Gulabrao Patil Memorial Trust,

Gulabrao Patil College of Education, (M.Ed.) Miraj.

(Code No. APW07089/125163/123326)

795, Gulabrao Patil Educational Campus, Near Govt. Milk Dairy, Miraj 416410
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(Affiliated to Shivaji University, Kolhapur

SELF APPRAISAL REPORT

for

Assessment and Accreditation

Submitted to

National Assessment and Accreditation
Council, (NAAC),
Bangalore – 560072, India.

2015

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SECTION A: INTRODUCTION

OUR PARENT INSTITUTION

GULABRAO PATIL MEMORIAL TRUST, SANGLI

Gulabrao Patil Menorial Trust was established in the year 1992 with the object of providing facilities for imparting academic, commercial, technical, medical education in Sangli District, & in Maharashtra state. and for all the classes and communities encouraging educational, Social welfare, women and child welfare and sports activities.

It is an institution formed to the memory of late Shri. Gulabrao Patil was great visionary person and contributed his life in social and cooperative movement, He was member of parliament, he served for poor people and farmers of the state. Institution formed by his son Shri. Prithviraj Gulabrao Patil. The purpose of the trust is to bring about a revolution in the lives of the rural poor of the area and district by bringing to them the best of Schools & Colleges, Catering to their diverse needs. The trust & its institutes are not only important milestone but a tribute to the vision of Shri. Gulabrao Patil run under the inspirational chairmanship of Shri. Prithviraj Patil, his tireless efforts have made his father's dreams come true.

Excellent education and excellent environment are two hallmarks of any institution and these qualities of our institution help us to go forward. A small plat of our trust flourished with its different branches such as Gulabrao Patil Homeopathic College, Miraj (1992), Gulabrao Patil Homeopathic Hospital (1994), Cambridge School (2000), Parvatidevi Raghunathrao Patil Girls Hostel (2002), Gulabrao Patil College of Pharmacy (2003), Gulabrao Patil Institute of Information Technology (2003), Gulabrao Patil Institute of Nursing Sciences (2005), Gulabrao Patil Memorial Trust D. Ed. College (2007), Gulabrao Patil B. Ed. College (2007), Gulabrao Patil College of Education (M. Ed. Course) (2009)

GULABRAO PATIL MEMORIAL TRUST, SANGLI

List of Board of Directors.

Sr. No.	Name	Designation
1	Shri. Prithviraj Gulabrao Patil	Chairman
2	Smt. Pramiladevi Gulabrao Patil	Managing Trustee
3	Shri. Shankar Bhima Tavadare	Trustee
4	Shri. Mohanrao Shripati Kadam	Special Invitee member
5	Shri. Dhondisaheb Bapusaheb Deshmukh	Special Invitee member

GULABRAO PATIL MEMORIAL TRUST D. Ed. COLLEGE, MIRAJ

In the era of globalization it has become very essential to acquire education in English medium schools. This has become the greatest need of time.

Various English medium schools were established but there was a great need of trained and skilled teachers to teach in these schools. Hence understanding the need of time GPMT decided to start English medium D.Ed. college. GPMT D. Ed. College is the first English medium college in Sangli District. The course started with 46 students in the intake capacity for 50 students.

GPMT steps ahead in the constructive direction to give trained and skilled teachers. At time same time we can make the students able to get immediate jobs as there is 20% seats reserved in Government schools for teachers who have completed their D. Ed. through English medium.

With the precious motivation of our honourable chairman Shri. Prithviraj Patil sir we are working for the achievement of this goal under the kind guidance of our respected principal Dr. M.A. Patil sir.

GULABRAO PATIL COLLEGE OF EDUCATION, (M.Ed.) Miraj.

GULABRAO PATIL COLLEGE OF EDUCATION, (M.Ed.) MIRAJ

Gulabrao Patil B. Ed. College was established on 5th June, 2007 and M. Ed. College was established on 5th June, 2009. Our College is affiliated to Shivaji University, Kolhapur and has recognition of NCTE, Bhopal. It is one of the foremost objective of establishing B. Ed. & M. Ed. College is to create competent and quality teachers as per the needs of society.

Gulabrao Patil Memorial Trust's, Gulabrao Patil B. Ed. college was established on 5th June 2007 and M.Ed. faculty was established on 5th June 2009 and M. Ed. Faculty is affiliated to Shivaji University, Kolhapur and has recognition of NCTE Bhopal. The M.Ed. faculty has one Professor, One Associate Professor and three assistant professors. Intake Capacity of M. Ed. faculty is 25 students per year. Syllabus conducted for M.Ed. Faculty is of annual pattern. M.Ed. Faculty gives guidance for SET, NET and other educational competitive exams which show us better results that students are passing in NET and SET examinations in Education.

Various efforts had done in order to develop the wholesome attitude about profession and acquaint M. Ed. Students with various innovative teaching methods like Brainstorming, pannel discussion, group discussion, etc.

M. Ed. staff and students are encouraged to attend various seminars and conferences. Our faculty organizes various educational visits to special schools, remand home, educational institutions, printing press, photo studio, AIR, electronic shop etc. to enhance student's field knowledge and to acquaint them with community resources.

M.Ed. faculty motivates the students to undertake the research work on various educational issues so that they get acquainted with research methodology and the present scenario of education field. Guest lectures are also arranged throughout the year for students knowledge enrichment. M. Ed. Students participate in many programmes like personality Development, communication skills.

Gulabrao Patil Memorial trust encourages the students by giving motivational prize of Rs. 10000 to the university Toppers. It gives us immense pleasure to see our M.Ed. students as upcoming pioneers of revolution in the field of education. we owe it to all those creative teachers and administrators of institute who do tremendous job of facilitating and motivating students against all odds.

The institution is continuously trying to provide knowledgeable, devoted and hard working teacher to the society. The college library provides number of facilities to students for learning. The educational campus has developed due to the strong support and encouragement of Gulabrao Patil Memoral Trust. The college offers variety of courses and the intake capacity per course is as follows.

2014-15		
Sr. No.	**Course**	**Intake**
1	D. T. Ed.	50
2	B. Ed.	100
3	M. Ed.	25

IQAC (INTERNAL QUALITY ASSURANCE CELL)

Quality enhancement is a continuous process, the IQAC has become a part of the institution's system and work towards realizing the goals of quality enhancement and sustenance leading towards academic excellence.

The IQAC consists of the following members:

Sr. No.	Members of IQAC Cell	Designation
1	Principal Dr. Mahaveer Adagounda Patil	Chairperson
2	Shri. Prithviraj Gulabrao Patil	Member of Managemant
3	Dr. Rajeev Ratnakar Joshi	Senior Admistrative Officer
4	Smt. Vrushali Nanasaheb Gaikwad	NAAC coordinator (M.Ed.)
5	Smt. Jyoti Virendra Bauchakar	NAAC coordinator (B.Ed.)
6	Shri. Yogeshwar Shripal Kirtikar	Member
7	Smt. Bhagyashri Rupesh Gaji	Member
8	Smt. Sangita Sanjay Oak	Member
9	Shri. Rajendra Jyotiram Methe	Member of Local Society
10	Shri. Sanjay Shamrao Rege	Office Superitendant
11	Smt. K. Rejula	Alumni Repres.

SECTION B: QUANTIFABLE INSTITUTIONAL DATA

A. Profile of the Institution

1. Name and address of the institution:

Gulabrao Patil College of Education,
795, Gulabrao Patil Educational Campus, Near Govt. Milk Dairy, Miraj 416410
Tal. Miraj, Dist. Sangli, State Maharashtra

2. Website URL : **www.gpmtbed.org**

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Dr. M. A. Patil Principal	0233-2211013	0233-2212147	gpbed_miraj_004018@yahoo.com
Smt. Gaikwad V.N Self - appraisal Co-ordinator (M. Ed.)	0233-2211013	---“ ----	vrushaligaikwad2007@rediffmail.com
Smt. Bauchakar J. V. Self - appraisal Co-ordinator (B.Ed)	0233-2211013	---“ ----	bauchakarjyoti@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Dr. M. A. Patil Principal	0233-2211013	9763225151
Smt. Gaikwad V.N Self - appraisal Co-ordinator (M. Ed.)	0233-2211013	9765784136
Smt. Bauchakar J. V. Self - appraisal Co-ordinator (B.Ed)	0233-2211013	9404254978

4. Location of the Institution:

Urban ✓ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (specifies and indicates) ☐

5. Campus area in acres: **3.5**

6. Is it a recognized minority institution? Yes ☐ No ✓

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

MM	YYYY
09	2008

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

SHIVAJI UNIVERSITY, KOLHAPUR

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

2f

MM	YYYY

Month & Year

12B

MM	YYYY

10. Type of Institution

a. By funding — iv. Self-financed ✓

b. By Gender — iii. Co-education ✓

c. By Nature — iv. Affiliated College ✓

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

Yes ☐ No ✓

If yes, has the institution applied for autonomy?

Yes ☐ No ✓

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

Sr. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Primary/Elementary	D. T. Ed.	12th	Diploma	2 Years	ENGLISH
ii)	Secondary/ Sr. secondary	B. Ed.	Graduation	Degree	2 Years	MARATHI
iii)	Post Graduate	M. Ed.	B. Ed.	Degree	2 Years	MARATHI

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

Sr. No.	Level	Programme/ Course	Order No. & Date	Valid upto	Sanctioned Intake
i)	Primary/Elementary	D. T. Ed.	APW02481/122394(E) Dt. 13/04/2007	Cont…	50
ii)	Secondary/ Sr. secondary	B. Ed.	APW02732/123326 Dt. 05/03/2007 & Revised Order Dt. 31/05/2015	Cont…	50
iii)	Post Graduate	M. Ed.	APW07089/125163/123326 Dt. 03/09/2008	Cont…	25

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision	Yes	✓	No	
Mission	Yes	✓	No	
Values	Yes	✓	No	
Objectives	Yes	✓	No	

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

Yes	✓	No	

If yes,

a) How many programmes? 3

b) Fee charged per programme

D. T. Ed. Rs. 15000/-

B. Ed. Rs. /- 40,000/-

M. Ed. Rs. /- 55,000/-

2. Are there programmes with semester system

Sr. No.	Level	Programme/ Course	Previous year Exam Pattern 2014-15	From 2015-16
i)	Primary/Elementary	D. T. Ed.	Annual	Annual
ii)	Secondary/ Sr. secondary	B. Ed.	Annual	Semester
iii)	Post Graduate	M. Ed.	Annual	Semester

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

Yes	✓	No	

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

1

Number of methods/elective options (programme wise) **Previous year 2014-15**

Sr. No.	Level	Programme/ Course	Number of Methods	Elective Options
i)	Primary/Elementary	D. T. Ed.	10	0
ii)	Secondary/ Sr. secondary	B. Ed.	7	0
iii)	Post Graduate	M. Ed.	0	2

Any other (specify and indicate)

4. Are there Programmes offered in modular form

Yes		No	✓

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

Yes		No	✓

6. Are there Programmes with faculty exchange/visiting faculty
7. Is there any mechanism to obtain feedback on the curricular aspects from the

• Heads of practice teaching schools	Yes	✓	No	
• Academic peers	Yes		No	✓
• Alumni	Yes	✓	No	
• Students	Yes	✓	No	
• Employers	Yes		No	✓

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

Two years

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

Yes		No	✓

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

Sr. No.	Level	Programme/ Course	Revision Years	Syllabus Revised
i)	Primary/Elementary	D. T. Ed.		
ii)	Secondary/ Sr. secondary	B. Ed.	2008	* Four Compulsory Papers * Paper V : Section I Compulsory * Paper V : Section II Elective optional * Methodology
			2014-15	* Four Compulsory Papers * Paper V & VI : Methodology
			2015	* Four Semester Papers (Two Years)
iii)	Post Graduate	M. Ed.	2012	* Five compulsory Papers * Two Optional Papers
	Post Graduate	M. Ed.	2015	* Four Semester Papers (Two Years)

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

Yes [✓] No [ ]

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

Yes [✓] No [ ]

Criterion II: Teaching-Learning and Evaluation

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

a) Through an entrance test developed by the institution [ ]

b) Common entrance test conducted by the University/Government [ ]

c) Through an interview [ ]

d) Entrance test and interview [✓]

e) Merit at the qualifying examination [✓]

f) Any other (specify and indicate) [ ]

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

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

A) D. T. Ed. Programme (2014-15)

Date of start of the academic year	09/07/2014
Date of last admission	12/08/2014
Date of closing of the academic year	07/06/2015
Total teaching days	242
Total working days	242

B) B. Ed. Programme (2014-15)

Date of start of the academic year	01/07/2014
Date of last admission	26/07/2014
Date of closing of the academic year	28/05/2015
Total teaching days	191
Total working days	200

C) M. Ed. Programme (2014-15)

Date of start of the academic year	19/06/2014
Date of last admission	26/07/2014
Date of closing of the academic year	30/05/2015
Total teaching days	188
Total working days	202

3. Total number of students admitted 2014-15

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D. T. Ed.	**9**	**53**	**62**	**7**	**30**	**37**	**2**	**23**	**25**
B.Ed.	**22**	**78**	**100**	**4**	**23**	**27**	**18**	**55**	**73**
M.Ed. (Full Time)	**1**	**24**	**25**	**1**	**17**	**18**	**0**	**7**	**7**

4. Are there any overseas students?

Yes		No	✓

If yes, how many?

