3.4 EXTENSION ACTIVITIES

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

Institution organizes following program for benefits of local community are given below:-

a. AID's awareness with the help heath Department Buldana
b. Training orientation program for teachers and headmasters.
c. Workshop for administrative staff of college.
d. Guidance about action Research and Innovative activities (NAVOPKRAMA) through extension service of institution.
e. Research guidance regarding M.Phil, Ph.D and M. Ed, M. A. dissertation.
f. Resource person facilities to various institutions as examiners, subject experts, Govt. Nominee, University Nominee..

g. Organization of blood donation program, Tree plantation, water harvesting and other various activities.

h. Infrastructure made available to Y.C.M.O.U. As well as to other N.G.O's and GO's to organize and cultural activities.

i. Swaccha Bharat Abhiyaan, Pulse Polio Mission, Literacy Mission

Working with community is one of the best activities which is included in B.Ed. syllabus during internship which includes the programs like cleanliness of public places, organizational Blood donation camps, Tree Plantation, visit to the schools, community services etc.

PHOTOGRAPH OF CLEANLINESS OF PUBLIC PLACES

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

I. Community Participation:-

a. A number of programs are arranged through institution community networking, independence day, Republic day, Maharashtra day, Health checkup program, value development program, plantation are some examples.

b. Renowned persons and experts from society are Invited on various an anniversaries, like, celebration of special days, an anniversaries, cultural programs.

II. Institution community networking.

1. It helps the institution to seek the feedback about the curriculum and the activities being conducted by the institution. The community also sponsors the institution with meals etc at the time of visits.

2. The services of the expert from community like electrification, doctors, layers, teachers, farmers etc. can be secured easily for development of the students and also the institution.

III. Institutions-School Networking:

This institution has linkages with various Practice teaching Schools that enables the institution to conduct internship program, extension activity and innovative practices in the schools. Guidance of the headmaster's, supervisors and other faculty member helps the trainees to obtain the knowledge and develop their teaching skills.

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

The institution would like to take following future plans:

- State level woman empowerment workshop for B.Ed. students.
- The major and minor research projects
- National level conference on woman empowerment
- Extending Educational Services
- Institution would like to arrange various training programmes for primary and secondary Scholl teachers, for example- used ICT, Educational technology , implication innovative, practice
- Adoption of a school.

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

-No

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

B.Ed. program is basically teacher training programe. Its obligatory in teachers training programs to develop the citizenship values and skills amongst the students. In order to develop the citizenship values and skills the following Co curricular and curricular activities are organized by training college:

- Daily morning assembly/ Paripath.
- Organizing Birth and death Anniversaries.
- Celebrations of Day are having national and regional importance.
- Organizing Micro, macro, Bridge lesson, ICT, Crafts, Teaching Aids, Research workshop.

- Internship.
- Working with community.
- Health check up and awareness camp.
- Guest lectures.
- Tree Plantation.
- Yoga education program.
- Annual Gathering.
- Formation of student council.
- Arranging various competitions.
- Marathi shuddhalekhan workshop.

3.4 COLLABORATIONS

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.**

Correspondence agreement

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. Yes**

Our principal is member at IHC we are getting the guidance from this congress. We are thinking to establish linkages with international organization.

3. **How did the linkages if any contribute to the following?**

Curriculum Development

The institution has established linkage with SCERT – Dr. A. B. Sali, Dr. N. B. Chavan contributed in the formation of SSC syllabus. Dr. A. B. Sali also contributed in M.A. Education syllabus (Distance mode) of YCMOU Nashik.

The institution adopted the B.Ed., M.Ed. syllabus of SGBAU, Amravati. Faculties of this institution are B Member. For development of curriculum other faculties of contributions good efforts. So there is strong linkage between the institution and university for curriculum.

Teaching and Training

Institution is linked with Yashwantrao Chavan Maharashtra Open University

(YCMOU, Nashik). Programs such as B.Ed., M.A. (Education), DSM are run successfully in the institution. Faculties deliver lectures, conducts workshops, various Co Curricular activities in YCMOU, Nashik programs. Faculties are also invited to deliver the lectures in DIET programs, other B.Ed. colleges. They are also working as a resource person for training Programs arranged by SCERT- Pune

Practice Teaching

Institute has large scale linkages with secondary schools in the city and rural area Due to best co-operation of these schools B.Ed. trainees can complete their practice teaching and internship programs. The office of 'Buldana Zilha Shikshan Mandal' is in our campus and principal is the president of it all the Z. P. Schools are member of this institute.

Research

100% Faculty members are Ph.D. Holders and five of them are Ph. D Guides. 24 research fellows are awarded with Ph. D degrees and 29 are working under them for completion of Ph.D. Action research program are organized for pre-service and in-service teachers. The in-service teachers are actively participating in district, state level research competition and bagging the prizes.

Publication:

`Unmesh` is yearly published by institution.

Consultancy

Consultancy programs are conducted in the institution at school level administration and academic issues.

Extension

Extension services are in the institution just as innovative programme (Navopkrum) and training program for the creation of teaching aids.Various workshops like 'Disaster Management', 'Environment Education', 'Eradication for misbeliefs' are organized by the institution.

Student Placement

Placement cell is established through which efforts are being done to organize placement camps of the reputed institutions and student teachers are getting benefitted for their future placements in the schools.

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

Practice teaching and internship program are being carried with the help of schools. These schools provide feedback regarding curriculum teaching of the students and activities of the college which helps the institution to restructure their programs and their curriculum.

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

Yes, The Faculty is actively engaged with teachers, school personnel, mentor headmasters and other teachers in the school in designing, evaluating and delivering practice teaching lessons and internship programs.

Before conducting the practice teaching lesson and internship in different schools faculty heading to practice teaching and internship programs visit the concern school to discuss regarding suitability dates, timetable and lesson units to be taught and activities to be conducted in internship with the concerned persons. The faculty checks and also supervises the practice teaching lesson plans conducted by the teacher trainees. During the tenure of internship program the faculty in charge of the school visit once in a week to discuss regarding the progress, designing the activities, evaluation done by the teacher and other formalities.

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

Faculty members collaborates with school teachers in checking of the lesson, supervising the lessons and evaluation the practice teaching lesson plans. Faculty collaborates with other college teachers by participating themselves in curricular and cocurricular activities conducted by them. Faculty collaborates with university faculty members at the time of conducting practical examinations and assessing the answer scripts and meeting of BOS or other bodies of the universities. The collaboration also takes place during orientation, refresher and conferences etc.

3.6 BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

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?**

    1. Institution has established research cell catering, the needs of M.Phil, Ph.D. M.Ed. research scholars.
    2. Free of cost counseling and guidance is made available to the

research scholar for the registration of Ph.D in education

3. Reference books and research journals and periodicals are made available free of cost to the research scholar.
4. Internet facility is provided by the institution.
5. Faculty of the institution visit DIET on their invitation to provide the guidance related to action research and innovative teaching methods. Faculties of the institution provide the guidance regarding NET/SET/SLET for the PC students.
6. Online programme like MPSC/UPSC pre guidance certificate programme was conducted by the VLC of the institution upto 2010
7. Counseling is provided for action research, Dissertation, thesis, Innovative Projects to various in service teachers.

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

Innovative practice used by the institution.

a. Workshop was conducted on preparation of Minor research projects and on issues related to current topic, for research proposals.

b. Students are provided free of cost guidance and counseling for registration of Ph.D studies, preparation of research papers, research report, synopsis, statistical guidance and research oriented work.

c. Research review material in the form of journal and books are provided free of cost to research scholars.

d. Library is providing network resource sharing facilities to research scholars.

BEST PRACTICES RELATED TO EXTENSION ACTIVITIES ARE AS UNDER:-

1. Administration of pulse polio drop, Blood group checking, AIDS awareness, Blood donation camp, are organized in institution

2. Rain Water harvesting

CRITERION-IV

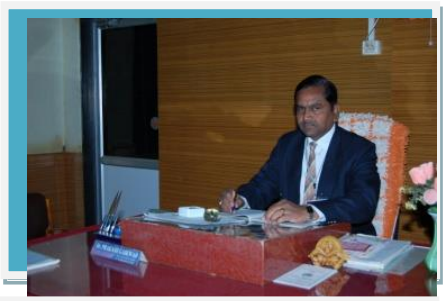
INFRASTRUCTURE & LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

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

The institution has procured physical infrastructure as per NCTE norms. Details at infrastructure are as follows.

- Principal office. ⟹



- Administrative Office

- Special Counselling and guidance cabins.
- Science lab
- Psychology lab
- ICT cum computer Lab ⟹

- Multipurpose Hall. ⟹

- College library ⟹

- Large play ground for outdoor games like foot ball, cricket, Kho-Kho, Kabaddi, Javelin throw, Discuss throw etc.
- Ladies common room
- Gents common room
- Boys Hostel facility
- Examination Room
- Separate Toilet facilities for Boys and Girls
- Main

- Five Lecture cum method rooms for M.Ed. and B.Ed.
- Gymnasium and Physical education
- Hostel library

- Vehicle Parking
- 17 acre of land owned by government
- 2 servant Quarters

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

The need for augmenting the infrastructure to keep pace with the academic growth is met through the funds made available by State Government of Maharashtra. The proposals regarding infrastructure is time to time sanctioned by State Government of Maharashtra.

Plan for Infrastructural Augmentation

Proposal for shifting of institution to new 5 Acre campus owned by Government Buldhana City isforwarded to Principal Secretary Higher Education Maharashtra state govt.

3. List the infrastructure facilities available for co-curricular activities and extra curricular activities including games and sports.

The following facilities are available for co-curricular activities like Intercom facility, Camera, LCD, Whiteboards, 24 Computers, Tape Recorders and radios, OHP's, Slide Projectors, Internet, Xerox, Printed Material, Tests, Science Equipments, Glassware, Chemicals, Physics lab Material, Machines, Printers, Reprographic facilities, Indoor and outdoor games, sports and athletes facilities and equipments etc.

Library Facilities:

Library Facilities includes references, textbooks, competitive examination books, handbooks, reprographic facilities, computers, clippings, the student book bank, reading room with 25 Seating capacity, educational journals, Magazines, Soul admin software.

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

The existing building was constructed as normal school building. But after bifurcations of Higher education from school education in Maharashtra state the facilitates were divided amongst DIET and B.Ed. College.

The common facilities like playground, multipurpose hall, seminar hall etc are being used commonly but the other blocks are exclusively used for B.Ed. and DIETS as per the dividetion of the buildings by Government.

5. Facilities for men and women, canteen, health center, etc.)

- Separate rest room and washroom for Girls and Boys.
- Common play ground is available for all students and faculty members. Cleanliness is ensured in the premises of the institution.
- RO Drinking water facility is available
- A first aid box is readily available in the institution.
- Health facilities are provided for teacher trainee and faculty member.
- Medical health check up camp is organized with the help of medical officers.

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

-Yes

The intuitions has a boy's hostel with capacity to accommodate 30 students. It has 10 rooms. 2 occupants resides in a room. It has health and hygienic facilities, recreational room.

4.2 MAINTENANCE OF INFRASTRUCTURE

It is maintained and upgraded from B&C. Sweeper is appointed on contract basis for cleanliness Hotel superintendent appointed by the Govt. of Maharastra to look after hostel maintenance.