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

D. T. Ed.

a) Unit cost excluding salary component **: Rs. 5695.59/-**

b) Unit cost including salary component **: Rs. 32415/-**

B. Ed.

a) Unit cost excluding salary component **: Rs. 6879.60/-**

b) Unit cost including salary component **: Rs. 37885/-**

M. Ed.

a) Unit cost excluding salary component **: Rs. 12866.88/-**

b) Unit cost including salary component **: Rs. 58547/-**

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D. T. Ed.	75.25	50.00	82.31	45.00
B.Ed.	80.88	48.00	73.36	46.78
M.Ed. (Full Time)	74.00	60.00	75.00	50.00

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

Yes [✓] No [ ]

8. Does the institution develop its academic calendar?

Yes [✓] No [ ]

9. Time allotted (in percentage) 2014-15

Programmes	Theory	Practice Teaching	Practicum
D. T. Ed. I Year	56	19	25
D. T. Ed. II Year	48	22	30
B.Ed.	66.66	16.67	16.67
M.Ed. (Full Time)	83.33	2.3	14.36

10. Pre-practice teaching at the institution

D. T. Ed.

a) Number of pre-practice teaching days	21
b) Minimum number of pre-practice teaching lessons given by each student	10

B. Ed.

a) Number of pre-practice teaching days	27
b) Minimum number of pre-practice teaching lessons given by each student	7

M. Ed.

a) Number of pre-practice teaching days	8
b) Minimum number of pre-practice teaching lessons given by each student	4

11. Practice Teaching at School

D. T. Ed.

a) Number of schools identified for practice teaching	8
b) Total number of practice teaching days	40
c) Minimum number of practice teaching lessons given by each student	34

B. Ed.

a) Number of schools identified for practice teaching	7
b) Total number of practice teaching days	26
c) Minimum number of practice teaching lessons given by each student	22

M. Ed.

a) Number of Colleges for practice teaching	2
b) Total number of practice teaching days	6
c) Minimum number of practice teaching lessons given by each student	4

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

B. Ed.

No. of Lessons In simulation	No. 2	No. of Lessons Pre-practice teaching	No. 13

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

Yes	✓	No	

14. Does the institution provide for continuous evaluation?

Yes	✓	No	

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

Programmes	Internal	External
D. T. Ed. I Year	44	56
D. T. Ed. II Year	52	48
B.Ed.	50	50
M.Ed. (Full Time)	80	20

16. Examinations

Sr.No.	Programmes	No.of sessional tests held for each paper	No.of assignments for each paper
1	D. T. Ed.I	4	4
2	D. T. Ed.II	4	4
3	B. Ed.	2	2
4	M. Ed.	2	-

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

	Yes	No
Computers	✓	
Intranet	✓	
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate)	LCD, LAPTOP, OHP, Slide Projector	

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

Yes	✓	No		Number	3

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

Yes		No	✓

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

Compulsory [ ] Optional [ ]

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D

2
16.66%

percentage to the total faculty strength

2. Does the Institution have ongoing research projects?

✓

Yes		No	✓

Number			%

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

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

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

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

----

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

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

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

Yes		No	✓

6. Number of research degrees awarded during the last 5 years.
   a. Ph.D. 0
   b. M.Phil. 0

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

Yes	✓	No	

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

	Yes	No	Number
International journals	✓		
National journals – referred papers Non referred papers	✓		
Academic articles in reputed magazines/news papers	✓		
Books	✓		1
Any other (specify and indicate)		✓	

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

Yes	✓	No	

Number	2

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

	Faculty	Students
National seminars	42	10
International seminars	10	1
Any other academic forum		

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

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

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

Yes		No	✓

If yes, indicate the nature of the post.

Full-time		Part-time		Additional charge	

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

Yes		No	✓

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

Yes		No	✓

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

Yes

16. Does the institution provide consultancy services?

Yes	✓	No	

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

Free

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

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

Criterion IV: Infrastructure and Learning Resources

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

1640.90 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?

33

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

2013-14	2014-15
44,000	75,000

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

2013-14	2014-15
144250/-	3500/-

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

----

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

----

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

Yes		No	✓

9. Total number of posts sanctioned

	D. T. Ed.					B. Ed.					M. Ed.				
	posts sanctioned	Open		Reserved		posts sanctioned	Open		Reserved		posts sanctioned	Open		Reserved	
		M	F	M	F		M	F	M	F		M	F	M	F
Teaching	**7**	**1**	**4**	**2**	**0**	**9**	1	5	1	0	5	0	1	2	0
Non-Teaching	**3**	**0**	**2**	**1**	**0**	**8**	4	1	3	0	4	2	0	2	0

10. Total number of posts vacant

	D. T. Ed.				B. Ed.				M. Ed.			
	Open		Reserved		Open		Reserved		Open		Reserved	
	M	F	M	F	M	F	M	F	M	F	M	F
Teaching	**0**	**0**	**0**	**0**	**2**	**0**	**0**	**0**	**2**	**0**	**0**	**0**
Non-Teaching	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

11. a. Number of regular and permanent teachers

	D. T. Ed.				B. Ed.				M. Ed.			
	Open		Reserved		Open		Reserved		Open		Reserved	
	M	F	M	F	M	F	M	F	M	F	M	F
Teaching	1	4	2	0	1	5	1	0	0	1	2	0
Non-Teaching	0	2	1	0	4	1	3	0	2	0	2	0

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

	D. T. Ed.				B. Ed.				M. Ed.			
	Open		Reserved		Open		Reserved		Open		Reserved	
	M	F	M	F	M	F	M	F	M	F	M	F
Lecturers	-	1	1	-	-	-	-	-	-	-	-	-
Readers	-	-	-	-	-	-	-	-	-	-	-	-
Professors	-	-	-	-	-	-	-	-	-	-	-	-

c. Number of teachers from

Same state	**16**
Other states	0

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	1:10
B.Ed.	1:14
M.Ed. (Full Time)	1:5

13. a. Non-teaching staff

	D. T. Ed.				B. Ed.				M. Ed.			
	Open		Reserved		Open		Reserved		Open		Reserved	
	M	F	M	F	M	F	M	F	M	F	M	F
Permanent	0	2	1	0	4	1	3	0	2	0	2	0
Temporary	0	0	0	0	0	0	0	0	0	0	0	0

b. Technical Assistants

	D. T. Ed.				B. Ed.				M. Ed.			
	Open		Reserved		Open		Reserved		Open		Reserved	
	M	F	M	F	M	F	M	F	M	F	M	F
Permanent	-	-	-	-	-	-	-	-	-	-	-	-
Temporary	-	-	-	-	-	-	-	-	-	-	-	-

14. Ratio of Teaching – non-teaching staff

2:1

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

29%

16. Is there an advisory committee for the library?

Yes ✓ No

17. Working hours of the Library

On working days	10.00am to 06.00pm
On holidays	Occasionally same
During examinations	10.00am to 06.00pm

18. Does the library have an Open access facility

Yes	✓	No	

19. Total collection of the following in the library

a. Books	16215
- Textbooks	1775
- Reference books	14135
b. Magazines	30
e. Journals subscribed	4
- Indian journals	---
- Foreign journals	1
f. Peer reviewed journals	✓
g. Back volumes of journals	
h. E-information resources	--
- Online journals/e-journals	20
- CDs/ DVDs	---
- Databases	--
- Video Cassettes	--
- Audio Cassettes	

20. Mention the

Total carpet area of the Library (in sq. mts.)	120.81 Sq. Mts.
Seating capacity of the Reading room	50

21. Status of automation of Library

Yet to intimate	
Partially automated	✓
Fully automated	

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

Circulation	✓
Clipping	✓
Bibliographic compilation	✓
Reference	✓
Information display and notification	✓
Book Bank	✓
	✓

Photocopying	✓
Computer and Printer	✓
Internet	✓
Online access facility	✓
Inter-library borrowing	
Power back up	✓
User orientation /information literacy	✓

23. Are students allowed to retain books for examinations?

Yes	✓	No	

24. Furnish information on the following

Average number of books issued/returned per day	70
Maximum number of days books are permitted to be retained	
by students	7 days
by faculty	1 Months
Maximum number of books permitted for issue	
for students	2
for faculty	10
Average number of users who visited/consulted per month	10
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled	59.28

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

2%

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

D. Ed.						
	I (2012-13)		II (2013-14)		III (2014-15)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Reference books	208	5329	88	3573	0	0
Other books	0	0	0	0	0	0
Journals/ Periodicals	--	--	--	--	--	--
Any others specify and indicate	--	--	--	--	--	--

B. Ed.						
	I (2012-13)		II (2013-14)		III (2014-15)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Reference books	7	3448	254	41685	339	89685
Gift books	8		49		2	
Journals/ Periodicals	28	7618	29	7918	27	8915
Any others specify and indicate (Wizdom Library, Mumbai)	230					

M. Ed.						
	I (2012-13)		II (2013-14)		III (2014-15)	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Reference books	34	25183	147	31705	93	60335
Gift books						
Journals/ Periodicals	8	3710	8	3710	8	4480
Any others specify and indicate						

Criterion V: Student Support and Progression

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

Programmes	Year 1 (2012-13)	Year 2 (2013-14)	Year 3 (2014-15)
D.Ed.	1	2	3
B.Ed.	4	4	1
M.Ed. (Full Time)	1	2	1

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

Yes	✓	**No**	

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

D. T. Ed.	**16**	**B. Ed.**	**20**	**M. Ed.**	**12**

3. Does the institution offer Remedial instruction?

Yes	✓	**No**	

4. Does the institution offer Bridge courses?

Yes		**No**	✓

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

	D. T. Ed.			UG (B. Ed.)			PG (M. Ed.)		
	I (2011-13)	II (2012-14)	III (2013-15)	I (2012-13)	II (2013-14)	III (2014-15)	I (2012-13)	II (2013-14)	III (2014-15)
Pass percentage	95.74	93.62	82.14	89.00	90.00	80.00	92.00	92.00	88.00
Number of first classes	26	38	17	38	23	36	12	10	10
Number of distinctions	17	2	4	2	0	4	4	1	5
Exemplary performances (Gold Medal and university ranks)	-	-	-	1 (3^{rd} in Uni.)	-	-	-	-	-

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

	I (2013)	II (2014)	III (2015)
NET	1		
SET	1	2	
Ph. D.			1+1 Appear
TET	2	1	
M. Phil			1 Appear

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

Financial Aid	2012-13	2013-14	2014-15
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	-
Fee concession	-	-	-
Loan facilities	-	-	-
Motivational Prize for University ranker (I – 10000/-, II – 5000/-, III – 3000/-)	1 B. Ed. (3rd in Uni.)	-	-

(Additional rows may be inserted as per requirement)

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

Yes	✓	**No**	

9. Does the institution provide Residential accommodation for:

Faculty

Yes		**No**	✓

Non-teaching staff

Yes		**No**	✓

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

Yes	✓	**No**	

If yes, number of students residing in hostels

Men	-
Women	2

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	✓	**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/organised.

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

(Excluding college day celebration)

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

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

18. Does the institution have an active Alumni Association?

Yes	✓	**No**	

If yes, give the year of establishment

2015

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 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	37.64	41.10	40
Employment (Total)	50.48	55.63	50.48
Teaching	90	85	82
Non teaching	10	15	18

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.

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

Academic guidance and Counseling	**Yes**	✓	**No**	
Personal Counseling	**Yes**	✓	**No**	
Career Counseling	**Yes**	✓	**No**	

Criterion VI: Governance and Leadership

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

Yes	✓	**No**	

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

Governing Body/management	3
Staff council	3
IQAC/or any other similar body/ committee	3
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	3

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

Loan facility	**Yes**	✓	**No**	
Medical assistance	**Yes**	✓	**No**	
Insurance	**Yes**	✓	**No**	
Other (specify and indicate)	**Yes**		**No**	✓

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

		3

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 organisation

---

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

National	---	---	---
International			

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

		3

d. Number of Seminars/ workshops/symposia on Curricular development,

Teaching- learning, Assessment, etc. organized by the institution

1		

e. Research development programmes attended by the faculty

		2

f. Invited/endowment lectures at the institution

		10

Any other area (specify the programme and indicate)

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

a. Self-appraisal	**Yes**	✓	**No**	
b. Student assessment of faculty performance	**Yes**	✓	**No**	
c. Expert assessment of faculty performance	**Yes**	✓	**No**	
d. Combination of one or more of the above	**Yes**	✓	**No**	
e. Any other (specify and indicate)	**Yes**		**No**	

7. Are the faculty assigned additional administrative work?

Yes	✓	**No**	

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

4 Hours

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

Grant-in-aid	
Fees	
Donation	
Self-funded courses	D.Ed.,B.Ed. M.Ed. - 65,65,319/-
Any other (specify and indicate)	

9. Expenditure statement (for last two years)

	2013-14	**2014-15**
Total sanctioned Budget	74,17,488/-	72,80,000/-
% spent on the salary of faculty	54.38%	29%
% spent on the salary of non-teaching employees	23.04%	25.66%
% spent on books and journals	0.79%	1.75%
% spent on developmental activities (expansion of building)	-	-
% spent on telephone, electricity and water	--	0.14%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.91%	0.46%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.24%	0.49%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	-	0.67%
% spent on travel	0.37%	0.48%
Any other –Dead stock ,miscellaneous	19.61%	23.19%
Total expenditure incurred	72,65,510.10	71,71,963

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

D.Ed.

	Surplus in Rs.	Deficit in Rs.
2012-2013	-	3,16,267/-
2013-2014	-	12,75,637/-
2014-2015	-	9,69,160/-

B.Ed.

	Surplus in Rs.	Deficit in Rs.
2012-2013	10,78,958/-	-
2013-2014	-	5,20,393.85/-
2014-2015	3,62,516/-	-

M.Ed.