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.

Item/Year	2010-11	2011-12	2012-13	2013-14	2014-15
Building	---	---	**60,000/-**	---	---
Laboratories	---	---	---	---	---
Furniture	**2000**	---	---	**8000**	---
Equipment	---	**624094**	**118994**	---	---
Computer Maintenance	**4000**	**3000**	**10000**	**3000**	**5500**
Transport/ Vehicles	---	---	---	---	---

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

We optimally utilized available infrastructures as per the need of the institution.

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

- The college building is kept clean and pollution free.
- All the lecture halls and rooms are provided with proper ventilation and suitable lighting arrangements.
- A healthy environment and positive teamwork is maintained in the institute.
- Rain water harvesting

4.3LIBRARY AS A LEARNING RESOURCE

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

Yes, institution has a qualified Librarian and one assistant is provided by intuitional.

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.).

Sr.No.	Facilities Available	Number
01	Books	**17426**
02	Text Books	**887**
03	Refrence Books	**16539**
04	Magazines	**01**
05	Journals Subscribd	**15**
06	Indian Journals	**15**
07	Foreign Journal	**---**
08	Peer reviewed journal	**02**
09	Back Volumes of journals	**25**
10	E-information resources	
11	Online Journals / e-Journals	**---**
12	CDs / DVDS	**75**
13	Databases	**---**

14	Video Cassettes	**15**
15	Audio Cassettes	**50**

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.**

A Library Committee is set up to look after the library working;
The Committee is as follows:

*A suggestion box is also available in the library premises.

*The faculty members give in regular suggestions on the curricular aspect and the books as well as other reading material are added accordingly.

*The teacher trainees and researchers are also requested to fill in feedback forms to develop the Library resources as per their expectations.

Chairman	**Dr. P. R. Gaikwad (Principal)**
Secretary	Shri R.L. Gaikwad
Members	Dr. N. B. Chavan
	Dr. Kauthalkar
	Dr. G. V. Shetkar
	Dr. A. D. Warghat
	Dr. R. V. Tadas
	Smt. N. S. Pathak

4. **Is your library computerized? If yes, give details.**

Yes partly computerized and we are using soul software.

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.**

The library has computer. Internet and zerox facilities.

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

-Yes

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.)

Days of the Library- 256 days; Hours per day- 08 hours. The library holidays are also used as working days for faculty teacher trainees and researcher.

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

List of new arrivals is displayed on the Notice-Board in the library. Oral instructions to the students are also given librarian reports the developments in the periodical staff meetings.

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

The Book Bank is available through which each student is allowed to take four books for a period of entire term.

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

Provide extra books for physically challenged personsnd extend the help them as per the demands like accessing etc.

4.4 ICT AS LEARNING RESOURCE

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.**

The institute is using the ICT facilities in teaching learning as well as in administrative work. A well developed computer lab with the latest ICT facilities is available for the faculty, teachers and trainees. The administrative building of the institute is Wi-Fi enabled.

Sr. No	ICT Facilities Available	Number
01	Computers	**20**
02	LCD Projector	**02**
03	Laptops	**04**
04	Tape Recorders	**01**
05	Television	**01**
06	OHP	**01**
07	CCTV Camera	**04**

08	Scanner	**01**
09	Printer	**05**
10	Video Camera	**02**
11	Camera	**01**
12	Sound system	**02**
13	Audio Cassettes	**50**
14	Video Cassettes	**20**
15	CD's	**100**
16	Transparencies	**100**
17	Internet Connectivity	**Available**
18	Wi-Fi	**Available**

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

The institute has developed programs for the undergraduate and post graduate teachers training for development of computer skills. The development of CAIL is compulsory curricular aspect of the postgraduate teacher training program.

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

The institution gives most priority to the use of new technology and ICT in teaching- Learning process. The faculy, tacher trainees and researchers make use of the internet for advanced knowledge, reviewing the model lesson plans & other research related work

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)

The student teachers use ICT for practice teaching OHP are used to explain lesson show diagrams, pictures etc. and for evaluation. The internet is used to get pictures and drawings related to the texts to be taught. LCD is also used to give presentations at times.

4.5 OTHER FACILITIES

1. **How is the instructional infrastructure optimally used? Does the institution**

share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.

The intuitional infrastructure is optimally used by the faculties. This institution has linkages with SCERT-Pune, YCMOU, Nashik, & B.Ed. colleges for academic growth. Infrastructural facilities are provided for exam purpose. Extension service department of the institution organizes in service teacher training programs. The multipurpose hall is provided for conducting training.

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

The various audio-visual facilities/materials are as follows:

Audio cassettes

Video Cassettes

Transparencies CDs

Charts Models

These facilities are used by the students during micro-teaching, practice teaching.

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?**

The method labs are well equipped and are regularly updated with teaching learning material. The facilities are enhanced and maintained through the funds generated from students fess.

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

Multipurpose hall:

The institute has spacious hall. It is used for seminar sessions, workshops, teacher training sessions function, art and craft workshops, yoga education and day to day teaching learning etc.

Music and Sports:

This institution have a separate music and sports room where musical

instruments like Tabla, Harmonium, Dholak, Flute etc.The sports equipments like cricket kit, Table –tennis , chess, carrom board etc. are kept and are used by the teacher trainees.

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, the classrooms are equipped for the use of latest technologies like LCD projector, OHP and Sound system. Smart classroom facilities is made available.

4.6 BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES

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 uses latest ICT tools in the teaching-learning process.Various institutional designs are used by faculties for teaching. The designs suitable to the needs and interest of the students are given as par needs.

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

The innovative practices related to the use of ICT are as follows:

- LCD presentation
- Assignments
- Demonstration

Institute has Wi-Fi enabled Administrative building and the faculty could procure proper references for their teaching and enhance their content knowledge nrichment. As a result of this they could provide better and latest instructional inputs to trainees.

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

Innovations / best practices in Infrastructure and learning Resource adopted by the institution are as follow:

- Use of what's app group for communication.
- Wi- fi service is made by college compose.
- Group Discussions
- LCD presentation

- Communicative approach
- Use of diagnostic and Remedial teaching learning approach Guidance and counseling cell for teacher trainees.
- Use of latest reference books and journals by the faculty, teacher trainees.
- Placement cell for job opportunity to teacher trainees
- Organizing guest lecture sessions for the faculty,
- teacher trainees.

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

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

Following recommendation/ suggestions were made by peer team in first cycle at accreditation these recommendations fulfill by us as per follows

Additional Information

- New text books need to be purchased. -Journals need to be subscribed.
- Science lab needs to be well-furnished with basic amenities. Implementation of YCMOU/NCERT/SCERT educational programmes.

Action Taken:

- Library is upgraded.
- Students perform ICT practical in computer lab.
- Students represent the institution at Youth festivals, cultural programs etc.

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?

In response to the recommendation with regard to infrastructure and learning resources in privies assessment and accreditation were fulfilled in following way.

CRITERION-V

STUDENT SUPPORT & PROGRESSION

5.1 STUDENT PROGRESSION

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

The institute assesses the student's preparedness for the programme by conducting following activities and Workshops to ensure that the students receive appropriate academics and professional advice:

- Micro Teaching workshop
- ICT workshop
- Practice Teaching lesson Workshop
- Drawing workshop
- Evaluation workshop
- Teaching aids workshop
- Art's and Craft's Workshop
- Counseling and interviews conducted after the admission
- Talent search program conducted after the admission
- Conducting common entrance test (CET) before provisional admission which contains, Teacher Aptitude, Attitude, Knowledge and skill based questions.
- Conducting Methodology Subject content tests
- Administering at least two tests per paper
- Giving assignments in all the papers as per revised syllabus and as an internal assessment
- Conducting Subject wise seminar by using PPT
- Conducting Internship activity of 20 weeks duration
- Final Lesson examination to be evaluated by external panel
- Submission of reports as per the curriculum
- Submission of Action Research report
- Conduction of Yoga practice and writing report on it
- Asking the students to read and reflect on it in the form of report
- Engaging the students in the activities like understanding self and submitting report

- Engaging the students in the programs like social service camp, community services , Educational excursion, various social events like Aid's awareness , Pulse polio, Tree plantation , Environmental awareness, Cleanness of premises and public places, Sports and athletics activities, poster competitions, preparing tests and administering it on the students, declaring the results etc. during internship as a group leader of school students .

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

The college campus environment including physical facilities, the institutional and instructional facilities and human resource provides promotion, motivation and development of the trainees. Which are as follows:

1. Pollution free and huge college campus.
2. The well equipped and properly furnished Psychology, Science, ICT and computer laboratories.
3. Library and reading room facility with extended hostel library having reprographic facilities and computer and SOL software.
4. Well equipped and furnished classrooms with fixed LCD projectors in M.Ed. and B. Ed. classrooms, OHP, Laptops, public address system.
5. Huge playground, Gym having all indoor and outdoor games and sports facilities.
6. Hostel facility with Solar water heater and bore-well facility
7. CCTV cameras with recording device
8. Wi-fi enabled campus
9. Counseling cabins for teaching members having facilities like computers, printers, scanners.
10. Well equipped and furnished Principal cabin with internet, computer , Fax, printer, Intercom , CCTV, T.V. and Xerox copier facilities
11. Well furnished and equipped administrative staff cabins with computer, internet, printers, Xerox copier etc.

12. Separate toilets for ladies and gents
13. SDN facility.
14. Drinking water with R.O. facility.

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

Gender-wise drop-out rate after admission in the last five years is given in the following table:

Year	Number of the student Dropped out			Reason
	Male	Female	Total	
2010-11	01	01	02	Admission cancelled on request
2011-12	00	00	00	NIL
2012-13	00	01	01	Admission cancelled on request
2013-14	02	--	02	Admission cancelled on request
2014-15	02	02	04	Admission cancelled on request

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

Additional services provided to the students to compete for the jobs and progress to Higher education are as follows:

- Language proficiency course
- Guidance for TET examination
- Guidance for NET and SET examinations
- Internet access facility for students
- Providing standardized Psychological tests for undertaking research
- Conduction of Action research and three workshops for completing the research work undertaken.

Information about NET/ SLET, competitive examinations cleared by students in the last two years is given in the following table:

Sr. No.	Nomenclature of Exam.	Year	Total
1.	NET Exam.	2013-2014	03
2.	SET Exam	2013-2014	01
3.	Other competitive Exam.	2013-2014	01
4.	NET Exam.	2014-2015	00
5.	SET Exam	2014-2015	01
6.	Other competitive Exam.	2014-2015	00

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

Information of last three year's percentage of students on an average go for further studies/ choose teaching as a career is furnished in the table given below:

Sr. No.	Year	% of Students going for Higher studies	% of Students choosing teaching as career
1.	**2011-2012**	**17 %**	**58%**
2.	**2012-2013**	**14%**	**50%**
3.	**2013-2014**	**21%**	**23%**

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

Yes.

The institution conduct orientation program of one week duration which has a provision of visit to the library and the librarian provide training of how to access the information with internet and various useful educational websites. He also takes them in the library and introduces them regarding the library resources available and also the rules and other library related information.

The revised syllabus has a provision of conducting ICT workshop. In this workshop the student are trained in knowing and using computer in teaching, learning and research as per the program deviced by INTEL. Our faculty members are also trained by the university. Regarding the implementation of

INTEL program deviced for teacher education.

During the ICT workshop the master trainer also train the students to prepare teaching aids and to use it with the electronic devices like computer, LCD, OHP, Slide projector, Smart board etc.

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

Yes.

The institution has placement cell consisting of the following members:

- Chairperson : Dr. P. R. Gaikwad (Principal)
- Member Secretary : Dr. P. A. Kauthalkar
- Members : Dr. G. V. Shetkar
  Dr. N. B. Chavan
  Dr. R. V. Tadas
  Dr. A. D. Warghat
  Dr. R. L. Gaikwad

The institution approaches nearby unaided schools or arranges placement camp of those schools who request the institution for arranging placement activity. The school office bearers/ Trust members first of all they take counseling session to those who remains present for placement. They conduct the attitude, aptitude and knowledge test, arithmetic ability and language proficiency skills etc. to shortlist the candidates for interview. After short listing the candidates in the ratio of 1:5 for one vacant post. The interviews are conducted by seeking the help of senior faculty members of the institution. The names of selected candidates are send to institution. After completion of the process the appointment orders are issued to the selected candidates.

The following table gives the information of the services provided to the trainee during the last two years.

Sr. No.	Year	No. of the beneficiaries
01	2013-2014	03
02	2014-2015	02

8. **What are the difficulties (if any) faced by placement cell? How does the institution over come these difficulties?**

The institution has not yet developed web portal hence we could not maintain the data of those who passed out in past. Lack of funds for the activities is another hurdale. The policy of government regarding appointment of teachers in aided, govt. and municipal schools do not allow the institution for opting the schools for placement. The salaries offered by unaided schools is very low. The English language proficiency is also another hurdle in rejecting the trainees in placement.

9. **Does the institution have arrangements with practice teaching schools for placement of the student teachers?**

Yes.

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

Placement cell provides ICT facilities, the subject experts, stationary items, Xeroxing facilities etc. but does not provide any financial facilities.

5.2 STUDENT SUPPORT

1. **How are the curricular (teaching-learning processes), co-curricular and extra curricular programs planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?**

Academic calendar is prepared before the commencement of the academic program which includes the teaching, examinations, practicum curricular and extra curricular activities. The mapping of the academic calendar is prepared and placed in the classrooms. The written notices are prepared by the Head of the activities and readout in the classroom. The timetable is prepared and displayed on the notice board for communication. The copies are personally served to the faculties in advance for proper and objective implantation of orientations, workshops and activities. The college What's app group is formed titled as "Government B.Ed. College Buldana" and the communication across the institution is done on this group for easily and quickly which ultimately helps for objective and desirable implementation. Oral and written feedback obtaining mechanism is also practice for evaluation and achievement of some workshops and activities.

2. **How is the curricular planning done differently for physically challenged students?**

No separate curricular planning for physically handicapped students. However considering the physical disabilities of trainee some consideration like allotting in nearest school, giving the classes at the ground floor, helping the candidate to be assisted by his classmate etc.

3. **Does the institution have mentoring arrangements? If yes, how is it organized?**

Yes.

The revised syllabus has made it mandatory to have mentoring arrangement especially in internship activity. Institution has obtained the letters from Education officer to 13 schools permitting the institution to undertake internship program group of maximum ten trainees are deputed in each school for completion of this internship program for 20 days. The headmaster deputes 3 to 4 mentor teachers consisting of supervisor and senior most teachers. Each teacher is assigned 3 to 4 trainee for mentoring. Under the guidance of the mentor the trainee develop their lesson plan, get it checked from mentor, supervised the practice teaching and complete all the activities under the mentorship of the teachers. The mentor also evaluates the practice teaching lessons and all the activities. The mark sheet is finalized in consultation with the in-charge master trainer who visits the school once in a week to understand the difficulties, review the progress and discuss about the evaluation. Finally the certificate is issued by the school for successful completion of the activity.

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 various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching, are as follows:

- Wi-fi enabled campus.
- Computers and printing facility.
- The separate counseling cabins for each faculty.
- Easy access to ICT, computer, Science and Psycho labs.
- Authority to retain 30 books for whole academic year.
- CAS promotion benefits.
- Self appraisal and reporting and reviewing of confidential reports by higher

authorities.

- Loan facilities for purchase of computer, car, house, etc.
- Medical reimbursement facility.
- Permission to write, publish and present the papers in conferences, educational journals and periodicals.
- Provision for orientation to the fresher and refreshers for seniors faculties arranged by YASHADA without any fees, fully funded by govt. of Maharashtra.
- Easy permission to upgrade their knowledge and develop their teaching skills by participating in orientation and refresher courses organized by ASC'S

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 website. Its web address is: **www.gcebedbuldan.org**

The website contains the location, general information of the college, the staff profile, courses available and their information, fees structure, eligibility criterion, process of admission, marking scheme etc. The information is updated time to time.

6. **Does the institution have a remedial program for academically low achievers? If yes, give details**.

No.

7. **What specific teaching strategies are adopted for teaching**

a) Advanced learners and

b) Slow Learners

For Advanced learners- Teaching, discussion, seminars and feedback. For slow learners- Indentified through tests then provide personal guidance references, discussion, focus on personal problems then guidance.

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

Guidance to trainees for preparation of NET, SLET, PET exam. and B.Ed. TET exam. Psychological, career and academic and professional guidance is available.

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

The college has kept box for obtaining the grievances from the students. The box is opened and the grievances are kept before grievance committee constituted by college as per university act. The committee takes decision and the same is implemented as per availability of financial resources.

The major grievances were regarding procuring the books as per revised syllabus from the list of recommended books, water cooler, R.O.System etc. The committee recommended to purchase and procures the demanded facilities. The books and the other demanded items were purchased from the fees collected under the heads library and laboratory fees respectively.

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

The university has adopted CBCS and semester system. The continuous and comprehensive evaluation system is followed. The progress of the student is monitored and communicated orally and in written form by university marks memo containing the marks and grades allotted at the end of each and every semester. The feedback proformas developed for communicating the progress in simulations and practice teaching lessons time to time communicate the progress.

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

The institution ensures the students' competency to begin practice teaching by conducting the following activities:

- Conduction of teaching aids workshop
- Conduction of ICT workshop
- Conduction of Arts and crafts workshop
- Conduction of Micro teaching workshop
- Conduction of Bridge lessons workshop
- Conduction of Five macro lessons by using simulation technique
- Sparing 40 pre-practice teaching days.
- Provision of 40 practice teaching lessons
- Provision of Internship activity.

The observation proformas developed for supervising the practice teaching lessons, microteaching and bridge lessons helps the students as follow up. It helps to

ensure students' competency to begin practice teaching and pre practice presentations.

5.3 STUDENT ACTIVITIES

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.

Yes. The alumni association is formed and the process of getting it registered is in progress.

List of The Current office bearers.

- Chairman- Prof. Shri Ramdas Shingne
- Treasurer- Ku Vaidchi Joshi
- Member- Shri. Laxmikant Gondkar
- Member - Prof. Ku.Prerna A. Shrinath
- Member- Prof. Ku.Bhavana Kale,
- Member- Jayprakash Khot

In-charge Professor- Dr Rohini Tadas
IQAC Coordinator- Dr Nutan B. Chavan
Secretary-Principal-Prof. P. R. Gaikwad

The year of last election:

In the year 2016 the new body was elected by the alumni in alumni meet.

Alumni Association activities of last two years.

The last two years alumni activities are as follows:

i. Election of new office bearers.
ii. Conduction of B.Ed. TET classes
iii. Conduction of NET/SLET guidance classes
iv. Seeking feedback for revised curriculum and activities conducted by the college.
v. Understanding the needs of the students
vi. Decision taken by Alumni to register the association and to

collect the registration fees.

Details of the top ten alumni occupying prominent position are as below:

Sr. No	Name	Prominent Position accupied by Alumni
1	Pramod Yendole	CDPO CL-I Buldana
2	Seema Pande	Deputy Commissioner. CL-I Cooprative division
3.	Dipali Khanna	DYSP CL-T Gondiya
4	Laxmikant Gondkar	C-II Health Division, Buldana
5	Anand Sharma	Principal, National B.Ed. College Khamgaon
6	Ravind Bokade	Incomtax Officer CL-II Mumbai
7	Sanjay Merat	Social welfare Officer CL-I Buldana
8	Nilesh Purbhe	Police Inspector Nashik
9	Prof. Sanjay Dhok	Junior Lect. Amravati
10	Vaishali Thag	Education Officer-Buldana CL-I

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

Alumni contributed Rs. 1000/- to the `Nirantar Paritoshik Yojana`, The alumni has donated trophy and prize to be awarded for merit first, second and third students of the college. Alumni participated in tree plantation and other social activities of the college. Alumni's help extended to college for organizing and implementing practice teaching lessons and internship programs. Alumni guide the trainees at various occasions and celebrations at the college.

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

The sports department of the college arranges games and sports competitions at college level to motivate and to participate in the events. Winners are awarded the prizes and certificates. Athletic events like, running, discuss throw, javelin throw, high jump , long jump and indoor games like-carom, chess, table tennis, badminton, ring tenis, rope jumping; debates , Arts and Rangoli competitions were arranged in 2014-15.

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

The institution encourage to trainees to Publish material in college annual magazine titled as 'UNMESH". Wall Papers on every special days celebrations of Birth and Death anniversaries are published. On special Occasions hand written magazines are published where in – articles, poems and selected publications are published.

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

STUDENT COUNCIL

In-charge faculty-	**Dr. P. A. Kauthalkar**
Class Represntative-	Ku. Namrata RajeJadhav
Cultural -Represntative-	Ku. Megha N. Patil
Hostal - Represntative-	Pravin Solanke
Tour - Represntative-	Amol Ingale
Ladies Represntative-	Ku. Bhaghgshri R. Shingane
Sport Representative-	Ku. Arti Joshi
Unmesh Representative-	Shri. AnkushTayde

Student council is formed as per university act which plan and implement the following programme:

- Cultural activities Sports competition
- Blood donation camp
- Working with community camp Celebration of anniversaries
- Annual social gathering Workshops
- Internships

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

Various bodies and their activities which have student representation are as follows

Sr. No.	Name of Committee	Functioning the committee	Decision making in the year
1	IQAC Committee	IQAC calls meetings in each year. In first meeting review is taken and the forthcoming years academic calendar is finalize. In the midterm two meeting review and feedback is given.	The committee is preparing for reaccreditation report (RAR)
2	Library committee	To advise the librarian Solve the students grievances To advise the purchase books.	New books are purchased as per the recommendation of committee
3	Women Redressal Cell	To solve the problem of female candidate	There is no problem regarding to woman.
4	Student council	The student council plans and executes the co-curricular activities, cultural activities throughout the year.	Program arranged by four houses.
5	Editorial Board of College Magazine	To give opportunity to publish their literature	Publishing the Unmesh college magazine each year.
6	English Club	To give opportunity for Literature.	
7	Hindi club	To give opportunity for Literature.	
8	Marathi club	To give opportunity for Literature.	
9	Science club	Develop Scientific attitude.	
10	Geography club	Develop awareness about environment.	
11	History club	Develop awareness about Culture.	
12	Mathematics club	To create interest about application of mathematics	
13	Work Experience club	Arrange work experience activities.	
14	Value Education Club	Planning of Daily Paripath.	
15	Excursion club	To arrange excursion.	