	Surplus in Rs.	Deficit in Rs.
2012-2013	3,34,954/-	-
2013-2014	-	5,59,128.25/-
2014-2015	55407/-	-

11. Is there an internal financial audit mechanism?

Yes		**No**	✓

12. Is there an external financial audit mechanism?

Yes	✓	**No**	

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

Administration	**Yes**	✓	**No**	
Finance	**Yes**	✓	**No**	
Student Records	**Yes**	✓	**No**	
Career Counselling	**Yes**		**No**	✓
Aptitude Testing	**Yes**	✓	**No**	
Examinations/Evaluation/	**Yes**	✓	**No**	
Assessment	**Yes**	✓	**No**	
Any other (specify and indicate)	**Yes**		**No**	✓

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

Yes	✓	**No**	

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

Yes	✓	**No**	

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

Yes	✓	**No**	

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

Yes	✓	**No**	

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

a) for teachers	✓
b) for students	✓
c) for non - teaching staff	✓

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

Yes		**No**	✓

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

Yes	✓	**No**	

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

Yes	✓	**No**	

Criterion VII: Innovative Practices

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

Yes	✓	**No**	

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

Yes	✓	**No**	

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

D. T. Ed. First Year 2014-15

Sr.No.	Category	Men	%	Women	%
a	SC	2	6.66	3	10.00
b	ST				
c	OBC	2	6.66	4	13.33
d	Physically challenged				
e	General Category			13	43.33
f	Rural	2	6.66	10	33.33
g	Urban	2	6.66	16	53.33
h	VJ/DT, NT1-B, NT2-C, NT3-D, SBC			6	20.00

D. T. Ed. Second Year 2014-15

Sr.No.	Category	Men	%	Women	%
a	SC	1	3.57	7	25.00
b	ST				
c	OBC			6	21.42
d	Physically challenged				
e	General Category	2	7.14	8	28.51
f	Rural	3	10.71	11	39.28
g	Urban	1	3.57	13	46.42
h	VJ/DT, NT1-B, NT2-C, NT3-D, SBC	1	3.57	3	10.71

B. Ed. 2014-15

Sr.No.	Category	Men	%	Women	%
a	SC	0	0	13	13
b	ST	0	0	0	0
c	OBC	3	3	7	7
d	Physically challenged	0	0	1	1
e	General Category	18	18	54	54
f	Rural	15	15	33	33
g	Urban	6	6	45	45
h	VJ/DT, NT1-B, NT2-C, NT3-D, SBC	1	1	3	3

M. Ed. 2014-15

Sr.No.	Category	Men	%	Women	%
a	SC	0	0	8	32
b	ST	0	0	0	0
c	OBC	0	0	3	12
d	Physically challenged	0	0	0	0
e	General Category	0	0	9	36
f	Rural	1	4	6	24
g	Urban	0	0	18	72
h	VJ/DT, NT1-B, NT2-C, NT3-D, SBC	1	4	4	16

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

D. T. Ed., B. Ed., M. Ed.

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	2	13.33	4	26.66
b	ST	0	0	0	0
c	OBC	1	06.66	2	13.33
d	Women	9	60.00	3	20.00
e	Physically challenged	0	0	0	0
f	General Category	11	73.33	8	53.33
g	Any other VJNT (specify)	1	6.66	1	6.66

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

B. Ed.

Category	At Admission		On completion of the course	
	2013-14%	2014-15%	2013-14%	2014-15%
SC	54.46	58.10	55.92	59.54
ST	71.25	-	63.5	-
OBC	58.57	56.99	60.25	
Physically challenged	-	-	-	-
General Category	70.1	63.01	72.87	61.01
Rural				
Urban				
Any other NT	51.5	61.30	55.56	52.01

M.Ed

Category	At Admission		On completion of the course	
	2013-14%	2014-15%	2013-14%	2014-15%
SC	65.77	62.87	66	70.49
ST	-	-		-
OBC	62	67	61.05	73.07
Physically challenged	-	-		-
General Category	69.75	66.7	68.05	68.26
Rural				
Urban				
Any other NT,SBC	63.08	63.75	64.08	65.81

SECTION C
CRITERION WISE EVALUATIVE REPORT
PART I

Executive Summary

Gulabrao Patil, a co-operative leader, a social worker and a member of Parliament was the person for whose memory Gulabrao Patil College of Education was established. Gulabrao Patil B. Ed. College was established on 5th June 2007 in Miraj city and Gulabrao Patil College of Education, (M. Ed.) Miraj was established on 5th June 2009. English medium D.Ed college came into existence due to the need of good quality English medium teachers in semi-English schools and for the need of public schools. The establishment of B.Ed and M.Ed college is a tribute to the vision of Shri Gulabrao Patil to fulfill the diverse needs of quality teachers in Sangli District. Shri Prithviraj Patil has carried on the vision of his father in service to humanity.

Gulabrao Patil College of Education has provided sufficient infrastructure and learning facilities to achieve the goals of the institution. The institution is situated in the heart of Miraj city, 1km away from Miraj ST stand and Miraj Railway junction with spacious and ventilated infrastructure. The campus of our institution provides a cheerful environment for teaching and learning. The institution is accompanied with B.H.M.S. college , Pharmacy ,Nursing college and English Medium schools.

The institution is trying its level best for imparting quality education and developing all round personality of pupil teachers. For this the institution has appointed qualified staff for the development of the institution and provided well-equipped library, ICT lab ,Science lab, ET lab and infrastructural facilities. The faculty if the institution always take participates in different seminars ,workshops and conferences and current research papers, articles etc. Many of the faculty members increased their educational qualification. All staff members use innovative techniques, methods and strategies in the teachers learning process, The reference

books regarding the Special Education has also been written by the Principal and one of the staffmembers. One student has completed Ph.D. under the guidance of the Principal. The Principal of the institution has also participated in framing the curriculum and play an active role in different committees of Shivaji University (Affiliating University).

From the establishment of the institution there is no scarcity of students. Every year the admissions are full due to the maintenance of quality education. The sufficient learning experiences are given to pupil teachers through the use of modern technology , implementation of practical, practice lessons, internship programmes, educational visits ,participation in seminar ,social service activity , different co-curricular activities.

Along with the academic activities speeches of various eminent persons are arranged by parent institution for developing personality of the student teachers. All the academic activities and practical work is well organized and planned and implemented under the able guidance of the Principal Dr. M.A Patil. All the staff members of the institution work very sincerely and to enable to the students to equipped with knowledge, proper attitudes, teaching and ICT skills. The institution always pursuit the motto of institution i.e. 'Dnyan Mev Guru'.

The students of our college have secured ranks in the university every year since last three years.

Under the control of regulatory bodies such as Shivaji University , Kolhapur(Affiliating University), NCTE(Recognizing Body), SCERT , DIET ,Gulabrao Patil Memorial Trust and Local Management Committee, the institution implement the courses of D.Ed ,B.Ed and M.Ed. and tries to keep the quality of education. The quality of education checked by parent institution time to time by observing lectures and taking follow up of different academic activities in the institution. But the effectiveness of quality of teacher education should be assessed. So the assessment and accreditation of our institution is the need of time.

Criterion I : Curricular Aspects

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.)

1) Our mission

To prepare outstanding educators and to advance the profession of education.

2) Our Vision

To offer quality education that enable students to equip with knowledge, proper attitudes, behavior and skills required for classroom teaching.

3) Our Goals / Objectives

- To impart best teacher training to the students.
- To develop the personality and characters of students through value education.
- To inculcate humane, moral and social values amongst the pupil teachers.
- To create capable pupil teachers with pursuit of knowledge and excellence.

The major considerations from these objectives include the following:

- Value based education.
- Educational research
- Humanism approach
- Awareness about global issues
- Skill development
- Emphasis on educational technology and ICT
- Constructivism approach
- Life and Language skill development
- Prepare comprehensive and continuous evaluation
- Community experience

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

The Institution implements D.T.Ed.,B.Ed. and M.Ed. programs. The entire curriculum is developed by the regulating bodies and assigned to the institution.

The hierarchy of the regulating bodies is given below :

For B.Ed. and M.Ed.-

Shivaji University, Kolhapur is the regulating body .

For D.T.Ed.-

State council of education and training (SCERT).

As per the guidelines and norms given by the regulating bodies, the curriculum is implemented in the educational colleges.

Faculty is involved in the process of curriculum development and reconstruction to bring out the necessary change in the curriculum. These faculty members convey the feedback regarding the curriculum to Shivaji university for the curricular modification of B.Ed, M.Ed.

The institution implements the curriculum by providing specified optional courses and learning experiences through teaching, practice lessons, simulated lessons, constructivism lessons and models of teaching lessons practicum and co-curricular activities.

In this way the institution contributes indirectly in the curriculum development process.

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

In the B. Ed. And M. Ed. Some of units that reflect the new global trends are as follows.

Sr.No.	Subject/ Course.	Unit No.	Content of Curriculum
1.	Foundation of education -	1.	Education for sustainable development
		2.	Right to education
		4.	Education and development of life skills : Preparation of individuals for the 21 century.
	An evolutionary perspective-	2b.	Changing aims of education from the context of globalization.
		2d.	Virtual learning environment
2.	Pedagogical knowledge	2d.	Need of guidance and counseling to adolescents.
		3b.	Concept of emotional and multiple intelligence.
3.	Teaching approaches and strategies	3d.	Cooperative and collaborative approach .
	Secondary education : policies and issues.	3c.	Vocationalisation of secondary education.
		4b.	Peace education, Environment education.
	Classroom organization and management.	3h.	Human resource management for TQM.
		3d.	Teacher self assessment and accountability – importance of feedback.
4.	Learning Resources and Evaluation.	1d.	Learning to learn skills.
		4a.	ICT and multimedia as technology.
		4d.	Changing roles and competencies of a teacher in technology enhanced learning.
		1c.	Behaviorist, cognitive and constructivist perspective.
		3e.	Self ,peer and teacher Assessment.

In addition to these the institution has made provisions for elective subjects like, Guidance and counseling, Inclusive education for disadvantaged groups.

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

Thrust on national issues.

The national issues are adequately represented and reflected in the B.Ed. and M.Ed. curriculum course 1 Education as a field of study includes some sub units equality and equity in education. ICT and teaching learning process, axiological issues in education. Role of peace and other values, aesthetics in education . These sub units provide an insight into the educational culture of the nation.

Various national issues find there legitimate positions in the teaching learning of core elements and values in the syllabus of special methods such as history education, science education and Marathi education, English education . core elements and values have been included in the syllabus .

The teacher trainees are required to study them, undertake pertinent activities in workshops and practice in classroom teaching.

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

- History of Indians freedom movements
- Constitutional obligations
- Contents essential to nurture national identity
- Indians common cultural heritage
- Equality of sexes
- Protection of environment
- Removal of social barriers
- Egalitarian democracy and secularism
- Observance of small family norms
- Inculcation of scientific temper
- Empowerment of women and weaker sections of society
- Harmony between globalization and localization
- Co-ordination between intellect, emotions and actions

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

- Values
- Patriotism

- National integration
- Tolerance towards all religious
- Gender equality
- Dignity of labor
- Scientific attitude
- Modesty
- Sensitivity
- Punctuality
- Neatness

These values are essential for character formation. they reflect India's as aspirations to provide a healthy and joyful life, promote intellectual and aesthetic pursuits and elevate moral culture and spiritual fulfillment.

In addition to this , Our institution conducts the social service programmers.

In the social service programme , teacher trainees are divided into the following :

- School Health services
- Population Education
- Sports
- Cultural activities

All these groups engage in decoration of classrooms, Cleanliness of temples, like Yashavant Nagar, Datta mandir, Maruti mandir etc. Our students also undertake survey to find out the attitude, awareness, and interest in relation to above topics. In addition to this, every teacher trainees have conducted two lessons ICT based lessons in the internship programme. We have also divided the teacher trainees into groups as follows –

1. Language and life skill study group
2. Community experience study group
3. Social science study group

These groups organize many activities like lectures, teaching aids presentation, essay, debates competitions that focus on the current national issues.

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

Yes, the institution makes use of ICT for curricular planning as follows-
ICT is used for planning of everyday curricular and co-curricular activities.

- Yearly Plan: The yearly plan is prepared for planning of teaching learning courses and related activities of the course.

- Practice Lessons: Planning of practice lessons, time table of the lesson observations for the students and faculty.
- Internship Programme: Planning of all internship programmes like, blockteaching, practicals, observation, lessons based on models of teaching and simulated teaching, ICT based teaching are done with the help ICT.
- Practical & Lecture Management: ICT is also used for Micro teaching, integrated lesson, lesson planning, simulated teaching, workshops on ICT based lessons, workshop on models of teaching, planning of time table, observations tables, method lectures for workshop on comprehensive and continuous evaluation, etc.
- Extra-curricular activities: Time table, letters to the schools, to the experts, preparing programme agenda, attendance and reports are also made using the ICT.
- Examinations: Planning and preparing exam time table, supervision chart, paper typing, entry of marks and preparing the result, preparing the reports of various academic committees for eg. NAAC, NCTE and University etc is done with the help of computers.
- Cultural Activities: ICT is used for conducting the Assembly, monthly cultural programme by our teacher trainees.

Thus the institution uses ICT to the fullest for implementation of curricular and academic planning.

1.2 Academic Flexibility

1. **How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?**
   - Use of multimedia in teaching learning process: Faculty conducts theory lectures with the help of LCD using various power point presentations and OHP.
   - Conducting Demonstration Lessons: Faculty conducts demonstration lessons, for eg. Simulated teaching, constructivism lessons, ICT based lessons, lessons based on models of teaching, etc and the faculty also demonstrates the lessons for teacher trainees in every subject. The Faculty also observe and help the teacher trainee students to reflect upon them.
   - Orientation Lectures: Orientation lectures are organized to orient the students regarding various aspects of skills in micro teaching, Action Research workshop, comprehensive and continuous evaluation. With the help of these lectures clear idea about Micro-teaching, Action Research and comprehensive and continuous evaluation is done.

- Selection of appropriate methods of teaching: The teacher trainees are instructed to select the method or techniques that are suitable for the teaching of the content. They are also required to provide the rationale for selection of methods and teaching techniques. This promotes reflective thinking about the use of appropriate teaching strategies.
- Conclusive Reflection : the teacher trainees made to review conclusively and reflect upon the actual classroom experiences after taking practice lesson .During practice lessons the students should observes the lessons of other students teachers trainees and maintain a record and discuss. The strengths and weakness

  In this way these observations will help them to improve their own teaching skills required as per the curriculum.

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

In campus experience : The teacher trainees receive both formal and informal learning experience in the institutions .

1. They undergo actual formal learning of theory course.
2. Simulation of classroom teaching through micro teaching, Integrated teaching, Models based teaching and observations of demonstrations lessons each and every subjects provides them the experience of teaching and learning. With the help and in collaboration with there peers.
3. They participate in different workshop for eg. Lesson Planning, Constructive approach, Action research, Evaluation, etc. Workshops in which formal orientation is provided for different practical's and educational activities.
4. Activities undertaken in group assembly and in social service like school decorations, promote co-operation group work among the students. This helps to develop sensitivity and awareness towards social issues.
5. Participation in different cultural activities in groups presentation provides informal education in planning and implementation of co-curricular activities and programmers.