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?

The institution obtains feedback from student every year in oral and in written form. The suggestions are given by the students regarding teaching learning process, arranging curricular and co-curricular program, etc. Considered by the concern authorities to improve the quality of program.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

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

The institutional best practices in student support and progression are as follows:

- Seminars
- Workshops
- Cultural, literary, social and intellectual activities
- Value-based activities
- Visits
- Placement Cell
- Teacher –Parent Association
- Guidance and Counseling
- Lectures by different experts
- Yoga Practice session
- Focus on health and hygiene activities
- Scholarship to Physically challenged student teacher
- Scholarship to SC/ST/OBC students
- Formation of Mahila Daksha Samiti to solve female student problem
- Special lectures, expert lectures
- Working with community camp
- Celebration of national festival
- B.Ed. lesson guidance
- NET/SLET Guidance
- Gender Sensitization Program –'Jagar Janivanchi' Mission.

Additional Information to be provided by the Institution opting for Re-accreditation / Re-assessment.

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

The Evaluated observation made under student support and progression in the previous assessment report are as follows:

Observation 1:- College does not have higher courses of studies.

Action taken:-College introduced M.Ed.(Regular /pre-service) and M.A.(Distance mode) courses after the first cycle of accreditation.

Observation 2:- College has a good record of successful performance in the university exam from last five years Action taken:- Students acquired positions in one to ten ranking in university rank. The M.Ed. candidate stood first and bagged gold medal of the university.

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

The following quality sustenance and enhancement for the development of students support and progression are as follows:-

- Improvement of ICT facilities and its use in teaching, learning and research.
- Computer and intercom facility to each faculty.
- Independent /science Lab. Separate Reading room.
- Provision of water purifier and water cooler
- Procuring public address system
- Biometric attendance machine for staff
- CCTV cameras
- Counseling cabinets for the staff
- Procuring reprographic facilities for library and office
- Modernization of infrastructure in old building.

CRITERION-V I

GOVERNANCE & LEADERSHIP

6.1 INSTITUTIONAL VISION AND LEADERSHIP

1. **What is the institution's stated purpose, vision, mission and values? Howare they made known to the various stake holders?**

MOTTO:-*"TEJASVI NAVADHITAMASTU."*

The logo is a line from the Sanskrit shloka which is the motto of Government College of Education, Buldana"**TEJASVI NAVADHITAMASTU"**. This line, derived from the shloka means -**"Let our (the teacher and the taught) learning be radiant".**

VISION:-

To develop the in-service & pre-service teacher trainees into good ideal, devoted & dedicated teachers, master trainers, educational administrators & planners and researchers for rendering their services in education.

MISSION:-

- To help the trainee teachers to shape themselves into devoted, dedicated and ideal teachers.
- To prepare educational administrators, planners and Educational researcher.
- To develop the research attitude and research culture among the M. Ed, B. Ed in-service and pre-service amongst the teachers.
- To increase the knowledge of teachers regarding various allied braches pertaining to teaching and learning like philosophy, sociology, psychology, administration, evaluation methods and modes of teaching and learning.
- To develop the skills of teaching amongst the trainee teachers.
- To develop the skills of using the technology in teaching and learning.
- To bring out quality in teacher training.
- To enhance the teachers to work devotedly and dedicatedly as educational planners and administrators and human resource in education.

VALUES:-

To promote the following core value among the teacher trainees of the institute

7. Contributing to the institution, teacher training institute, Schools & Education Departments.
8. Fostering the globule competencies like Environmental protection, managing the stress, Health awareness, Rain water harvesting, National and International integration.etc. among the trainees students
9. Promoting the use of technology
10. Quist of excellence
11. Inculcating social environmental & scientific values among the trainees
12. Developing research culture & atmosphere.

The institution purpose, Vision, Mission and Values are uploaded on website and also flashed at the entrance of the college. It also finds its expressions in magazines and prospectus hence it enable to the stake holder to know them.

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

Yes. The mission of the institution includes Goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations. The objectives are as follows:-

1. To increases the Knowledge the foundation of education like Philosophy, Sociology, Psychology, School administration & management etc.
2. To develop the Knowledge of pedagogical subjects.
3. To develop the teaching skills like micro teaching, macro teaching and simulated teaching.
4. To foster the values the social global values among the trainees.

5. To help the student to make use of educational technology in teaching learning situation.
6. To foster the research attitude in order to develop research cultures in institution.
7. To imbibe the scientific auto look among the trainees to solve to solve day to problems in education.
8. To enable the trainees to create audio visual teaching aids and to use in their practice teaching.
9. To enhance the capacity to prepare the PPT and E-learning material.
10. To inculcate the competence like narration, lecturing discussion demonstration etc.
11. To enrich the performing the fine arts like educational drawing, drama, music, animation etc.
12. To create conducive atmosphere for the promotion of education by reaching it in the problem areas.
13. To promote Yuga education for keeping the trainees healthy and remove their stress.
14. To acquaint the student with each and every activity of teacher through regroups five months internships activity in practice teaching schools.
15. To find out hidden potentials so as to develop them to use it in formal and nonformula education.
16. To develop the all-round the teacher personality of the trainees.
17. To provide the opportunities like community work and services so as to bring out desired societal change.

3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning

processes (functioning and composition of various committees and board of management, BOG, etc.)

The institutions was established by government of Maharashtra in 1968 A local Advisory committee (LAC) is formed as per G. R. NO. Stha. S. S.-5814/pra.kra/91/14/Mashi-2, Dated August 04, 2014 which consist of the following 9 members.

Sr. No.	Name & Designation	Designation of the member nominated on the committee
1.	Hon. Joint Director, Amravati region, Amravati	President
2.	Dr. Purushottam Shivaji Wayal, Principal, Shri Shivaji Junior College of Education, Chikhali	Non- Government Member
3.	Shri. Pasad Jadhao, Trustee, of private institution	Non- Government Member
4.	Shri Subhash Patil,	Non- Government Member
5.	Dr. Nutan Bhanudas Chavan, Associate Professor	Teacher's Nominee/Ladies representative
6.	Dr. Bhimrao Sitaram Thombre, Associate Professor	Teacher's Nominee
7.	Dr. Harshanand Punjabrao Khobragade, Assistant Professor	Teacher's Nominee / Backward Class representative
8.	Smt. Neela Pathak , Head Clerk	Non-teaching representative
9.	Principal, Govt. College of Education, Buldana	Member secretary

Two meetings of LAC are held every year wherein the discussion about development, year planning & other developmental aspects are discussed and in the last meeting follow up is taken and next years developmental plan are discuss.

Yearly meeting is conducted at Director of Higher Education, Pune wherein the review is taken and the instructions for next years planning are given.

Hon. Secretary, Joint secretary, Higher Education also called 3 to 4 meetings for taking the review of expenditure, discuss on future non-plan & plan Grants proposals to be sent as per the availability of funds / the various funds received from the various schemes of Central Government.

Top management committees are committed for commitment. Their role is democratic leadership. They keep a keen eye on the qualitative development of the college.

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

The management and the head of the institution ensures that the responsibilities are assigned and communicated to the staff member of the institution the process followed is as given below:

The management in their meeting proposes the names of the faculty members to be assigned the responsibility & director principal to issue the written communication by the signature of the Principal. Accordingly the principal communicates and take follow up time to time regarding the responsibilities assigned.

Besides the communication and follow up the principal takes meetings at the beginning and end of the each & every semesters wherein the responsibilities are assigned to the staff members of various committees. He also takes the follow up time to time of the heads that the committee is assigned for taking follow up and giving instructions to ensure proper functioning and objective oriented task to be under taken by the head of the committee. The list of the various committees is given -

- Talent search committee
- Admission Committee
- Student council committee
- UGC Committee
- Purchase committee
- Library Committee
- Sports Committee
- Advisory Committee
- Woman Redressal Committee
- Anti Ragging Committee
- Staff redressal Committee
- Cultural Program committee
- Micro teaching & bridge lesson committee
- Internship & Practice teaching Lesson committee
- Evaluation and internal assessment committee
- Discipline committee
- Teaching aids workshop committee

- Yoga Practice committee
- Yearly magazine committee
- Annual Social Gathering committee
- House master committee
- Hostel committee
- IT & ET Practicum committee
- Placement cell
- Guidance & counseling Committee
- Research Committee
- In-service teachers Training Committee
- Open and distance learning courses committee
- Various Clubs

Through these committees the academic planning and implementation is done under the guidance and direction of principal who is the designated head of each and every committee and proper functioning is ensure.

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

The head of the institute through the various committees obtains the feed back sessions for obtaining the feedback for academic activities from the students, staff, alumni and others stakeholder. The feedback regarding teaching of the staff is also obtained from students. The feedback collected from stakeholders is discussed in the meeting of advisory committee and after discussion the same is communicated in local advisory committee meeting. The instructions are obtain from LAC and the action is taken as per the instructions by principal.

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

At the beginning and the end of each academic session, staff meeting is held to indentify and address the barriers in achieving the vision, mission and goal.

7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

The management encourages and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes by the following measures -

1. Sending the proposals of Ph. D. for three to five increments as incentives.
2. Sending the proposals of CAS promotion.
3. Recommending the names for the promotions.
4. Felicitating the staff members for their remarkable work.
5. Sending the competent teachers to the trainings as per their expertise

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

- The head of institution plays democratic leadership role in assigning the academic and administrative responsibilities to the staff. The responsibilities assigned is accepted willingly by the member because the meetings are conducted and the role is accepted by faculty rather than assigning it in a autocratic way. The Principal also take up time to time review to understand difficulties of the staff members. He solves the difficulties and directs and guide the staff members for effective implementation of the academic and administrative responsibilities.
- Total freedom is given to the staff members for innovation.
- Staff members are sent to universities for curriculum structuring, papers setting assessment by giving them duty leave.
- At the end of the semester the review about curriculum transacted, practicum completed and marks and credits are allotted is taken in the term end meeting.
- Full freedom is given to the staff members for utilizing physical, IT & ET resources for the preparation of students.
- The financial provision is also made available as per the existing financial resources available with the institution for ensuring preparation of the students.

6.2 ORGANIZATIONAL ARRANGEMENTS

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

The institution has constituted various committees for execution of different academic and administrative activities:

- IQAC committee

- Local advisory committee
- Library committee
- Self finance committee
- Anti-ragging committee.
- Grievance Redressal cell
- Editorial Board of the college magazine "UNMESH" committee
- Prospectus committee
- Admission committee-B.Ed. and M.Ed.
- Student council
- Alumni association
- Women redressed cell
- Placement cell
- API scrutiny committee
- Scholarship committee
- Purchasing committee
- Examination committee
- Internal Evaluation committee
- Attendance and discipline committee
- Cultural activities committee
- Parent-teacher association

2. **Give the organizational structure and the details of the academic and administrative bodies of the institution**.

The chart given below denotes the organizational structure of the academic and administrative bodies of the institution.

Government of Maharashtra

↓

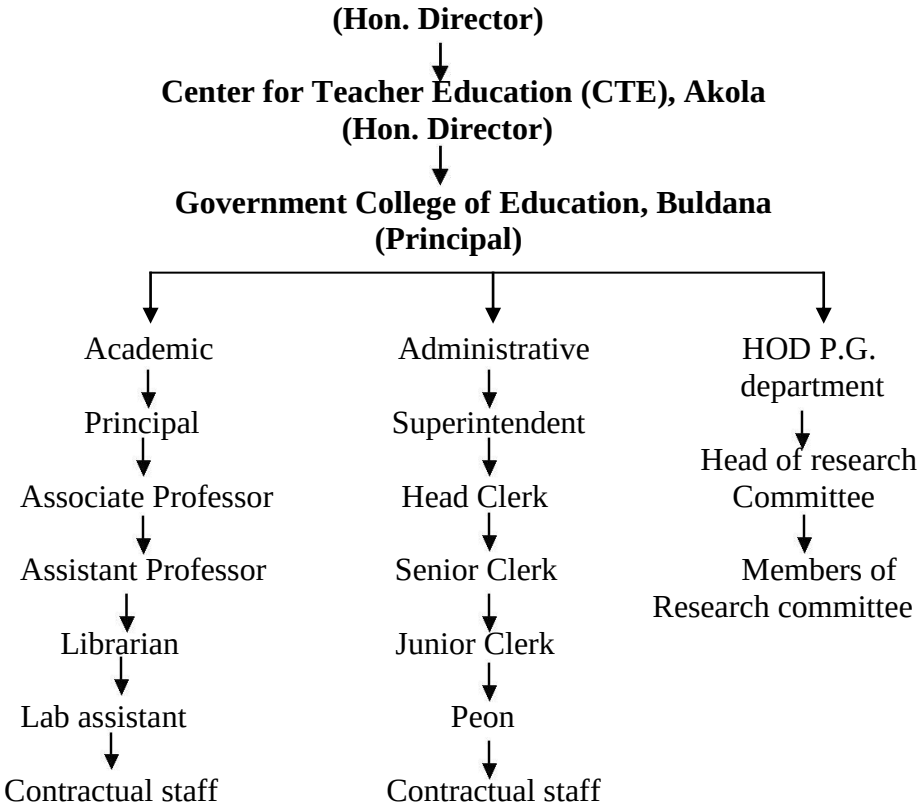
Ministry of Higher and Technical Education,
Mantralaya, Mumbai
(Hon. Principal Secretary)

↓

Directorate of Higher Education,
Maharashtra state, Pune
(Hon. Director)

↓

Institute for Advanced Studies of Education
(IASE), Aurangabad



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

Various committees are formed under the principals as Head to decentralize administration. Faculties are assigned in-charge of these committees. The committee's in-charge further appoints member from the students for the smooth & effective working of the committee. Follow up is always taken and suggested changes are implementation for better functioning. The structure and functioning of the committees is given below:

Principal, Head of Committee

↓

Professor in-charge

↓

Faculty Members

↓

Administrative staff

↓

Student members

↓

Support staff

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

To improve and plan the quality of educational provisions the institution collaborates with the following educational department. The institution organizes various programs with the help of these institutions. The faculty members work with various capacities in these bodies.

Department	**Activity**
Practice teaching schools	Practice lesson
CTE and IASE Guidance,	Participation in Workshop
DIET	Campus activities
YCMOU –NASIK	i) B.Ed. ii) M.A. Edu. iii) DSM-Teaching centre
SGBAU University	Affiliated college-curriculum transition- Examinations
SCERT Pune	Extension services -In service training programs
NCTE	Recognition & Academic control
YASHADA Pune	Participation in Administrative & academic training program
UGC-Delhi	Guiding & controlling body for colleges of Higher Education.
Buldana, Zilha Shikshan Mandal	Guidance for school Examinations & for proper implementation of internship and practice teaching programs.

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

The institution uses the data and information from feedback in decision making and performance improvement. The institution has kept a suggestion box. The suggestion about infrastructure and physical facilities, teaching, curriculum and activities conducted are obtained and it is considered for example – facility of fixing fans in the ladies common room & reading room are considered. At the end of each and every activity the faculty members discusses on various aspects of the activities. At the

time of annual lessons, the feed back is obtained from the head masters and University appointed examiners for the annual practical exam. At the end of Internship program feed back from student teachers and Head Masters is taken and the data is used for further improvement. The institution organizes parent meetings and alumni meetings to obtained feed back for further necessary changes in the implementation of the activities.

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

The institutions initiatives in promoting co-operation sharing of knowledge innovations and empowerment of the faculty are as follows:-

- Faculties of the institution have experienced of working as Dean, Chairman & BOS members of faculty of Education
- Faculties are sent to conferences, workshops, seminars Faculties are invited as a resources person
- Faculties are appointed as external examiners for M. Ed., M. Phil. & Ph.D. Exams
- Faculties are appointed as a Govt. Nominee, University nominee & on various committees like Interview committee, CAS Committee and affiliation committees.

The experiences and the expertise gained from working on these committees are shared and implemented. The innovations observed in other institutions are also practiced in this institution & the conducive environment is maintained and increased for the development of students and faculty.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

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?

The institution does not have separate MIS system. However the Central Government has developed the software named as AISHE & Directorate of Higher Education, Pune has develop software named as MIS wherein the information is sent every year and the data collected is compiled at Central & State level for strategy development and deployment in Higher Education.

2. How does the institution allocate resources (human and financial) for

accomplishment and sustaining the changes resulting from the action plans?

The institution is a government institution and has a definite action plan. As per the constitutional provision the appointment of Principal (MES- cl.- A), Faculty members (MES cl.- A), Librarian & Physical Education are selected by MPSC (Maharashtra Public Service Commission) & their names are recommended to department of Higher & Technical Education, Mumbai. The appointments are done by the department as per the vacancy position in the Govt. Colleges. As a staff gap management principal is authorized to appoint the staff on CHB basis for the academic year only as per the norms and standards prescribed for professional qualification. The appointment of the staff on self financed based course the principal and the committee is empowered to appoint the staff on contractual basis.

The appointment of class III & class IV Govt. employees in the institution are done by Regional Joint Director of Higher Education, Amravati region, Amravati on the vacant post in the institutions of Amravati region.

Allocation of Financial resources:

- Govt. of Maharashtra provides salary and non- salary budget as per the budget submitted by the institution quarterly for salary of teaching and non-teaching staff working, the office expenses, rent and taxes, electricity and telephone bills & contingency etc. to run the college through Budget Distribution System (BDS) online.
- Under plan scheme grants are provided for development of college by UGC (WRC), Pune.
- For implementation of distance learning courses the financial assistance is sent by YCMOU, Nashik
- M. Ed. self financed course is run on the student fees collected form students.
- The administrative approval sanctioned for construction and renovation are provided by state.
- Besides the college may apply for the various grants under the schemes of RUSA, DPDC, Vidarbha Vaidhanik Vikas Mandal etc.

3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

The human resources needed to support the implementation of the mission and goals are recruited and some human resources are obtained from society and

educational institutions guest lectures are arranged for personality development.

The curricular co-curricular and departmental responsibilities are distributed and shared among the faculty members as per their expertise and interest. Financial resources are budgeted by the state government. Some financial resources needed to support the implementation of development plans are gained from self finance course (M.Ed.) and development fund created from Y.C.M.O.U. courses.

4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

- In the first meeting of the staff members, discussion is held on the analysis of University exam results and feed back of the students.
- A number of programs are designed to achieve the goal of development of students according to vision and mission of the college.
- The meeting of the headmasters of practice teaching schools is arranged and the plan of practice teaching and internship is discussed.
- Taking in to consideration the suggestions of headmasters and faculty academic calendar is finalized and communicated to schools.
- The curricular, co-curricular and extra curricular program is planned at the session every year.

5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

The vision, mission and objectives are displayed at the entrance of the college building and also on the website and prospectus, Magazine. Principal explains the vision, mission and objectives in the first address to students. They are also inculcated through programs conducted in the institution and in daily `Paripath`.

6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

In the meetings of IQAC and faculty members the vision, mission and plans of the institution are monitored and evaluated through out the year. The plans are mentored every year. Even, within a year`s period periodical follow up is taken to make necessary changes in implementation.

7. How does the institution plan and deploy the new technology?

Technology lab is set up in the institution. ICT based practice lessons are taken by students. OHP, LCD projector, slide projector etc. are used in curriculum transaction by the staff members. A workshop based on INTEL is arranged for students to develop their ability to use electronic devices in their practice teaching.

6.4. HUMAN RESOURCE MANAGEMENT

1. How do you identify the faculty development needs and career progression of the staff?

Faculty development needs are identified as per the evaluation & request made by the faculty. Principal extend almost all the facilities like computer loan, home loan, vehicle loan and other facilities permitted by Govt. G.R. Higher grades self appraisal report API and PBIS, norms are followed for career progression of the faculty.

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self–appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

Govt. has developed confidential report proforma which includes self appraisal, reporting & reviewing done by Principal and Director of Higher Education. The CRs are communicated to all the staff members every year. The each & every aspects related to teaching, learning, research, extension work, publication work etc. are reported & reviewed by higher authorities. The punishments provision is there in non-compliances of the negative remarks.

The review by students are also obtained from students in the form of the format develop by NAAC. The power of taking appropriate action against staff vest with Principal.

3. **What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)**

The staff and faculty are given the faculties like:

- Career advancement promotion.
- Pension
- Gratuity
- Commutation of pension
- Group insurance faculty.
- Residential facility for staff and class IV employees.
- Swagram and Maharashtra Darshan facility.
- Computer Loan, Home Loan, Vehicle Loan.
- Festival advance
- Uniforms for class IV employees.
- Medical Reimbursement.
- Individual accidental event insurance policy by Govt. of Maharashtra.
- Maternity & Paternity Leave for staff.
- Anukampa for class III & IV

4. **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**.

No, but the department of higher education has made a provision for the staff development programs at YASHADA, Pune department of higher education also conduct the staff development programs for class III servants. The facilities are made available to the staff by the institution as per the instructions of Director, H. E. Pune.

5. **What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?**

The recruitment of teaching staff is done through MPSC and the recruitment of non- teaching staff is done by regional Joint Director of Higher Education. As per the needs of the institution the principal appoints CHB posts for teaching self, guards and sweepers on contract basis. The service conditions for

permanent employees are as per Maharashtra Civil service rules and salary structure is as per state Government and UGC norms.

6. **What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).**

The posts in government colleges are sanctioned by government. In vacant teaching posts CHB candidate are recruited as per college need for one academic year. The salary is as per government norms.

7. **What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).**

There is provision of budget allocation for staff development program. The FIP for undertaking research is also available. Financial assistance for participation in seminars, conferences and workshops is made available by Director of Higher Education and UGC also. Duty leave is sanctioned by the institution as per rule for participation and presentation. University has provision to extend financial assistance to some extend for publication and research. The institution motivates faculty to participate in various workshops, conferences and seminars and publications.