6. The institution helps in developing social commitment among the teachers trainees by organizing blood donation camps.
7. The institution has a well equipped library it provides a wide range of books for the course work and for additional reading. The facility of the book bank scheme is available for teacher trainees .During the examination period optimum utilization of library is facilitate for teacher trainee .In the occasion of library day on 12th Aug. and beginning of academic year ,the library organizes book exhibition in different subjects to acquaint teacher trainees regarding books available in library.
8. The institute celebrate the birth and death anniversaries and various national leaders by agencies ,lectures of expert guest speakers .It helps the student in gaining social and educational knowledge.

INFIELD EXPERIENCE

Through practice lessons ,the teacher trainees acquainted with

1.Formal practice teaching

2.First hand experience about the pupils behavior and student psychology.

3.Initiatory school experience, the teacher trainee observe school atmosphere ,expert teacher teaching and school management registers.

4.The internship programme provides varied teaching learning activities

- Stray lessons
- Organization of co-curricular activities
- Social services
- Technology based lessons
- Value based assembly
- Conduction of unit test
- Observation of peers and school teachers
- Course related practicals completed in school

  In addition to these co-curricular activities are arranged as follows-Health programme and social service and working with community can be treated as a source of effective learning experience. our teacher trainees plant trees in school areas.

5.An educational discussion is conducted with the human resources like head master, supervisor, assistant teacher etc. during the school experience programme.

This programme helps the student teachers in gaining experiences with regards to the various educational problems and their remedies ,students mentality and parents attitude etc.

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 on its own can not introduce course. New courses are introduced by affiliated university, shivaji university.

The following activities were conducted in addition to the prescribed course for the same..

Programmes for development of communication skills

1.In the beginning of academic year teacher introduce themselves .Thus they become familiar with their peers.

2.Faculty arranged interviews for the teacher trainees and give them opportunity express theirs hobbies interests and their future golas.

3. various lectures are arranged by the institute

4. The students teachers confidence and communication skills is developed due to the individual and group presentation through the assembly.

- ICT SKILLS :
  1. Fully equipped computer laboratories are made available to the students to develop their ICT skills.
  2. Opportunity and proper motivation is given to the students to take ICT based practice lessons.
  3. Students are divided in groups to take the digital assembly.
  4. A four day workshop is arranged in the college to prepare students for ICT based lesson plan.
  5. The computer teacher guides the students and provides them proper opportunity to handle the computers.
- Social Activities:

1. Social service camps are arranged for the teacher trainees under the social service programme.
2. Under the social service camp cleanliness campaign and decoration in the schools and the surrounding environment is conducted. It helps to inculcate social values and skills among the students.
3. The students conduct the surveys in slum areas to know the social and health related problems of the people.
4. Lectures are arranged on the topics like eradication of superstition, ill effects of addiction, first aid, healthy habits under the social service camp.

- Life Skills:

For developing life skills and soft skills among the teacher trainees, the faculty arranges the programmes/ activities as follows:

1. The teacher trainees are asked to present the book introduction session.
2. The selected books are analysed in the groups of teacher trainees i.e. novels, story books, poetry, etc.
3. The teacher trainees are encouraged to write various letters i.e. congratulations letters, requirements, forms, etc.
4. The teacher trainees are encouraged to participate in poster competitions, rangoli competitions, and picture exhibitions, etc.
5. Various competitions like salad decoration, mehendi competition, class room decoration are arranged for the teacher trainees.

   Throughout these activities the teacher trainees are encouraged to develop their life skills and language development.

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

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

(Also list out the programmes/courses where the above aspects have been incorporated).

The D.T.Ed, B.Ed., M.Ed., courses are interdisciplinary courses.

The following are interdisciplinary courses in B.Ed. curriculum.

Course 1 : Foundation of education – It draws teaching and learning content from politics, economics, educational philosophy and teaching pedagogy.

Course 2: Pedagogical knowledge – its content is drawn from educational psychology and educational technology.

Course 3: Secondary education and classroom management – its content is drawn from environmental education and school management.

The following are interdisciplinary courses in M.Ed. curriculum.

Course 1: Education as a field of Study – its content is drawn from educational philosophy and sociology.

Course 2: Psychology of Learner and the Learning process - its content is drawn from educational psychology and health education and knowledge construction education.

Course 3: Research and statistics in Education – its content is drawn from educational research and ICT education and educational evaluation and qualitative evaluation.

A total three electives are offered in B.Ed. and M.Ed. curriculum.

1. Population Education
2. Guidance and Counseling
3. Inclusive Education – Education for disadvantaged groups

Multiskills aspects:

The D.T.Ed. and the B.Ed. programmes are essentially introduced for the development of teaching skills. These skills include teaching skills at micro level. In addition to these, there are other skills such as development of language and life skills, ICT skills, Observation skills, which are equally important. The institution provides training for interview skills and soft skills and communication skills through the various activities.

Inclusive Education:

During the admission procedure 2% reservation is given to disabled and challenged students.

A separate paper (Inclusive Education – Education for disadvantaged groups) is introduced.

Course 2: Psychology of Development and learning – In the B. Ed. course Psychology of inclusion consist of four sub-units that are related to these aspects. They are –

1. Identification of children with special needs
2. Need of special education
3. Catering to special education needs
4. Concept of integrated and inclusive education.

In addition to formal teaching and learning, the institution implements and lays emphasis on inclusive education through curricular and co-curricular activities.

Practice Teaching Aspects:

The institution is required to provide teaching practice through a core training programme and special training lessons.

Sr. No.	Lesson	Lesson No.
1.	Micro Teaching Lessons	10
2.	Integrated Lessons	1
3.	Simulated Teaching Lessons	2
	Total	13

In all 13 Lessons are conducted by each teacher trainee throughout the year. There are 22 special training lessons (Method wise, which provide actual school experience to teacher trainees. In addition to this, the institute has conducted workshop on lesson planning, constructivist approach, preparation of teaching aids, ICT based lessons and models of teaching.

These are very productive activities for the teacher trainees before they undertake these lessons in school during the internship programme.

Sr. No.	Lesson	Lesson No.
1.	Stray Lessons	5
2.	ICT Based Lessons	2
3.	Lessons on Models of Teaching	2
4.	Lessons based on Constructivist approach	1
	Total	10

These programmes provide experience to teacher trainees in the actual school during the internship programme. The teacher trainees also have to observe the lessons of their peers.

- During the school experience programme the teacher trainees organize, plan and assess the various sports competitions.
- The cultural programme is also organized by the teacher trainees during the school experience programme.
- The health checkup of the school students is also conducted by the teacher trainees.

- Various competitions under the co-curricular activities like essay, drawing, elocution, handwriting, etc are also conducted.
- Various other entertainment programmes are also conducted for eg. Musical chair, Lemon and spoon, etc.

In this way the internship programme gives comprehensive experience to the teacher trainees.

SUPW/Work Experience Programme:

The institution has provided various project related to community experience.

- Survey of problems related to social health.
- Emotional and cultural integration through local celebrations and festivals.
- The teacher trainees are told to attend debates, seminars, etc. on international understanding.
- Visit to special schools and collecting information on the same.
- Conduct the interviews of ideal teacher in the society.
- Conducting the study and preparing a report on the social and educational status of people living in slum areas.
- Social cleanliness campaigns are arranged.
- Lectures are arranged on various social issues like eradication of superstition, effects of addiction, gender inequality, etc.

Through all the above mentioned activities the institute strives to inculcate social awareness, social commitment and social values among the teacher trainees.

1.3 Feedback on Curriculum

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

   The institution encourages feedback from teacher trainees through regular cell meeting that are conducted in first and second term. Every month a detailed discussion is held about the feedback on the curriculum by the faculty in the Students adopted groups.

   The institution encourages feedback from heads of schools where practice lessons are conducted.

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, The formal and informal analysis of the stakeholders is taken and the proper changes are made for improvement. It is communicated to the university to put forth the same to the curriculum revision committee.

3. **What are the contributions of the institution to curriculum development? (Member of BOS/ sending timely suggestions, feedback, etc.)**
   Our principal Dr. M.A. Patil have participated in the drafting of syllabus as follows.

Sr. No.	Name of the Faculty	Subject
1.	Dr. M.A.Patil	1. Educational Research and stastistisis 2012-13 2. Educational guidance and counseling 2015-16

The faculty attends the various Refreshes Courses, Workshops, Seminars Etc arranged by the university.

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).**

   Major changes in curriculum.

   - Workshop on AV aids preparation is added.
   - IT lessons in teaching practice is introduced
   - Inclusion of Information Technology as an independent paper is given.
   - Workshop on constructivism approach is added.
   - Workshop on comprehensive and continuous evaluation is added.

   Contribution to quality improvement and students satisfaction:

   Following practical's play an important role in quality improvement and students satisfaction –

   - Application of IT in education
   - Encouragement for creativity because of AV Aids workshops
   - Encouragement to constructivism methods in teaching
   - Time management

- Development of Language and Life skills
- Simulated teaching
- Brain Storming
- Digital Assembly with the use of ICT
- Attending Seminars and workshops, etc. on various topics

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

Considering the needs of society, secondary schools, teacher education institution and the syllabus:

- Referring NCTE and NCERT frameworks.
- Curriculum feedback by teacher trainees.
- Analysis of formal and informal feedback.
- Faculty attends refresher course, workshop, etc. conducted by university for implementation of the curriculum.
- Discussion by the faculty for communication before and after the formation of the curriculum.

1.5 Best Practices in curricular Aspects

1. **What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?**
   - Our principal Dr. M.A. Patil sir contributes in forming of syllabus.
   - Informal discussions are held in staff meeting on the curricular aspects.
   - Feedback on curriculum is taken from the head of the schools where practice lessons are conducted.
   - Feedback on curriculum is also taken from the teacher trainees.
   - Written suggestions regarding curriculum is reported to the university.
   - Formation of various committees for proper implementation of the years plan, co-curricular and extra-curricular activities.
   - Organization for effective content enrichment program..
   - Organization of workshop on teaching based on constructivism approach.
   - Organization of workshop on continuous and comprehensive evaluation.

- Training session on Effective use of technology
- Deputation of the faculty to various national and international seminars and workshops organized by other institutions and universities.

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

Contribution of the faculty in curriculum forming:

- Orientation of the faculty about the revised curriculum.
- Feedback on curriculum is taken from the head of the schools where practice lessons are conducted.
- Feedback on curriculum is also taken from the teacher trainees.
- Effective execution of the curriculum through various activities.

Criterion II

Teaching Learning and Evaluation

Criterion II: Teaching-Learning and 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?

D. Ed. Admission process.

1. D. Ed. Admission process is centralized at state level.
2. After the declaration of H. S. C. results the admission process begins immediately. D. Ed. Admission are advertised in local as well as state level news paper.
3. 80% admissions are done through by central admission process governed by SCERT and DIET.
4. All the rules and policies regarding merit and reservation of admission are followed strictly.
5. The admissions are conducted at district level and state level round.
6. 20% admissions are reserved as the management quota. Admission for each institution.
7. Only H. S. C. merit is considered for the admission at D. Ed. Programme.

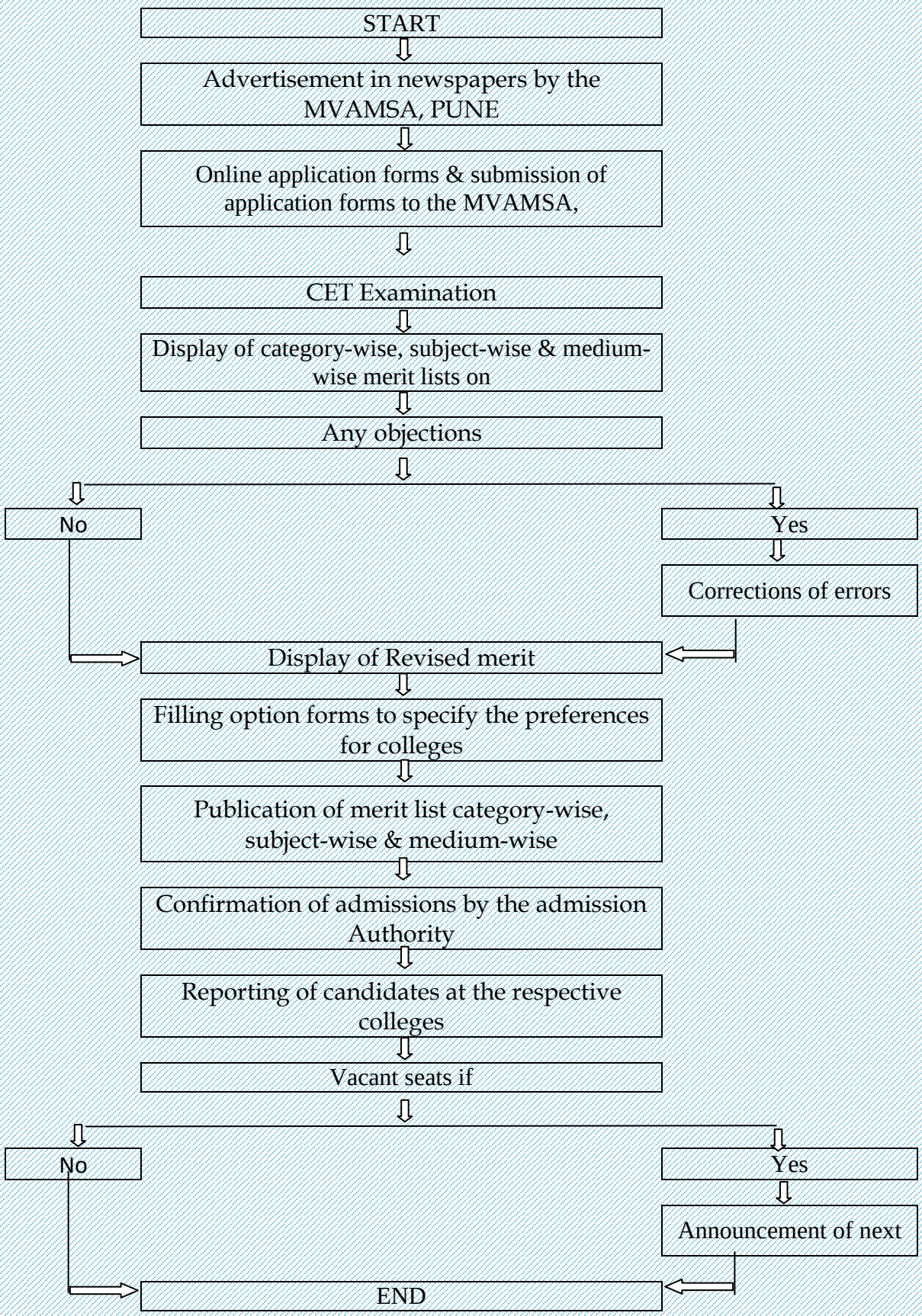
B. Ed. Admission process.