8. **What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).**

The physical facilities provided to faculty are as follows:

- Separate counseling cabins.
- Intercom Facility
- Laptop/P.C./Printer
- Internet and Wi-Fi facility
- Water Purifier for drinking Water.
- Library.
- Free access in IT & ET lab

- Facility to retain 30 books for whole year.

9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

The mechanism to seek information is as follows:

- A suggestion box is kept in the multipurpose hall & administrative block for students, stake holders and any person can drop suggestion in suggestion box.
- Annual magazine is published which includes reports of the all the activities in the academic year and literature of the students.
- Prospectus is given to students which include college information, admission process, scholarship rules, discipline rules, staff profiles, fee structure etc.
- The faculty members convey their complaints to principal and the non teaching staff convoys their complaints to principal through head clerk.
- For teaching, non-teaching staff and students there is a provision of Grievance Redressal cell to register their complaints.

10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

At the beginning of the session academic and administrative responsibilities are allotted. Considering the interest and experiences of the faculties' academic and administrative responsibilities are allotted by the principal. School methods are distributed according to specialization of Lecturers, Compulsory papers and optional papers are distributed equally in faculty members.

The faculty members are presented their research papers in National and International Conferences and published their research paper in National and International journals. Assessment of all the curricular, co-curricular, sports activities is done by the faculties. Faculty members assess annual lessons practical work, Faculty also evaluates the dissertation of M. Phil. Ph.D. dissertation of the other university students and goes to conduct the viva-voce. Street drama, rallies health and hygiene program, blood donation camp, various workshops are arranged for awareness and benefits for community.

11. Does the institution have any mechanism to reward and motivate staff

members? If yes, give details.

YES, Self appraisal and confidential reports are considered for rewarding. Higher authorities communicate good remarks and motivates staff members, principal motivate the staff by felicitation before all for their publications, presentations work.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

1. **Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated If no give details of the source of revenue and Income generated.**

The financial support from government of Maharashtra is as follows.

Heads	2012-2013	2013-2014	2014-2015
Salary of the teaching staff	**60,80,798**	**50,93,179**	**76,03,230**
Salary of the non teaching staff	**18,22,067**	**16,03,153**	**23,36,497**
Books and journals	**1,645**	**1,320**	**16,065**

2. **What is the quantum of resources mobilized through donations? Give information for the last three years.**

This institution is a government institute. So funds are sanctioned from government. However sometimes alumni and students are donate some an articles or equipments as per college need.

3. **Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?**

Government provides contingency funds for day to day expenses. It is sufficient for expenses. However the expenditure increases the deficit budget is also sanction as per demand.

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)**

To fulfill mission, vision and goals government supply funds for the institution. After 4 months and 11 months the budget is submitted further plans are communicated and the demand of funds is submitted to Director of Higher Education, Maharashtra State Pune. The institute has no excess and deficit because the government provide funds according to budget.

Heads	2010-11	2011-12	2012-13	2013-14	2014-15
Salary of the teaching staff	---	47, 54,521	60,80,798	50,93,179	76,03,230
Salary of the non teaching staff	---	15,19,415	18,22,067	16,03,153	23,36,497
Books and journals	18,750	10,30,953	1,645	1,320	16,065

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).

Yes, The accounts of the institution regularly audited. The internal audit is done by senior auditor, J. D. office Amravati. The external audit is done by Accountant General, Maharashtra State, and Nagpur.

6. Has the institution computerized its finance management systems? If yes, give details.

No. As per the government rule the cash book and receipts are maintained manually but "**Sevaarth** "software is used for salary. Online budget is allocated. In further government provident fund of class IV will be computerized.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

1. What are the significant best practices in Governance and Leadership carried out by the institution?

- The governance and leadership is based on democratic leadership
- Decentralization of responsibilities from upward to downwards
- Helping and cooperative management and advisory committee
- Constitution of various committees for successful implementation of the academic activities.
- Provision of regular meetings and follow up and guidance.
- Preparation of academic calender
- Collaborative decisions taken by consulting other faculty members.
- Full financial support by state and Central Govt. & also from other agencies

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

Qualified and experienced Principal having heavy profile & wide range of expertise in various fields like academic, administrative, research etc.

1. **What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?**

   The evaluative observations made under *Governance and Leadership* in the previous assessment report was not given any suggestion.

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?**

As there is no any adverse and negative remark form previous Assessment and Accreditation committee with regard to Governance and Leadership

CRITERION-VII

INNOVATIVE PRACTICES

7. 1 INTERNAL QUALITY ASSURANCE SYSTEM

1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

The institution established the Internal Quality Assurance Cell (IQAC) on 19 June 2010. Our institution Government College of Education aims to provide quality training with commitment to excellence. The college works hard to impart value based education with efficient and competent faculty, excellent infrastructure and innovation in teacher training and research program in order to generate globally competitive and skilled teachers, researchers and thorough professionals.

The Present IQAC members are as follows:

CHAIRPERSON	**Dr. P. R. Gaikwad (Principal)**
CO-ORDINATOR	**Dr. N. B. Chavan**
MEMBERS	**Dr. H. P. Khobragade**
	Dr. B. S. Thombre
	Dr. P. A. Kauthakar
	Dr. G. V. Shetkar
	Dr. A. D. Warghat
	Mr. R. L. Gaikwad
	Mrs. N. S. Pathak (Non-Teaching)
	Miss. MeghaPatil(Student)
	Mr. AmolIngale(Student)
	Ms. PrenaShrinath(Alumini)
	Mr. RamdasShingane(Alumini)
	Mr. Jaiprakash N. Khot(NGO)
	Mr. S. M. Jadhav (Stak Holder)

Major Activities Undertaken:

The institution performed following activities for improvement in quality of teacher education.

- IQAC meetings for review of suggestions given by NAAC in

accreditation.

- IQAC meetings for discussion of Quality Issues in Teacher Education program. IQAC meeting for discussion of quality issues in implementing
- Feedback: From Alumni, stake holders and members to give feedback to maintain quality. Follow up: To take review of the working.
- Evaluation: To check the quality of all the components.

Establishment of several Units, Departments and committees as under:

1. **Unit wise Administrative Activities:**

- U.G. and P.G. Unit- Committed to multi- dimensional development of institution.
- Extension & training Unit- suggests measures for provident of extension services research activities
- Library Unit- Library management.
- Administrative Unit- monitoring of administration.

2. **Department wise Administrative:**

- Educational Technology Department/Lab
- Psychology Department/Lab
- Science Department/Lab
- Math`s Department/Lab
- History Department
- Geography Department
- Examination Department
- Computer Laboratory
- Placement Cell

3. **Committee wise Administrative Activities:**

- Advisory Committee
- Admission Committee for U.G. and P.G.
- Interview Committee
- Library Committee
- Women Redress Committee
- Purchase Committee

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The institution has developed several quality assurance mechanisms within the exiting academic and administrative system. These are as follows:

- Staff Meetings under the guidance of the principal.
- Follow up and Motivation.
- Evaluation.
- Feedback.
- Post Assessment and Accreditation of NAAC Establishment of IQAC.
- Planning, Monitoring and Evaluation Committee.
- Distribution of responsibilities, as per Academic & Administrative heads.
- Unit wise and Department wise division of responsibilities.
- Internal Academic & Administrative Audit is done by Principal, Administrative Head, Unit Heads, and Chairman of the Committee regularly

3. How does the institution ensure the quality of its academic programmes?

The institution ensures the quality of its academic programs through the faculty in the IQAC meetings. In addition to this, positive suggestions given by the students are reflected upon by the faculty and necessary changes are made in the curriculum transaction. In this way, the institution ensures the quality of academic programs. The institution ensure the quality of its academic program through the follows mechanism.

Monthly meetings

Right From the beginning of academic year monthly meeting are held to plan the activities based on curriculum of Distribution of work responsibilities as per the academic calendar. Regular follow up is taken.

Annual meeting

The staff meetings is held at the end of academic year to ensure the strengths & weaknesses experienced through the year & to deicide the suggestive remedies unit as well as department wise feedback is taken. Discussion on Annual Report by Principal and Heads of Administrative Committee, Academic Committee.

4. How does the institution ensure the quality of its administration and

financial management processes?

The quality initiatives on administration and financial management process are as follows:

Administrative Management

- Unit wise division of responsibilities.
- Department wise division of responsibilities.
- Distribution of responsibilities of Internal Department in the Units.
- Functioning through Student Council.

Financial Management

- Preparation of Budget
- Formation of Purchase Committee
- Rate contract Quotation System for purchase.
- Auditing by State Govt.
- Internal Audit by Govt. Approved Auditor
- Y.C.M.O.U. also provides development fund. This fund also audited Auditor.

5. How does the institution identify and share good practices with various constituents of the institution.

The institution identifies and share good practices with various constituents of institution related to various aspects.

Teaching Learning Process.

- Innovative Demo lessons& Open Discussion sessions.
- Use of ICT in teaching-learning process
- Use of Team Teaching technique
- Promotion of research activities
- Use of student centric Methods
- Use of Co-operative learning
- Library facilities.

Co-curricular Activities

- Implementation of activities through Student Council
- Club activities, Cultural & Co-curricular Activities.
- Guidance & Counseling Cell for Career guidance/ Competitive exam guidance

- Health activates – Lectures & health – check up campus
- Development or Support material (Handouts, Broachers, Wall-papers & E-material)
- Parent meetings

Extra curricular Activities

- Use of diagnostic and remedial approach to find out hidden qualities, capabilities, teaching skills, presentation skills, aspects of personality of student teacher.
- Student Teacher Monitoring Programmes
- Gender Sensitization Programmes
- Organization of Expert Lectures on various topics besides this Prize distribution for Ist, IInd & III rd merit student from the institution from B.Ed. Regular, M.Ed. Regular, and B.Ed. Y.C.M.O.U students from Nirantar Paritoshiak Yojana Scheme.

Evaluation Process

- Diagnostic Approach
- Use of formative and Summative Evaluation Techniques, Methods &Tools Continuous and Comprehensive Evaluation Process
- Execution of Surprised class Tests

7.2 INCLUSIVE PRACTICES

1. How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.

The institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum through various approaches

- The Admission process is administrated as per the Govt. Norms. Based on National policies. The admission committee members are appointed as per Norms.
- Representation of Teacher of every category are involved in all the Committees
- Organization of special lecture on issues of inclusion The Syllabus of B.Ed. of Sant Gadge Baba Amravati University, Amravati includes the issues of inclusion.
- Teaching –Learning process (theoretical foundation) - Reflection of the

issues recommended in national policies is implemented through Theoretical & Practical aspects. i.e. Expert lectures on the environmental education, Women Empowerment, Gender sensitization , Educating Special Children, Education of Deviated from main streaming etc.

- The visit to special school is arranged every year by psychology department. The student teachers live with specially challenged children whole day and they discuss about their problem.

Morning Assembly:-

The institution on the various aspects national policies in morning assembly viz., Meditation, Prayer, Good educational thoughts, Ritual & Spiritual stories, patriotic group song, Awareness of General Knowledge, focus on selected, improvement daily needs such as educational, social, cultural, financial, political, sports, international, National & state level news etc. reading preamble of Indian Constitution etc. Celebration of National festivals and traditional.