1. B. Ed. Admissions are made through common Entrance Test conducted by MVAMS Association.
2. Admission process is transparent.
3. In our college website we have provided phone number, E-mail ID for the correspondence of the students. Students can get on line information about admission process through our college web site. A schedule of admission procedure is made available in leading newspapers in Maharashtra. We distributes pamphlets to the nearby colleges.

   Our college lecturers give presentation regarding the particular courses in various colleges.

M. Ed. Admission process.

1. M. Ed. Admissions are made through common Entrance Test conducted by MVAMS Association.
2. Admission process is transparent.
3. The following flow chart will illustrates the entire centralized admission process of B. Ed. & M. Ed.


START
Advertisement in newspapers by the MVAMSA, PUNE
Online application forms & submission of application forms to the MVAMSA,
CET Examination
Display of category-wise, subject-wise & medium-wise merit lists on
Any objections
No
Yes
Corrections of errors
Display of Revised merit
Filling option forms to specify the preferences for colleges
Publication of merit list category-wise, subject-wise & medium-wise
Confirmation of admissions by the admission Authority
Reporting of candidates at the respective colleges
Vacant seats if
No
Yes
Announcement of next
END

The intake capacity for the various programme in the institution as follows.

Sr. No.	Programme	Intake capacity
1	D. T. Ed.	100
2	B. Ed.	100
3	M. Ed.	25

Sr. No.	Programme	Minimum Qualification	Marks	
			Open	Reserve
1	D. T. Ed.	H. S. C.	49.50	44.50
2	B. Ed.	Graduation of all UGC recognized University	49.50	44.50
3	M. Ed.	B. Ed.	55.00	50.00

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?**

Advertisement for the programme.

D. T. Ed.

- D. T. Ed. Admissions are centralized (80%) and governed by state Government of Maharashtra through SCERT.
- After the declaration of HSC result of Maharashtra State Board of Secondary and Higher secondary Education. The advertisement is published in local as well as regional local news papers.
- Along with the admission programme dates and places for collecting and submitting for admission forms and information booklets are given for 20% admission (Management Quota) separate advertisement is given by the management in local news papers.

B. Ed.

- B. Ed. Admissions are done through association and it is 100% management Quota.

- In the month of March/April for every year the advertisement for B. Ed. Admission is published by the management in local news papers.
- The centralized Admission process is online and supported by MVAMS Association, Pune.

M. Ed.

- After the declaration of B. Ed. Result the advertisement for M. Ed. Admission is published by the association.

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

   For the D. Ed. & B. Ed. Courses the institution receives the list of admitted teacher trainees. The documents of each teacher trainee are verified by the institution authorities according to the rules and norms laid down by the government. If lacunae are found the case is referred by the principal to the concerned authority of admission. M. Ed. Level admissions are strictly given can the merit of B. Ed. Marks. All the rules and norms of government are followed. The merit list is displayed on the institution notice board. The institution tries to keep the admission process very transparent.

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)**

   - Strategies for retention of diverse student population.
   - The students are admitted to the institution through the central admission process. These students are from diverse back ground regarding their economic, culture, religion, gender, linguistic back ground and challenged with special needs.
   - To retain all these diverse students in the institution we adopt the following strategies according to their needs as follows.

   1. Backward group.

      Scholarship is given to reserved category students through samajkalyan.

   2. Cultural & religious diversified group. The institution has adopted secular approach in all the practices. All the festivals of different cultures and religions are celebrated in the institution. Students sing a secular prayer daily. All students are equally treated irrespective of their caste,

need, culture, religion, language, economy, abilities and gender in the institution.

3. Gender diversified group : The institution is a co-educational. There is an increase in female students taking admission for this course. To Cater the needs of girl students our proportion of female faculty is more. Separate ladies room is provided for girls. The problems are discussed with the female faculty and solved accordingly.
4. Linguistic diversified group : In our institution there are Marathi, English & Hindi Medium students. To Cater to their needs the faculty teachers give lectures in respective languages.
5. Physically challenged group : In our institution we give admission to physically challenged students. The peer group members also take care of such students and help them in writing the lesson notes, practical submission and to conduct the lesson. The physically handicapped students are supported according to their needs by the faculty as well as the peer group members. The faculty provides guidance to the students those who are unable to cope up with the environment of the institution. We also have a separate mechanism to take care diverse students through adopted scheme (Dattak Gat). There are special meetings of each student with the group teacher where all the problems are discussed and solved. The problems which are not solved at the meeting are forwarded by the incharge professor forwards these to the principal for solution.

   Thus the institution tries to retain the diverse teacher trainee population very effectively.

   At the beginning of the academic year interviews are organized of all admitted students for selecting methods, to find out interest areas and acquaintances with skills and problems of language etc.

   The institution provides following facilities to retain the diverse student population admitted.

   - Book bank scheme
   - Reading Room
   - Parent teacher scheme
   - Guardian teacher scheme/Dattak Gat
   - Ladies Room
   - Prizes / awards

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

Assessment of teacher trainees knowledge : The students are admitted through central admission procedure in which common entrance test is conducted. This CET is based on teaching aptitude, intelligence and general knowledge of the candidate. In this way there is a provision of assessing not only the knowledge and intelligence of the students, but also their teaching aptitude before commencement of the course. At the institutional level we also plan to assess the institutional level we also plan to assess the students content knowledge of the school subjects in near future.

There is no provision of assessing students knowledge before the commencement of course for D. Ed. Programme. For the M. Ed. Programme an interview is conducted for the assessment of students knowledge.

The institution has provision for assessing students knowledge/needs and skills before the commencement of teaching programmes as follows.

1. Interviews : The faculty takes interview of enrolled student teachers. Interviews are related to personal information, academic achievement, interest or attitude, family background, computer awareness, other activities, creativity etc.
2. Skill diagnostic programme : The institute organizes five minutes teaching programme for skill diagnosis of each student. Feedback has been found to provide one of the most effective means of evaluating teaching strengths & identifying areas of improvement. The teacher educator suggests the appropriate skills through skill diagnostic programme. Skills and behaviors have been identified as essential to the development of effective teaching. Through microteaching one can seek to identify and improve these observable teaching skills and behaviors.

2.2 Catering to Diverse Needs

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

The institution was started in 5th June 2007 and has a great heritage of teaching learning. It helps to create the conducive environment for learning by providing following amenities.

Institution Building : The institution building is an ideal model of teacher education institute built in the year 1998. The vision of the management is reflected through the various excellent achievements till today. Even after 18 Years, the building is well maintained and is an ideal model of architecture properly. Ventilated structure which assists in keeping the learning atmosphere healthy and lively.

Classrooms : The classrooms are spacious with a seating capacity of 100 students. Each classroom is well ventilated with sufficient natural light. Sufficient number of tube lights and fans are provided in the classroom. Benches in the classroom are adult sized and made up of plywood & iron are comfortable to sit for more than 6 hours in the classroom. In B. Ed. Classroom there are fixed LCD Projectors. All the facilities in the classroom help to keep the environment conducive for learning.

Separate guidance rooms : Separate room for one to one interaction and guidance area made available to the professors & student. Group activities such as micro teaching lessons, integrated lesson, simulation lessons, content cum methodology workshops guidance for practice lessons and many other curricular and co-curricular activities such as social work, practice for cultural programs are conducted in these guidance rooms. These rooms provide for individual attention, motivation, guidance and counseling to the student from time to time.

Library as learning Resources Center : The institutions central library with a separate building is a unique features. It is well equipped with many good reference books, periodicals, research journals, encyclopedias, dictionaries and various CD's. The library is computerized with internet connectivity for the student faculty and researchers. The library reading hall is spacious where nearly 50 students can be accommodated at a time. This library provides an inspiring learning environment for the trainees.

Computer laboratory : A separate computer lab is available for the TBT (Technology based teaching). It consist of 28 computers along with an internet

connection. Through this well equipped net connected laboratory, the students get connected with the world and complete their practical as much as they can. They search for the related articles, reviews, researches, proceedings, encyclopedias, reports & related audios & videos. Thus the institution provides a suitable environment to interact with the world and helps to update the knowledge of the students.

Educational Technology Laboratory : The institution has a well equipped educational technology (ET) laboratory. It consists of television, overhead projector, LCD's computer. It helps the students to develop their skills regarding the use of electronic gadgets. So that they can easily handle these equipments during their practice teaching sessions.

Conference Hall : There is a multipurpose hall available for the students to carry various activities such as yoga, health practice, sports such as carom, chess. It is also useful to conduct various lectures, workshops seminars.

Methods laboratory wing : The following method labs are a part of this wing.

1. Science & Mathematics method laboratory.
2. English method laboratory.
3. History method laboratory.
4. Hindi & Geography Method laboratory.
5. Marathi method laboratory.

The students learn to utilize the facilities efficiently in these method labs according to their methods. These method labs give the students an opportunity to prepare and use the teaching aids required for the teaching sessions throughout the academic year.

Psychology laboratory : Our college has a well equipped psychology lab. Many psychological instruments, equipment and tests are available in this laboratory, which caters to the needs of diploma, graduates and post graduate.

Conducive Environment : The institution is situated near to miraj railway station & S. T. Stand. It is central place of the city. It is green and with ample vegetation having the facilities of drinking water, washroom, indoor games facilities, playground, canteen, hostel, some medicinal plants garden, vehicle parking. All these facilities create positive energy among the students as they try to excel in the curricular transaction process.

2. **How does the institution cater to the diverse learning needs of the students?**
   The institution takes care of the students with diverse learning needs, such as academically weak students, physically challenged students. Socially and economically backward students and the rural and tribal students by using the following strategy as per the learners needs.
   Academically weak students : Special attention is given towards the academically weak students. These students are identified their problems are diagnosed and sorted out at the class teacher level or principal level according to the nature of the problem. The institution provides special attention and guidance to these students. They are also paired with the scholar students to raise their level. The new trends in education such as models of teaching lesson, team teaching and technology based lessons, value based lessons and environmental education lessons are included. The weak learners are extended extra facility for attending remedial classes, tutorials and visiting library during extra hours.
   Economically and socially deprived students : Most of the students admitted in the institute are economically and socially deprived. They have many difficulties to cope up with the urban environment. The faculties identify such students and provide guidance. So that they cope up with the situation and learn efficiently to overcome their inferiority complex.
   A group of 10 students are handed over to the each teacher or educator at the commencement of the academic year. The teacher education becomes mentor parent for these students. The groups in charge interact with these students throughout the year to find a solution to the problem faced by the students.

3. **What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?**
   Through the first paper foundations of education students are made to understand the relationship between education and individual and national development. Students are able to understand how education derives its relevance from socio cultural contexts and critically reflex on the influence of education on quality of life. Most of the B. Ed. Curriculum is focused on understanding the role of diversity and equality in teaching learning process. The theory papers are mainly focused on these area.
   In the course, various basic concepts in relation to society, social interactions and social barriers are discussed while in the course pedagogical knowledge the units such as intelligence, individual difference inclusive education,

classroom interaction are incorporated in the curriculum. These units lay the foundation and theoretical background with respect to diversity and equity in the teaching learning process. Besides this various practical's, practice teaching lessons, internship and social work activities are useful for the students to understand the role of diversity and equity in the teaching learning process.

Course related practical like psychological experiments, administration of psychological test, study of exclusive school plant, technology based practical, development of self instructional material, content cum methodology practical develop the insight among the students regarding the diversity and equity in teaching learning process and their role in the schools.

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

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

   The institution ensures that the teacher educators are knowledgeable & sensitive to cater to the diverse students needs by the following ways.

   Selection of the faculty : The institution is well reputed. There four, highly qualified candidates, apply for the post of lecturers. Among these knowledgeable candidates, the experts of the selection committee select the lectures by testing their knowledge and sensitivity to cater the diverse student's needs.

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

   Participation in professional development programme : Our faculty members participate in the professional development program like conferences, workshops, symposia at local, regional, national & international levels & gain the knowledge useful for catering the diverse students needs. This keeps them updated regarding new trends and contemporary issues. Some of them also participate in these professional development programs as

resource persons and disseminate the knowledge. Our faculty members also write conceptual, empirical & research articles.

Interactions with the students : The institution has a separate mechanism known as adopted scheme in which there are monthly interactions of the students with their mentor teacher occur. In these meetings, diverse students needs are identified and accordingly the guidance and counseling is provided to the students.

5. **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?**

The institution takes efforts to help the teacher trainees to develop their knowledge and skills related to diversity and inclusion. It also takes efforts to provide opportunities to the students for applying this knowledge and skill effectively in classroom situations.

The efforts are as follows :

Providing knowledge through theoretical component : Through the theory components of the curriculum the knowledge regarding diversity and inclusion is provided to the students in course of the B. Ed. And M. Ed. Syllabus. They are useful for developing the knowledge. Experts are invited to deliver lectures for the same.

Providing knowledge through practical component : The knowledge regarding diversity and inclusion is provided to the students through practical assignments and visits related to the theory course and sessional work.

The institution also organizes visits to various special schools and orphanages to get first hand information and experiences regarding diversity and inclusion.

Developing skills through demonstrations given by teacher educators and teachers : The teacher educators develop the skills of teacher trainees regarding the diversity and inclusion through live demonstration during their teaching session, micro teaching and simulation lessons with teacher trainees and special teacher trainees. Our teacher trainees observes the lessons of school teachers and peer group members through which give them on idea about the proper interaction with diverse students & special teacher trainees & the nature of inclusion.

Actual use of knowledge & skills : The knowledge gained & skills acquired by the students teachers are used in the classroom situations during practice teaching and internship. In this way the student's teachers get an opportunity to apply the required knowledge and skills.

Beside this students observe the schools during the practice teaching & internship. They also observe the infrastructural facilities provided to the special children.

2.3 Teaching-Learning Process

2. 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.)

Our college engages its students in active learning launching by encouraging and motivating them to participate in the teaching learning process for achieving this purpose following learning resources were optimality used. ICT The students are asked to submit their mobile numbers if they have- a phone chain of all the students is created, all messages are passed to all the students through this chain in the shortest possible time .The teacher or the class representative only calls the first number in the chain and the message is passed students are also given messages through SMS.

Students are encouraged to make their group presentation using LCD projectors. The students have been provided with the computer facility throughout the year for their practical work and two I.T. based lesson.

Library:-

Comfortable seating arrangements are made in reading room. Students are Encouraged to use library as much as possible in addition to the need based visits to library there is a provision of library period in the time table conducted under the supervision of concerned faculty member. In the library Period students are motivated to refer the available books, National dialys journals and magazines as much as possible. Sufficient numbers of latest text and reference books are available in library. Book bank facility available in the library is utilized by the students who are entitled to make use of them.

Internet connectivity is available in the library students are encouraged to Surf the internet as accessing internet makes them self – seekers of Knowledge. The skills relating to Internet address, retrieving, information through e-libraries' and websites are routine activity of the students. They can also browse online journal or magazine, National and international journals .our college library provides encyclopedias, reference books, research surveys, handbooks, university acts and statutes. And status and secondary school code etc. as per their requirement and they refer it.

Website

College has its own Website : www.gpmtbed.org. All the information is updated from time to time.

Individual Projects:-

Projects are considered part of regular teaching learning experience rather than tools for evaluation .as per the syllabus project works are given to learners as part of assignments. They have been found of to be useful to improve learners self confidence, initiative and communication skills besides encouraging them to learn by doing.

Students are also encouraged to conduct action research plan in the classroom or institutional issues. Students are encouraged to work on projects of different subjects like teaching methods, ICT , case study on special children.

Role-Playing: -

Students are also engaged in active learning through role-playing .various issues of Social-economic and educational importance are shown to the students through skits or short stories like female feticide, child marriage, child labor ,importance of education , awareness about protection and preservation of environment etc. before they undertake role play activity . Teaching through role play method is used in language teaching and social studies –

Peer Teaching –

Another notable practice is the formation of peer study group consisting of intelligent and weak students in which the better performance helps slow learners in their studies. Such peer learning benefits students much better than conventional teaching. The peer teaching empowers them to undertakes the task of teaching with their fellow students, freely in a friendly environment.

Simulation : Simulation classes are organized prior to teaching practice, to help student to over come stage fear and provide confidence to face real classroom situation. For this, students are encouraged to face actual classroom like situation at the campus itself before undertaking practice teaching in the school.

Internship : Students finally have to face the actual classroom at part of practice teaching programme. Student have to teach at least 11^{th} lesson in each teaching subjects. Each pupil teacher deliver 22 lessons in total in the two teaching subjects put together. During the internship period students are engaged in teaching activity and involved in other activities like organizing morning assembly, engaging for periods taking students to the play ground etc. They help school authority in the curricular as well as co curricular activities. Internship helps students to practice the skills they learn in their

theory paper which includes attendance register, anecdotal records, receiving of fee, preparation of time table and blue print etc. During this stage they learn through practical exposure and self experience too.

Practicum : Practicum is the part of curriculum which carriers 600 marks out of which 110 marks are allotted for school based experiences. 315 marks for practice teaching competency, 20 marks for development of language and life skill, 45 marks are for project work and 110 marks for evaluation each paper carries 100 marks. Out of that 20 marks are allotted for internal evaluation and 80 marks are allotted for final theory examination.

3. **How is 'learning' 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 learner centered methods practically used are :

- Group discussion
- Role playing
- Project method
- Brain storming
- Simulation
- Seminar
- Field survey
- Symposium
- Communication
- Team teaching
- Co-operative learning

The teacher educator selects appropriate learner centered method suitable for content.

Self management : Students are exposed to manage their teaching learning process by themselves, they are given projects in various topics which makes them to use library and other resources. Which encourages them to interact and establish linkages with the peers and teachers? Teachers act as facilitators and guide.

Skill development : The activities organized for developing skills include conducting morning assembly, meditation and yoga session, cultural programme, celebration of festivals and birth anniversaries of eminent personalities and ensuring discipline there in. Method masters give guidance to prepare various types of teaching aids in their respective teaching subjects.

Students arrange on Exhibition of teaching aids prepared by them. The above mentioned methods contribute to self management of knowledge and skill development some other activities in the same context are listed below.

1. **Project based learning :** Student are encouraged to actively learn the subject matter. Projects are given to the students, through which they come to know how to solve a particular problem and study that problem in depth. Students acquire knowledge by undertaking projects on different subjects and on different topics of the same subjects. By working on the project they experience the difficulties and learn to overcame. These through problem solving method. This develops analytical skills and provides confidence at the end of the task.
2. **Computer based learning instruction :** Students are given computer aided instructions in various subjects students also have to prepare projects relating the application of hardware technologies in teaching. This provides them with the knowledge of using computer during teaching.
3. **Tutorial based learning :** Students also have to attends one tutorial class given to them per week. In tutorial classes, students are encouraged to speak on or work on any important topic relevant to the field of education. In tutorial groups every student has to accomplish his/her task with the support of team.
4. **Practice teaching :** The students have to go for practice teaching in different schools. During practice teaching they sincerely participate in morning assembly and co-curricular activities. Conducted in the school in a planned manner.
5. **Internship :** The students undergo internship where they come across the real working of the school and get field based experience. This provides them a unique learning experience. Simulated internship program is also conducted at ….. to provide them school experiences at large i. e. time table & blue print preparation, maintaining attendance register & anecdotal records of students etc.
6. **Action Research :** Action research and dissertation completed by student teacher for that they actively participated in data collection , conclusion.

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

A view of the methods used in the college may be formed from the following facts.

Method used	Subject / Lesson Taught
Inductive – deductive Model	One lesson in each inductive-deductive Model for subject- language,science and Maths
Concept Attainment Model	Social Studies& Language
Advanced Organizing model	Science& social studies
Computer Aided lesson	All teaching methods
Problem Solving method	Science & Maths
Debate & Discussion	Social studies, science& language
Multimedia Approach	English & Social Studies
Story telling Method	Language& Social studies
Role Play Method	Language & Social studies

Innovative Method :-

Some important innovations introduced by college are as under :

1. Seminar : College organizes seminars relating to all compulsory papers.
   Student teachers present papers with the help of prepared material , OHP and projectors. After the presentation, the whole group turn into an open forum for rasing questions and adding their own experience. This makes the seminar a good learning experience.

2. Workshop : Student teachers get an ample training and practical experience in preparation of teaching aids, blue print , transeperencies ,programmed instructional material, power point presentation ,work experience etc.

3.Reflective teaching : Exploring our own classroom practice is yet another innovation that is under experimentation the datails are as under :

1 Teacher's Diary - After each lesson teacher educator writes their own assessment in the diary. They also described their own reaction and observations on the part of the student teachers. At the end of the day they submit a report to the principal regarding periods completed by them.

2 peer observation - Teacher educations are evaluated by their colleagues who came into their class to collect information about their lesson with the help of observation schedule. For example the colleagues is asked to focus on what the student teacher contribute most in the lesson.What different patterns of interaction occur and how the faculty deals with such typical situation etc.

2 Student teachers observation - Teacher educators are also evaluate by student teacher,suservisons own a set observation schedule.

3 Student feedback - college believes that the opinions and the perceptions of student teacher add a different and valuable perspectives to the entire system.Their opinions add perceptions would add a different and valuable perspectives. Therefore student teachers are asked about their views on individual teacher performance. This is done with simple feedback forms. The above mentioned information brings forth the pattern occurring in teaching through observation. All this provides insight for thinking ,planning and execution of ideas for changing and their implementation.

4 Collaborative learning – Collaborative learning is an approach, where knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetry roles.

Learning refers to methodologies and environment in which learners engage in a common task where each individual depends on and is accountable to eachother

Use – CCM workshop, internship programme, SUPW, curricular activities etc.

5 Co-operative learning – Co-operative learning is an approach to an organizing classroom activities and academic and social learning experiences.Studentsmust work in groups to complete the two sets of tasks collectively. Everyone succeeds when the group succeeds . social skills include listening , body language,sharing, accepting ideas and differences etc. being developed during the group work.

Use-Cultural activities, models of teaching,CCM,workshop, internship, SUPW, Curricular activities etc.

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

Yes,

The details for models of teachings as follows;-

Models of teaching:- To make the learner familiar with this models workshop is organized. Student teachers are oriented in theory of the model along with the demonstration lessons.

There for the students have to take two lessons as per syllabus (one in each method) but they are encouraged to take more as possible.

The six models are :-

1. Concept attainment models
2. Inductive thinking models
3. Advanced organizer model
4. Inquiry training model
5. Simulation model
6. Role playing model

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.

Yes,

In micro teaching students have to take five skills as follows:-

1. Set induction
2. Stimulus variation
3. Explanation
4. Skill of questioning
5. Blackboard Writing

Teach and re teach session of five micro lessons are conducted on peer group.

Integration Lessons :-

After acquiring mastery over five skills the student teacher has to give one lesson of 15 to 20 minutes duration by integrating five skills.

Simulation lesson:-

The student teacher completes two lessons of 35 minutes in peer groups in classroom situation.

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

Classroom teaching has three main phases :-

1. Pre teaching
2. During teaching
3. Post teaching/Feedback mechanism

1.Pre teaching:-

- Allotment of lessons in various schools
- General instructions regarding getting units, preparing lesson plans, receiving guidance.
- Student teacher visits the school
- Gets a teaching unit
- Discussion with the school subject teacher about teaching methodology, teaching aids, support material, suitable examples.
- Students are encouraged to use suitable methods of teaching by teacher educators while guidance for lesson plans teachers assess the lesson plan and guide them.

2.During Teaching :-

This stage is related to activities for the student teacher in the classroom.

Student teachers teaching:-

- Introduce the unit
- Presents the content with the help of experience using different types of audio visual aids, techniques and approaches and makes efforts for understanding the content by student.
- Uses comprehensive questions of all types covering, cognitive ,affective and psychomotor domains.
- Evaluation
- Gives assessments to pupils.

Lesson observation:-

- Teacher educators observes the lesson
- Peer Group observes the lesson
- Observations are noted in the form of strength and weaknesses.

3.Post teaching / feed back mechanism:-

Feed back by peer group :-

- Sharing of their experience
- More attention to their peers remarks
- Suggestions are based on the presentation, classroom behaviors, impact and overall management.

Feedback by teacher educator:-

- Discuss on the strength and weakness
- Appreciation of good performance

- Counseling on weaker points
- Lessons those are not up to the mark are canceled

Thus from peer and teacher educators feed back, the student teacher learns about teaching. All suggestions are valuable for improvement.

Allotment of lessons :-

- Students are allotted when practice schools are available with first and second method .

Lesson observation by the teacher educators :-

- All lessons are observed.

Peers/ School Teachers

- Peers observes the lessons (Minimum 60 lessons)
- School teacher observe the lessons in internship programme .

Monitoring mechanism of lesson plans:-

- Lesson department allots practice lessons to student teachers.
- As per the allotted lessons student teacher visits the schools and meets the subject teacher.
- The subject teacher gives the content / subunit for teaching the lessons and student teacher discuss about methodology, teaching aids.
- Learning experience, evaluation support material etc with the subject teacher.
- The student teacher prepares the rough lesson plan as per the discussion with the school teacher and the faculty.
- Observer checks the rough lesson plan in presence of the student teacher and gives the necessary suggestion.
- After that student teacher prepares the final lesson plan.

Examination of practical and oral exam :-

Internal and external examiners examined the practical prepared by the students throughout the year and conducted viva based the practical's.

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

Internship Programme :-

Many skills and abilities are necessary to become a successful teacher . They have to handle many responsibilities in the school. In the pre-service training period they have to conduct different activities apart from teaching . They have to perform the duties of Headmaster, class teacher, subject teachers and peon also. They have to conduct cultural activities, sports activities , other competitions and needs to schedule unit test also. The purpose of the programme is to prepare the student teacher professionally competent.

Objectives :-

To enable the student teacher to

- Communicate the information regarding duties of the teacher other than teaching.
- Plan and execute the internship programme.

- Plan and organize the co- curricular activities.
- Make familiar with the qualities of a successful teacher.
- Prepare positive attitude towards teaching profession.

Structure of the internship :-

A) Selection of schools :-

Internship programme is organized in the four practicing schools. The programme is checked out in consultation with the headmasters of the concerned practicing schools.

The college allots schools for students according to their preferences.

B) Duration :-

Internship programme is organized in the month of December/ January for two monthes.

C) Work strategies before internship programme :-

- Discussion about the planning of internship with the principal, faculty and school.
- Instruction to students about internship.
- Allotment of the students in groups.
- Planning of the schedule.
- Preparation of time table.
- Communicating the plan to the headmaster.
- Assigning the roles of school authorities.

D) Work to be done during internship programme:-

- The meeting of the group with headmaster ,supervisor, teachers & group teachers.
- Organizing morning assembly.
- Preparing lesson plan and have guidance.
- Getting guidance and feedback from experienced teachers.
- Practice (Block)teaching of 5+5 lessons and lesson observation.
- Observation of value education, work experience and social services.
- Preparation of unit plan and unit test.
- Assessment of answer books and preparation of results.
- Assessment of tutorial/ Home assignments.
- Administer the psychological testing.
- Guidance and counseling to small groups.
- Teaching in bulletin period(engaging the periods of teachers on leave)
- Maintaining attendance register.
- Firsthand experience of record keeping and maintenance of stock registers.
- Visit to the library, laboratory, computer lab of the school and observation of the registers.