2. The academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.

The provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences as follows

- While forming of every group activity there is provision for interaction within the male & female trainees .Which promotes the inclusion & awareness of gender sensitization.
- Planning and Implementation of Gender Sensitization activities & Programmes. In the whole academic year several activities conducted in this programme to create gender awareness among student teacher.
- Philosophical, Sociological and Psychological Foundation of Education are the core papers at U.G Level. This emphasizes on various aspects of exceptionalities. But currently syllabus is modified according to two year B.Ed. course and semester wise. Newly syllable provided by SantGadge

Baba Amravati University, Amravati.

- Various co-curricular activities are arranged to pointed & identity the exceptional qualities within the trainees formation of student council. Talent search programme, Club activities, House wise activities, Internship programme, cultural activities encouraged to participant in various computations at intercollegiate, Level.

3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

Initiatives taken by the institution to create learning environments that foster positive social interaction, active engagement in learning and selfmotivation as follows:

- Gender awareness programme through "Jagar Janivacha" Abhiyan. In privies' year 2013-14.
- Group activities
- Equal distribution of responsibilities to male and female student teachers in Club activities
- Equal Opportunity for participation in group activities to male and female student teachers.
- Plantation
- Personality development program
- Social activities
- Value Education Based Visits Special day celebration
- Internship
- Co-Curricular
- Various cultural Programs.

4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

- Planning and execution of various activities for Development of student teachers attitude towards working

with children from diverse backgrounds and exceptionalities.

- Testing of student teachers attitude at the completion of course towards working with children from diverse backgrounds and exceptionalities.
- Implementation of handling children's from diverse background and exceptionalities through practice teaching lesson, Internship Programme. Working with Community Workshop and practical's related to various theory papers, Field Visits etc.
- Organizing Social events.

5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

Support Facilities:-

- There are 2% seats reserved for the physically challenged
- Ramp for physically challenged
- Hall adjustment & seating arrangement of these student teacher
- Class adjustment at the time of practice lesson

Financial Facilities

- Scholarship to Physically Challenged student teacher
- Scholarship to SC/ST/OBC student teachers
- Free ships to SC/ST/OBC student teachers

6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The institution handled and responds to gender sensitive issues as follows:

- Implementation of Gender Sensitization Programme.
- Formation Grievance cell to solve female student teachers difficulties.

- Formation of women redress cell.
- Adjustment of Practice lesson timings.
- Adjustment of practice lesson school.
- Physical facilities for female student teacher (i.e. Ladies Common Room, separate ladies toilet facility.)
- Guidance & Counseling Cell.

7.3 STAKEHOLDER RELATIONSHIPS

2. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

- Website
- Extension Service Department
- Ex. Students
- Parent Meeting
- Headmasters, School Teachers Meeting
- Prospectus

2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The institution shares and uses the information/data on success and failures of various processes, satisfaction and dissatisfaction of student's and stakeholders for bringing qualitative improvement as follows:

Experts Monthly Meetings

- Monthly meetings are held to take discussion in the regard.
- Experts in the field of education are involved as members of Syndicate in planning, implementation and evaluation.

Teaching faculties

- All faculties are involved in all academic activities-teaching, learner centric approaches, evaluation, extension.

Advisory Committee

- The members of advisory committee are involved in planning, implementation and monitoring of academic activities. Public

Representatives Public representatives are also involved in the form of consultative committees (Headmasters, Teachers, Parents, etc.) All the stakeholders are involved in planning, implementation and evaluation of academic program through.

- Informal talks with students
- Parents Meetings
- Alumni Association Gatherings
- Interaction with various committees and delegates
- In-service teacher training courses-B.Ed. M. A education, DSM etc.

3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

There are some feedback mechanisms run by the institution for quality improvement from students, professional community, Alumni and other stakeholders.

Feedback from faculties

Peer Evaluation System used in various workshops-e.g. Micro Teaching workshop, Bridge Lesson Workshop, Demonstration Workshop, Preparation of teaching aids Workshop, Preparation and Presentation of Research Proposal Workshop, ICT workshop, ICT based lesson planning & presentation workshop etc.

Feedback from Professional community

The feedback from Headmasters and practice teaching schools and internship schools on performance of student's teachers regarding quality of practice lessons, innovations in practice lessons, and quality of various activities implemented in the Internship program.

Alumni and Parents

Alumni and parents opinion feedback are taken into consideration in academic transaction. Oral feedback from parents regarding progress of student teachers

Advisory Committee

The members of advisory committee are involved in planning, implementation and monitoring of academic activities.

Public Representatives

Public representatives are also involved in the form of consultative committees (Headmasters, Teachers, Parents, etc.)

4. How are the core values of NAAC reflected in the various functions of the institution?

Reflection of core values of NAAC in the carious functions of the institution as follow:

01	**National Development**	**Celebration of National days, anniversaries, working with community program, social activities. Cleaning of campus, visit to schools, Cultural Activities**
02	Fostering Global competencies	ICT workshop Availability of books Internet facility Practicum based on theory papers
03	Inculcating a value system among the students	Optional theory paper Morning assembly Board writing activities Wall posters Cultural activities
04	Promotion of technology	ICT workshop Demo lessons with the use of LCD projector of students Power point presentation is practice teaching lessons, seminar, Micro-teaching etc.
05	Quest for Excellence	Currier Guidance, Guidance for TET, NET exams. Nirantar Paritoshik Yojana

GOVERNMENT OF MAHARASTRA

GOVERNMENT COLLEGE OF EDUCATION, BULDANA

Affiliated to SantGadge Baba Amravati University, Amravati.

Phone No. 07262-247065 gcebedbuldan.org **Fax No. 07262-247425**

Date: 21/09/2016

DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in this Re-Accreditation Report (RAR) are true to the best of my knowledge. This RAR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Date:-**21/09/2016**

Place:-**Buldana**

Principal,
Government College of Education,
Buldana-443001

GOVERNMENT OF MAHARASTRA

GOVERNMENT COLLEGE OF EDUCATION, BULDANA

Affiliated to SantGadge Baba Amravati University, Amravati.

Phone No. 07262-247065 **gcebedbuldan.org** **Fax No. 07262-247425**

Date: 21/09/2016

CERTIFICATE OF COMPLIANCE

This is to certify that Government College of Education, Buldana fulfils all norms

1. Stipulated by the affiliating University
2. Regulatory Council / Body[such as UGC, NCTE, AICTE, MCI, DCI, BCI etc]
3. The affiliation and recognition [if applicable] is valid as on date

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of condition by the institution will be sent.

It is noted that NAAC accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the College website.

Date:-**21/09/2016**

Place:-**Buldana**

Principal,
Government College of Education,
Buldana-443001

ANNEXURE

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the

Government College of Education

Chikhali Road, Buldana, affiliated to Amravati University, Maharashtra as

Accredited

at the B level.

Date : February 28, 2005

Director

- This certification is valid for a period of Five years with effect from February 28, 2005
- An institutional score (%) in the range of 55-60 denotes C grade, 60-65-C+ grade, 65-70-C++ grade, 70-75- B grade, 75-80- B+ grade, 80-85-B++ grade, 85-90- A grade, 90-95-A+ grade, 95-100-A++ grade (upper limits exclusive)

DRAFT REPORT
ON
INSTITUTIONAL ACCREDITATION

OF

Govt. College of Education
Chikhali Road, Buldana, Maharashtra

20 –21 December, 2004

National Assessment and Accreditation Council
Bangalore

Draft Report on Institutional Accreditation of

Govt. College of Education

Chikhali Road, Buldana (MS)

SECTION I : INTRODUCTION

On the request of the above mentioned college, the NAAC constituted a peer team comprising Prof. Mohammad Miyan, Dean, Faculty of Education , Jamia Millia Islamia, New Delhi (Chairman-Coordinator) ; Prof M.L.Kaul, School of Education, IGNOU, New Delhi (Member) and; Prof. N.S.Mavi, Department of Education, Kurukshetra University, Kurukshetra(Member). The peer team visited the Govt. College of Education, Buldana on 20-21Dec 2004.

The Govt. College of Education, Buldana was established in 1968. The campus of the college is spread over 13 acres of land. The building is shared by District Institute of Education and Training which runs a D.Ed. programme. The College is a state funded and state run institution and is affiliated to Amravati University. It is a single programme College having only B.Ed. Earlier the college also had M.Ed. programme. The college also has a study center for Yashwant Rao Chavan Maharashtra Open University(YCMOU). The study center has two programmes , viz, B.Ed. and M.Ed. The Computer Lab and the office of the college is equipped and furnished by the YCMOU. There is downlink facility which is also provided by the Open University.

The B.Ed. programme with 70 seats was recognized by the NCTE vide their letter No. WRC/5-6/21/2000 dated 6th Oct 2000. During the current session (2004-05) the seats were enhanced to 100 by the NCTE vide their Order No.WRC/2-32/113128/2004/3090 dated 18.5.2004. There are 8 lecturers and a librarian. Presently the position of the Principal is vacant and a senior lecturer is officiating as the Principal. Of the 8 lecturers only five are permanent and rest of them are on ad hoc basis Among the administrative and supporting staff, there are three junior clerks , three peons and a safai karamchari. The post of a head clerk and a post of peon are lying vacant. A letter appointing the peon has been received only yesterday i.e. on 20.12.04.

During the years 2001-02 and 2002-03 the result of students is hundred percent and all of them got Ist divisions. The result of the 2003-04 batch is 100% and all the students are placed in Ist divisions. The college stands out as it takes away quite a few top positions in the University. There was only one drop out during 2001-02. Among the present batch of students, the male-female ratio is 58:42. The unit cost is reducing and was Rs. 23,537/= for the year 2003-04. The Mission of the Institution is ' *COME TO LEARN AND GO TO SERVE* '

SECTION II : CRITERION-WISE ANALYSIS

Criterion 1: Curricular Design and Planning

The admissions are conducted by the Directorate of Higher Education on the bases of Common Entrance Test and Merit. Students are allotted to the college on the basis of preference of the candidates. Seventy percent seats go to the graduates of the Amravati University, 28% to the graduates of the other Universities of the State and the remaining 2%, to the graduates from out side the State. The total working days during the last session (2003-04) were 217 , of which teaching took place on 180 days.

The syllabus is prescribed by the University. There are 4 core papers ; two methodology papers and an elective paper. There is not much choice(only 3 options) among the elective papers . There is only one SUPW i.e. Spinning , offered by the college. There is hardly any scope for the students to learn the skills and appreciation for the manual work. The theory papers are of 700 marks. The practice teaching and the practicum together are of 400 marks which is largely internally assessed. Assignments and tests in theory also constitute formative assessment.

According to the new scheme, a student has to deliver 40 lessons (20 in each subject) which includes micro teaching in 3 skills and 1 bridge lesson. The SSR also mentions that micro teaching workshops are spread over 21 days which is too much a time for practicing five skills.

Though the syllabi are unitized but the teachers are not encouraged to prepare course out line nor there is any flexibility for students in the programme. The college collects the feedback through various means and utilize the same in improving college environment and facilities to students. For school experience the college has seven schools in its vicinity. Working with community is part of the curriculum and college prescribes a number of activities for working with the community. The college also organizes several social and cultural programmes to promote secular values among the pupil teachers.