- Organization of inter class competition, cultural program's, sports etc.

E) Report writing :-

Report consists of following points :-

- Morning assembly
- Bulletin period
- Organization of co-curricular activities
- Organization of sports activities
- Observation of records/ library/classrooms and laboratory
- Preparation of time table
- Responsibility and live experience in the school
- Unit test result
- Short lesson plans
- Programme sheet of active participation in SUPW/ MCC
- Submission of the report after completing the programme.

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

Yes, The practice teaching sessions/plans are developed in partnership, cooperatively involving the school staff and mentor teachers.

A meeting of the headmasters of the practicing schools are on following points:-

- Co-operation of the subject teacher to plan and implement the practice teaching programme with respect to the time table, the unit and content.
- Changes in the teacher education programme, teaching methodology, nature of practice teaching, techniques of evaluation and innovations in education.
- Expectations of schools by the college

School teachers role in practice teaching programme :-

- To allot the content to the student teachers according to the syllabus.
- To guide the student teachers regarding methods of teaching, use of teaching aids, teaching learning experiences, evaluation procedure, support materials etc.
- To observe student teachers lesson and give them immediate feedback to improve their teaching.

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

To meet the diverse learning needs of the students in schools, the institute prepares the student teachers in following way :-

- Students use different skills for introducing and developing their lesson plan.
- Students takes the help of educational technology for improving efficiency and effectiveness of their teaching.

- OHP and other audio- visual teaching aids are used for addressing the diverse learning needs of the students in their respective schools by the students.
- Teacher educators arrange workshop to give detail information about action research. Subject teacher give guidance to student teachers regarding selection of the topic, questionnaire and interview. Student teachers conduct action research during their internship programme in the particular school.
- Student teachers arrange many co- curricular and extra curricular activities in the school. The winner students will be selected and given prizes to promote them.

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

Institute puts ample emphasis on the use of modern technology in teaching learning process. It has incorporated with new technology into its BEd programme.

- The E.T laboratory equipped with projector, computers, audio/video CDs on different school subjects.
- Teacher educators motivate student teachers to do maximum use of ICT in their practical work.
- Organization of workshop on preparation of projected and non – projected audio visual aids.
- Students are motivated and encouraged to use ICT. They are required to use computer and develop their own presentation. Students are free to take materials and equipments (OHP, Projector etc.) required for practical or to be used as teaching aids from the college labs for effective presentation of their lesson.

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, while doing practice teaching plan student teachers discuss with their fellow students ,take guidance from mentor teachers and also guided by school staff.

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?

During the last Academic year (2014-15) the total admitted students were 100. The teacher educator and students ratio as per norm is 1:14 in the college. Schools are the centre's where practice teaching is undertaken by the student teachers.

College selects nearby schools for practice teaching and internship programme. Teacher educators approaches nearby schools and get permission to conduct practice lessons. Usually 10 to 15 students are assigned to practice teaching in a particular school.

But it depends on strength and classes available in the school. The students are divided into well composed group for practice teaching in different schools. The ratio of the students and practice schools depends on the number of staff and strength of students in the practice schools. The availability of the Faculty members for observing the lessons minutely is another concern. The availability of teaching subjects also taken into consideration. Strength of students on role in standard 5th to 9th , which are the important standards for practice teaching programme and medium of instructions are another criterion for making decision. Thus ratio of students to identify practice teaching schools many vary and thus would be at variation.
Enclosure :- List of practice teaching schools.

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

The feedback mechanism for :-

1) Teaching Practices :-

Students get feedback to improve teaching in:-

- Micro teaching, simulated teaching , CCM, models of teaching, ICT and block teaching.
- Students get feedback to improve teaching by teacher educator, peer group, school teachers and subject teachers.
- Students get feedback to improve teaching in the form of – Rating scale, observation schedule, informal discussion and suggestion.

2) Academic Performance :-

Students get feedback to improve academic performance in—

- Tutorial , midterm exam , prelim exam, psychological experiments, oral examination and practicum.
- Students get feedback to improve academic performance in the form of – guidance and counseling, informal discussion and encouragement .

3) Co-curricular activities :-

- Organizing functions, tour, and picnic, survey, morning assembly, organizing sports and games competitions, social service, work experience etc.

Students get feedback to improve performance in co-curricular activities by –
Mentors ,school teachers and head masters.
Students get feedback to improve their performance in co-curricular activities in the form of –
Observations, informal discussions, encouragement .
Students get immediate feedback after completion of each activity from concerned people which help them to improve their performance. This performance reflects in university examinations, priority in placements, their achievement and their relation to the institution etc.

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

Students are provided with the latest information about the class, subject/content area and school by the teacher educator and the subject teachers of the school concerned.
Eg. Teacher educators give information about constructivism in teaching method.
Whenever directive/order is issued for school by state or government authorities it is passed on to the staff and students. RTE act 2009 when introduced was discussed thoroughly among the students. In addition to this amendments passed by the NCTE are also passed on to the students for a proper understanding and the implementation of the policy direction. Any changes in curriculum , examination reforms and teaching methods are also conveyed to the students in the classrooms as part of curriculum.

Apart from this the institution adopts some other activities also:-

1. Adoption of ICT
2. Observations of lessons
3. Writing articles and papers
4. Presentation of papers in seminars and conferences
5. Display of posters & wall papers
6. Action researches
7. Debating
8. Social services
9. Providing research books , magazines, educational journals etc.

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

The students keep pace with recent developments in the school subjects by :-

- Lectures of the teachers and eminent persons.
- Involvement in seminars and workshops.
- Conducting action researches
- Publication of papers
- Browsing of internet
- Visit to educational institutions

The students keep pace with the recent developments in the teaching methodologies by :-

- Involvement in work shops and seminars organized by government and educational institutions.
- Presentation of papers in seminars and conferences
- Writing articles in papers
- Publication of papers and books
- Participation in orientation and refrulty refresher courses
- Visit to educational institutes, libraries and research centers.

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.)

Institute takes care of different aspects of personal and professional development of its teaching staff. All the staff members of the college are also encouraged by the principal and management to participate and conduct different activities for professional development. The faculty members are encouraged to participate in orientation/refresher course/seminar/conferences/symposiums etc.Faculty members are encouraged to publish papers, articles and books. E.g' Special Education 'published by the Principal and Kirtikar sir.
They are encouraged to use the internet .Teaching faculty is encouragedto go for higher studies like M.phil,Ph.D,SET, NET etc. (Enclosure -2.4.5 personal and professional development)

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

Faculty members who show good performance are given appreciation letter by the Principal.The achievements are published through local newspapers. There is provision for the best employee of the year for non-teaching staff in the institution as cash prize 10000/- which is given for excellent performance in their field.(e.g.Clerk Nilesh Ghorpade, Accountant Mr. Rege sir , Librarian Sneha Joshi)

Any other good work of the staff is always appreciated by the Principal and management at different functions. Birthday of faculty members are celebrated in the college level.

2.5 Evaluation Process and Reforms

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

   Generally barriers in learning are identified by the faculty during classroom interaction. Teacher educators conduct diagnostic test to find out the barriers in learning process. Then there is provision of remedial classes and tutorial learning for slow learners. Institute formed grievances Redressal Cell . Through this problems of the students are dealt and addressed accordingly.

Institute is situated in a neat and clean surrounding .The building is situated in a lush green pollution free environment. The building is equipped with public address system and projector . Besides it has computer resource centre and ICT resource centre .

There is a suggestion box in the college campus. Any student can put his/her suggestion/complaint in the box. The suggestions are analyzed and worked upon. The feedback from the student is taken at the end of the academic year.

Feedback from alumni students and parents are taken into consideration for improvement.

There is a democratic way of communicating to the students provides a conducive atmosphere. The faculty and student representative talk freely in students council about barriers in learning. All the possible efforts are made by the faculty to remove this identified barriers.

Informal discussions are held regarding barriers related to students learning. Thus institute takes action to remove the barriers and provides the following facilities to the students.

- Improvement in teaching learning strategies.
- Improvement in learning facility
- Improvement in library services like book bank scheme,reference books.
- Availability of spacious study room

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?

Modes of assessment

The assessment is formative and summative, qualitative and quantitative in nature.

A) Internal assessment

Observation of students performance in simulated and real classroom is done through the schools like rating scale.

- Observation of the student teacher's performance in cultural activities are noted down.
- Participation in seminars and community service and SUPW are done through marking system. The teacher educator maintained the record of the students participation in school based experiences, project work related to theory paper,

social service, yoga and health education, SUPW and various workshops

- Seminar presentation for assessing their ability
- Tutorial assessment
- Internship programme
- CCM

B) Unit Test

Internal examination conducted by the institution

C) Midterm Assessment

After completion of 50% syllabus , the midterm examination is conducted by the institute.

D) Second term examination:-

After completion of syllabus, preliminary examination is being conducted by institution as per university norms.

E) External Evaluation

The external examiners evaluate viva-voce as per the guidelines of Shivaji University, Kolhapur.

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

Institute has a well placed mechanism for continuous and Comprehensive evaluation for the students. Grades are given to each pupil

teacher relating their test ,project work, assignments and files, co-curricular and academic activities in which they participate. Results are provided by the subject teacher concerned to the respective students in the classroom itself where the answer sheets are also shown to them so that they may come to know the mistakes, if any committed during the assessment process. The students found to be weak are particularly encouraged and extra classes are taken to overcome the barriers. The internal evaluations are analyzed to identify shortcomings on either side of the teaching learning process.

The assessment of practical work is done by considering originality, creativity , organization sequence of the content and overall impression. The external examiners give the written feedback about teacher, use of educational aids, acquiring skills, students behavior etc. The external and internal examiners take comprehensive viva-voce which is related to practicum preparation, communication ability, presentation of knowledge etc.

2.5.4 How is ICT used in assessment and evaluation processes?

The ICT is not in direct use for the assessment and evaluation of the students. The cumulative mark sheets of different exams are prepared on computer and these mark sheets are analyzed to see the students overall & subject wise progress.

Students make lesson plan 7 project using ICT. In micro teaching cell-phone camera is used for recording the students lesson. Later the recorded clips are analyzed and suggestions are given to students to enrich that micro skill.

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?

Significant innovations in teaching learning process are listed below :-

Use of ICT :-

The teacher educators are using computers for to plan their lessons. They take lectures through P.P.T presentation , audio-visual aids ,O.H.P. Students conduct two lessons of two methodologies through PPT presentations for their practical work

Teacher educators provide new points from the syllabus using the internet. Students are also promoted to use internet to get the notes.

Exposure

Students are motivated to do different activities for their all round development (e.g. on literacy day teacher educators give subject to do skit to convey the significance of that day)

Evaluation

At the beginning of the academic year teacher educators conduct diagnostic tests to check the students' subject knowledge.Through the test teachers can find out their weakness areas. According to that remedial teaching will be arranged for them .To improve their subject knowledge teachers often conduct class test. Assignment questions are given to the students . Based on this assignment one is given for assignment test.

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

Use of ICT

By teacher educator and students

From the admission process onwards the institute makes use of ICT for D.Ed , B.Ed., M.Ed students conduct digital assembly . Students get thoughts, importance of days, scientific information from internet .Teacher educators download pictures , videos, reference books from net and provide to students. While celebrating different cultural days teacher educators and students download pictures and information from net and display it on the notice board. Students also use internet for their self study.

Criterion III

Research, Consultancy and Extension

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?**
   Chairman and Principal always supports professional development activities that engage it's. Teachers and D.Ed, B.Ed, M.Ed teacher trainees to conduct research on various current trends, issues in education field. .
   Research is integral and most important part of D.Ed, B.Ed , M.Ed curriculum. Institution has conference seminar committee. The committee plans to organize and encourage faculty and students to attend various National, International seminars and workshops.
   - -D.Ed and B.Ed students take action research and complete it very systematically on current Educational problems.
   - -M.Ed trainees take research as a more important research part in syllabus. They have to complete 'one dissertation "through out academic year. Because of it they got deep knowledge and procedure of research which is in future base for doing higher level research like M.Phil, P.hD.
   - -Institutions and Principal always motivates the Faculty to undertake research and publish it in various well known Journals.
   - -Faculty who wants to do Research degree M.Phil, P.hD. management always supports them by granting leave for orientation , research lectures facilities like internet, extra books made available for them and relaxation in daily workload.
   - -Internet facility made available in the library for research work
   - Two faculties now doing M.Phil, P.hD. and one completed their P.hD.
2. **What are the thrust areas of research prioritized by the institution?**
   The major thrust areas where the various research activities are conducted are listed as fallows
   - Instructional methods

- Teaching – learning effectiveness
- Girls Education
- Human rights
- Environmental Education
- Educational Psychology
- Emotional intelligence
- Brain based learning
- Teacher Education.

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

The institution promotes and encourages the faculty members and students teachers to do action research with deep interest in Educational Research

For giving overall research perspective to B.Ed , and M.Ed students teachers actions research workshop is organized for B.Ed students teachers and Research workshop is organized for M.Ed students teachers.

D.Ed teachers trainees are also encouraged to undertake action research on current problems in education

Major out comes of the action research

- Interest and research attitude developed in teacher trainees
- Students teachers awareness towards over all educational process is increased they becomes sensitized towards educational trends problems

- Near about 136 researches are completed in last five years by M.Ed students teachers and B.Ed and D.Ed action researches completed by students teachers

- They get motivations to do higher level research { M.Phil, P.hD.}

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

Name of the Faculty	Workshops	National Seminar Attended	National Seminar Presented	International Seminar Attended	International seminar Presented
Principal Dr. M.A Patil	10	19	21	6	6
Assi. Prof. V.N. Gaikwad	2	9	8	3	3
Assi. Prof. Y.S. Kirtikar	2	17	9	1	1
Assi. Prof. J.V. Bauchakar	4	2	1		
Assi. Prof. B.R.Gaji	5	2	1		
Assi. Prof U.A. Patil	2	2	1		
Assi. Prof. G.Y.Kabnurkar	4	3	1		
Assi. Prof. Rejula K	5				
Assi. Prof.S.S. Oak		1			
Assi. Prof. V.N. Patil	5				
Assi .Prof. R.G. Tamboli	10	1			

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.**

Instructional materials are developed in the institution for teaching and learning purpose. Every teacher trainee from D.Ed , B.Ed and M.Ed have to prepare teaching aid for the practice lesson. Faculty also prepares teaching aids for demonstration lesson. All these teaching aids used by students. Details about instructional materials

Sr no	Instructional area	Material developed specification
1.	Teaching Aids Workshop	for D.Ed , B.Ed. Faculty teaching aid workshop is organised some time guest lecture is organised in which teaching aids expert teach students how to prepare various types of teaching aids.
2.	Work Education	pottery ,clay modeling, flowerpot, Planted pots , Handicraft, Knitting crochet work , Bead ornaments show pieces.
3.	ICT	In this students prepares Pots, Multimedia, transparancies, practical

4 One Book on M. Ed. Syllabus (Shivaji University, Kolhapur) published by Principal Dr. M. A. Patil and Asst. Prof. Kamble Y. S.