Criterion 2 : Curriculum Transaction and Evaluation

In the beginning of every academic session , the college develops a calendar for the year which is detailed out in terms of duration and in terms of placement of the activities. The faculty believes in the interactive teaching learning methodology and promotes students' self learning. Students are also encouraged to prepare audio visual aids as part of their assessment and also for using during teaching practice. The SSR mentions that 16 weeks

time is spent in transacting the theory papers which does not seem sufficient; also keeping the claim of 180 days of teaching , the college seems to be spending quite a bit of time in co curricular activities. Under Pedagogic Content Analysis , it is mentioned that the college conducts content test of 1 day. The college spends 22 days in supervising teaching practice and 12 weeks for evaluating teaching practice. The students are properly informed about the calendar of activities and the evaluation procedure during orientation programme in the beginning of the session. Performance of pupil teachers is communicated to their parents / Guardians.

Records show that the teachers are participating in seminars at state and district levels though not frequently. It seems that there is no motivation and/or incentives for participation in such seminars. But they are actively participating in extension activities. The college also conducted seminars and competitions at the district level. The teacher's performance appraisal which has all the three components i.e. self, students and peer is used for developing teaching skills and personal knowledge of the teacher. Proformae for such evaluation need to be rationalised. The college has linkages with state and national level institutions like MSCERT, NCERT and NCTE etc. One of the teacher has been regularly writing columns for popular Marathi daily and giving radio talks.

Criterion 3 : Research, Development and Extension

The college promotes research by organizing competitions on innovative practices. There is hardly any provision of support to teachers for research work. Teachers have not published any paper in the last five years and none of them are members of any professional body. As regards the extension activities , teachers are fully involved in it. School teachers are provided assistance by the faculty to design and carry out innovative activities in their respective fields. The college arranged a blood donation camp last year but pupil teachers regularly donate blood whenever there is need. There is not much activity towards the development of teaching learning materials. Though SSR mentions no publication in he last five years but the faculty showed us their publications which have been published in the last five years.

Criterion 4 : Infrastructure and Learning Resources

The College is housed in an old structure which is shared by the District Institute of Education and Training. Building maintenance is looked after by the PWD. The College has a separate computer lab which has been developed with the help of the YCMOU.The college has a library which has14,561 volumes. Two books are issued to a student for 15days.Generally text books are used by the students. They do not use other reference material. The college has a separate improvised reading room. There is no administrative support to the librarian and therefore the books are not properly classified and categorised.

There is no book bank facility available. Students sometime generously donate to the library in the form of books and / or the subscription of journals/magazines. During the year 2003-04, 248 volumes were bought at the cost of Rs. 26,391/=. The Library does not have any facility as photocopier, computers as mentioned in para 4.12 o f the SSR. There is no method lab nor workshop for preparing teaching aids. Other labs like science lab, psychology lab and educational technology lab are housed in one room. The college claimed that they carry out all the activities but because of paucity of space , it was not possible to have separate rooms for all the laboratories. As regards the space for conducting classes, it is just adequate. The hall is shared by both the college and the DIET. First aid is available in recreation room where we found a carom board and a table tennis table. The sports and games activities are carried out by organising house competitions. The entire lot of students is divided in three houses- Garuda, Hansa and Mayura. The college has enough space to conduct sports activities. The participation in sports carry 20marks; this perhaps is enough incentive for students to participate.

The College has a Boys' hostel with 20 rooms. There is no mess facility available to the residents. The Hostel has first aid box and a small heath club with two equipments. The college has submitted a plan for developing itself into a College of Education under the Govt. of India's Scheme of Strengthening of Teacher Education. The college has also got a sanction of Rs.61 lakh for building a girls' hostel.

Criterion 5: Student Support and Progression

The college results are excellent. The College does not have higher courses of studies but it helps students by guiding about other places where these courses would be available. Its alumni are occupying good positions in the district and the state. The college publishes its information brochure regularly. Students are getting various scholarships offered by the state government. There is no provision of admission for foreign students.

The college has an Alumni Association which often organizes meetings for fresh students' enculturation in the academic community. The alumni do help the college in developing infrastructure like last year they donated money to enhance water facility in the hostel. Students also have their association, the office bearers of which are nominated by the administration. The yearly magazine UNMESH is brought out with the help of students. There are various literary clubs which have teachers as advisors. Parent-Teacher Association is also active and meets quite often

Criterion 6 : Organisation and Management:

There is College Students' Council is constituted as per directions laid down by the Amravati University. For effective management, the college constitutes various committees. The Principal supervises administration and ensures its efficiency. Staff

meetings are regularly organized which reviews the progress and also plans out contingency measures if the things are not going according to the Calendar. The Academic Calendar is also finalized in such staff meetings. Being a govt. institution, all policy decisions are taken by the Directorate of Higher Education maintaining effective coordination between the principal and the Director of Higher Education.

Recruitment of teachers is made by the Maharashtra State Public Service Commision. All the present staff belongs to the Maharashtra State. The current tuition fee charged is Rs.11,025/=. The tuition fee has been gradually increased in the last three years. Loan facilities from provident fund is available to teachers. There is provision for the medical reimbursement and leave travel concession.

Grievance Redressal mechanism is active both for students and teachers. For problems related to staff, the staff secretary and the principal sort out the problem and for the students, particularly girls, there is a Grievance Redressal Cell.

SECTION III : STRENGTHS AND SUGGESTIONS

The College was established in1968and has been running B.Ed. programme. The college has sufficient qualified and dedicated faculty but because of lack of opportunities loosing the initiative. The college has sufficient land for further development, it should vigorously pursue its proposal for the College of Teacher Education.The Alumni Association is quite active and have contributed to college development by providing funds for a submersible pump in the Boys' Hostel and two Aqua Guards in the College premises. The college environment is culturally quite rich which was evident by the Morning Assembly and the Cultural Programme jointly organized by the student and the alumni.

The college has potential to grow, the peer team would like to make some suggestions for the consideration of the college :

Teachers should be encouraged to participate in seminars/conferences. They should also be facilitated by granting leave as well as traveling allowance.

The College should take up the institutional membership of Professional Bodies like India Association of Teacher Educators.

The College should strive to offer more and meaningful options for SUPW.

It should also impress upon the University to include more options of current importance in elective segment.

Efforts should be made to establish Educational Technology and Psychological Labs.

The College should establish links with UNESCO and the World Bank for receiving current literature on teacher education.

One of the peons could be spared for the library work also.

The Alumni Association should keep in touch with the day to day administration of the college and if technically wrong may have representation in advisory Bodies of the College.

The may strive a get a language lab which could be shared with the District Institute of Education and Training.

The peer team has had very useful discussions and interaction with the teachers, students, alumni and parents and acknowledges with gratitude their contribution in the team's understanding the constraints under which the college works. The peer team places on record its appreciation and gratitude for the hospitality and care provided by the principal and the staff of the Government College of Education, Buldana.

21.12.04
(Prof. Mohammad Miyan)
Chairman-Coordinator

21/12/04
(Prof.M.L. Koul)
Member

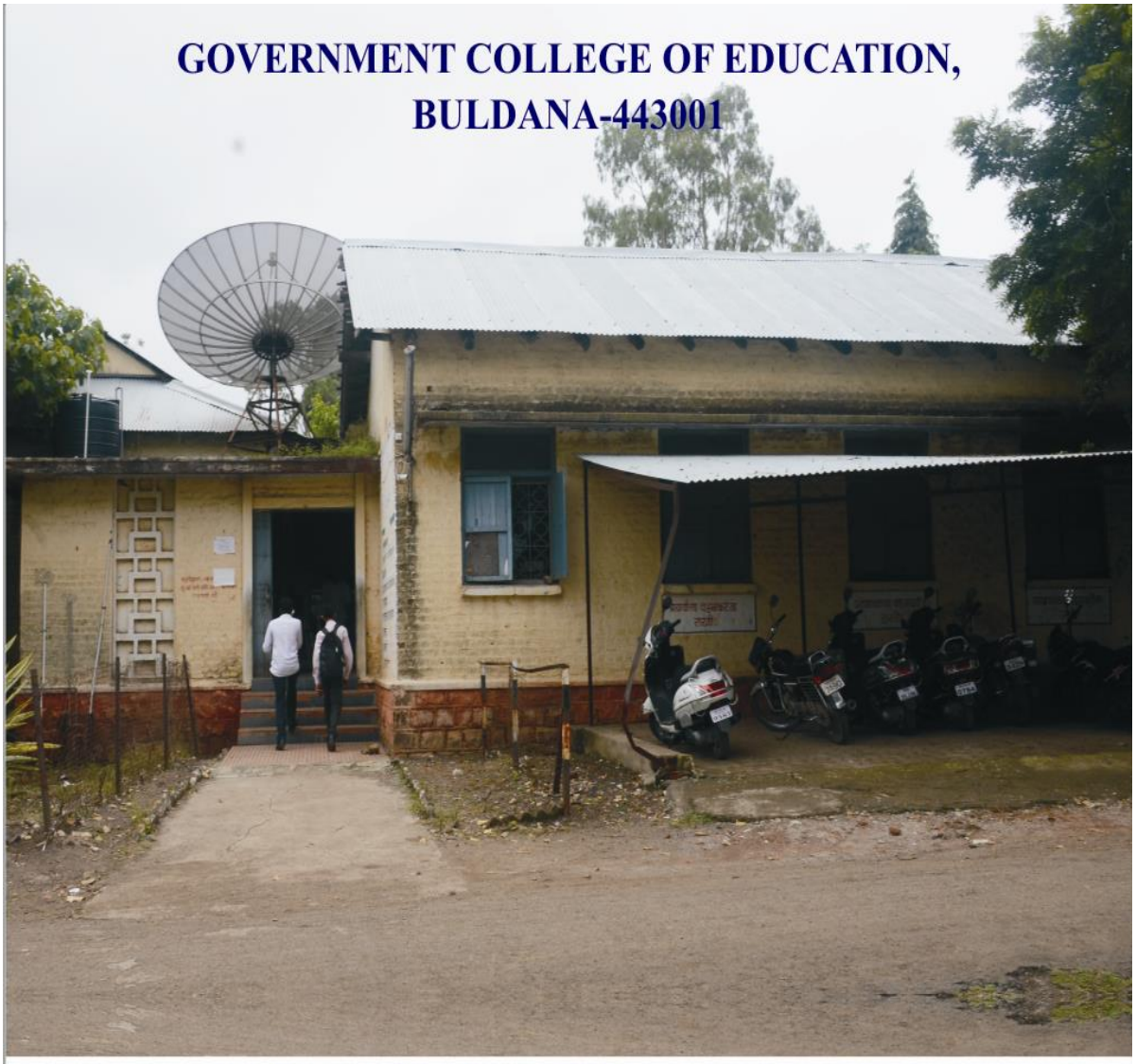
N.S. Mavi
(Prof. N.S.Mavi)
Member

I agree with the above observation of the peer team

(Dr. A.B.Sali)
Principal
Govt. College of education,
Buldana(M.S.)

Principal
Govt. College of Education
Buldana.

Government College of Education BULDANA


GOVERNMENT COLLEGE OF EDUCATION,
BULDANA-443001