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

- Art and craft Room
- ET lab
- ICT lab
- Computer and Internet Facility
- Well equipped library
- Science Maths laboratory
- Music Room
- Gymkhana
- Psychology Room

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

The teacher trainees and faculty developed

1. Various ppt's of Teacher Education syllabus of D.Ed ,B.Ed and M.Ed
2. Ppt's of School subject prepared by Teacher trainee
3. Transparencies of Various Topics
4. Multimedia Packages

4. **Give details on various training programs and/or workshops on material development (both instructional and other materials)**
   a. **Organised by the institution**

Teaching aids workshop ,Evaluation Workshop, SUPW Workshop ,
Art and craft traing to D.T.Ed Students , Research Workshop.

   b. **Attended by the staff**

All the faculty actively participates in various workshops organized by linked institution like DIFT, Shivaji University

1. Knowledge construction workshop
2. Action Research

   c. **Training provided to the staff by the university and DIET.**

5. **List the journals in which the faculty members have published papers in the last five years.**
   - **Bhartiy shikshan**
   - **Shikshan Savedan**
   - **Jadan-Ghadan**
   - **Shikshan samiksha**
   - **Academic research**
   - **The India stream of research**

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

Principal Dr.M.A.Patil received Sant Rohit Das Purskar of Maharashtra,Karnataka and Goa by Akhil Maharashtra chrmakar seva

sangh.[Maharashtra regi. no./27520/Kolhapur on date 6th feb 2011.and the same Sant Rohitdas Jeevan Gaurav Purskar on 8th Jan 2011.received at Goa.

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

3.3 Consultancy

1. **Did the institution provide consultancy services in last five years? If yes, give details.**
   Yes,
   Institution always provides consultancy in school sector and society.
   Consultancy services provided by institution as follows,
   I Consultancy services to school
   - Faculty provides consultancy to school which is placed in institution campus,Cambridge school.Two projects have completed by faculty
     1. Quality analysis of CBSE, Cambridge school, Miraj
     2. Study habits of 8th & 9th standard students of CBSE Cambridge school.
   - Parent institution have other faculties like Nursing,Homoepathy,pharmacy.faculty gives guidance and consultancy to these faculty teachers as they have no teacher training.Lessons delivered by other faculty teachers observed by faculty and suggestions given them for improvement.
   - Psychological testing of school students.

   II Consultancy services to other Teaching colleges:
   - Guest lectures are given to various teacher training colleges on current new trends in education.
   - Participation and consultancy in trainings orgnised by DIET and Shivaji university,Kolhapur.

   III Consultancy services for conducting research
   Institution has one approved guide,Principal Dr.M.A.Patil.He has guideship of shivaji university,Kolhapur and JJTU Rajsthan.

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 publicise the available expertise.**
   Institution has qualified faculty to provide consultancy.The competency ares as follows.

Sr.no.	Name	Area of competancy
1	Principal Dr.M.A. Patil	Research,Philosophy NET,SET Guidance
2	Smt.Gaikwad V.N	Psychology,Guidance and Counseling,Research, NET,SET Guidance.
3	Shri.Kritikar Y.S	Philosophy,Inclusive Education,social work, NET,SET Guidance.
4	Shri.Tamboli R.G	ICT, Science, Evaluation
5	Smt.Gaji B.R	Psychology,Scince Education
6	Smt.Bauchakar J.V	Psychology,Scince Education,english
7	Smt.Patil U.A	Geography
8	Smt.Kbnurkar G.Y.	Marathi and Literature
9	Rejula K.	Hindi
10	Smt.Oak.S.S	Psychology Guidanceand counselling
11	Smt.Patil V.N	Scince Education
12	Dr.V.P.Kulkarni	Philosophy,English, Literature

Steps initiated by institution to publicize the available expertize;

- Respond to the requirement from schools,institute
- Advertisement
- Participation in activities as in workshop,seminar.
- Website Publication
- Organization of Workshop
- Alumini students feedback to other students ie.mouth publicity
- Imp.events,news Published in News paper
- PPT presentation about college to various local schools and direvt visits.

- Pamphlet distribution

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?**
   Consultancy services provided by the institution is assistance to school and institute.Hence No fee charged .so no revenue generated.

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

   Consultancy service is free of cost .Hence no revenue generated

3.4 Extension Activities

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

   - Social-service to local community-cleaning of temles
   - Blood donation camp organize by institution. Our student teachers donates blood.
   - Free eye check up camp organized in collaboration with vasan eye care hospital.
   - One workshop was organized by institution for student preparing for competitive exams .One day workshop for guidance for Mpsc and Usc preparing students. About 800 students get benefited from this work shop.
   - Our library is fully furnished and plenty of books available. Majorly research ,reference books are there. so it becomes CENTRE HUB for research doing students and teachers from society.They come to library and take references for their research and this facility is free of cost.Our library is open tor all members of society who wants to read and refer.
   - Rallies for environmental awareness
   - Institution provides infrastructural facilities for competitive exams of Mpsc Upsc.
   - Faculty gives guidance of set and net exam for students of community.
   - Institutions playground is used by other schools for their need.
   - Institutions infrastructure made available for election purpose.

2. **How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)**
   Our institution benefited is always linked with the community. Institution is benefited from society as follows-
   - Experts from community gives their expertise to institution.
   - Wizdom library from Mumbai gifted about 250 books to Gulabrao patil College of education library.
   - The schools from community are always available for the institution for different practical work in curriculum.
   - The co-operation from schools and colleges from society is always available for admission purpose.

3. **What are the future plans and major activities the institution would like to take up for providing community orientation to students?**
   - Increasing activities in which community and college partnership will be strengthen.
   - TET Guidance For student teachers of society.
   - Increasing community visits
   - Participation in community programme.
   - Celebration of lacal community festivals.
   - More emphasis on community Research - Research will be done on current problems of society.
   - community survey

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

5. **How does the institution develop social and citizenship values and skills among its students?**
   Institution develops social and citizenship values and skills among teacher trainees in following ways-

I.From curricular activities

In the teacher education syllabus theoretical papers inculcates sociological and philosophical values in teacher trainees .

II. From co-curricular activities

- Birth anniversaries and death anniversaries of great personalities are celebrated in the institution.

- Every important day e.g literacy day ,constitution day ,blood donation day, Aids awareness day, population day, earth day, womens day are celebrated in the institution.
- Many leading public figures, leaders and educationist visit to the institution on the occasion of various programmes arranged in the institution. This helps to developing skills of teacher trainees.

3.5 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 linkage**

   National linkages
   - U.G.C
   - NCTE
   - NAAC

   The benefits resulted out of such linkeges
   - Guidance
   - Awareness about educational, research activities
   - Recognition to the college

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

   Institution has yet to develop Inter-National linkages

3. **How did the linkages if any contribute to the following?**
   - **Curriculum Development**
     Guidelines from curriculum framework about implementation of teacher education syllabus
   - **Teaching**
     For use of new methodologies and techniques
   - **Training**
     For implementation of new curriculum ,various trainings organized by Shivaji University and other teacher education colleges keeping the view of NCTE and we attend these orientations.
   - **Practice Teaching**
     Guidelines for implementing innovative practice teaching i.e lessons based on knowledge construction ,ICT based lessons
   - **Research**
     Understood different areas of research

New methods of research

- **Publication**

  Enrichment of library with NCTE publications

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

Institute has good inkage and rapport with the Schools and other Teacher training colleges. Where student teachers are sent for practice teaching internship.

Faculty also invited in schools to give valuable suggestions and for guest lectures.

Various special school visits are arranged for Detail recognition of school sector for student teachers.

Our institution always linked with community and always recognize the needs of community. For them always Health Camps are arranged.

Also Institute actively linked with other school and community with following activities.

1. Primary school experiences.
2. Practice teaching internship.
3. Community professionals as guest lecturers.
4. Social Service.

5Are 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, all our faculty members are actibvely engaged in schools with teachers and other school personnel for designing evaluating and delivering practice teaching.

Designing—

1. In the designing practice teaching, all the faculties involved. One faculty is Head of practice teaching faculty interact with school personnel about the activities to be carried out during the course of practice teaching.

Content to be tought in practice teaching delivered to students by school personnel.

3. Guidance was give to student teachin teacher for effective and innovatire

Delivery :—

During the practice teaching and internship the teacher trainees actively participate in various activities to recognize the school environment.

The practice teaching is organized qualitatively. Allthe lessons taken by student teacher with effective use of FT,IT and innovetivenes.

Evaluating :-

At the time of practice teaching our faculty remain present at respective school and college. To Supervise and assess the performance of student Teachers.

The practice teaching is also evaluated by the teachers of respective school. Which helps student teachers for and evaluating their performance.

Our faculty also evaluates the performance of teachers of institution as and then requested by authorities.

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

Faculty actively collaborates with various schools, colleges and university faculty for guidance teaching –learning activity.

Collaboration with school faculty

-Guest lectures.
- Practice teaching.
- Internship.
- Guidance.

Collaboration with other college faculty:-

-Guest lectures
-Activities of lead college.
-Attending Seminar, Workshop by other teacher training college.
-Naac Consultancy.
-Research Guidance.

Collaboration with university faculty:-

-As expertise
-Guidance for New Curriculum transaction.
-Evaluation.
-Research.

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?**

- Attendance motivation for to various seminar, conference in various areas.
- Pubication of research articles and papers,
- encouragement all faculty members to do research.
- PhD. Guidance provided by principal for shivaji university and JJTU Rajasthan,
- Attendance to international seminar and paper presentation.

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

Research:-

- M.ed. Dissertations on current educational problems and issues.
- Faculty paper presentations in various seminars, conference, research.
- Papers published in well known reputed Journals.

Consultancy:-

- Faculty members provides consultancy to educational institutions, local schools in the field of ICT.
- Faculty provides consultancy in institutions other branches for Quality Improvement.Projects completed on Cambridge School ,Miraj.
- Faculty gives Expertise in Cambridge School for best teacher Selection Interview.
- Lessons are observed by faculty of other school teachers for better improvement and suggestions gives.

Extension:-

- Activities in parent institution, Gulabrao Patil Memorian trust.
- As MPSC. Workshop for local youths.
- Participation in the activities of university.

Criterion IV:

Infrastructure and Learning Resources

4.1 Physical Facilities

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

The institution has fulfilled the infrastructure are in accordance to the NCTE Norms

- Special guidance rooms, Method labs well equipped psychology lab, education and technology lab and computer lab.
- Independent library building with rich collection of books and spacious reading hall.
- Spacious multipurpose hall for cultural activities and indoor games like badminton, carom, chess.
- Well staffrooms.
- Play ground for outdoor games such as cricket, volley ball etc.
- Science lab
- Ladies rooms, gents common room, boys room.
- Hostel facility for girls
- Classroom for curriculum transaction.

4.1.2. 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 available by management

i.e. GPMT Miraj

4.1. **3. list the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.**

- Sports and games

  Our institution has a large play ground which is shared with the institution for annual sports competition and outdoor games like kho-kho foot ball, volley ball and cricket

- Multipurpose hall

  Various cultural activities, indoor games ,day celebration and other recreational activities held in multipurpose hall.

- Class rooms

The B.Ed. / M.Ed. Marathi medium and class room are very spacious with proper ventilation and light. they can accommodate at least two hundred and twenty five students workshop seminars day celebration and lecture series. LCD projector are permanently installed.

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

- Infrastructural facilities are provided
  Public elections
  University and govt. examinations
  Activities of the parent institute
  Subject teachers associations
  Alumni
  Activities of NGO's
  Library facility

- Research scholars
- Other readers
- M.Ed. students
- Parent institute
- Staff of the teachers Education Institutes

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

- Each M. Ed. Faculty member has separate room
- Separate rest rooms fop students teacher (Boys and girls)
- Separate rest room for staff
- Common staff room
- Common play ground is available for all students and faculty members.
- Cleanliness is ensured in the premises of the college.
- Canteen is available in the institution canteen provide break fast and variety of snacks.
- Fresh Drinking water is available through main building : aqua
- First aid box
- Health services are provided in collaboration with the Gulabrao P atil homoeopathic Hospital and other specialist doctors.
- Physical check up and Hb, blood groups check up camps organized.

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

Hostel facility available for only girls

Capacity	150
No. of rooms	50
Occupancy details	03
Recreational facilities(sports ,games, health, and hygiene)	yes

4.2 Maintenance of infrastructure

4.2.1 What is the budget allocation and utilization in the last five years for the maintenance of the following ? give justificati0n for the allocation and unspent balance if any ..

Allocationd(D.Ed.)

name	**2013**	**2011**	
equipment	**5000**	**-**	
Dead stock	**20000**	**10000**	
Furniture	**-**	**10000**	
computer	**4000**		

Allocationd(B.Ed.)

name	**2011-12**	**2013-14**	**2014-15**
Equipment		**10000**	**100000**
Dead stock	**15000**	**25000**	**5000**
Furniture			**80000**
computer	**40000**	**35000**	**25000**
A/V	**2000**		

Allocationd(M.Ed.)

Name	**2011-12**	**2013-14**	**2014-15**
Equipment		**20000**	**50000**

Dead stock	**10000**	**20000**	**10000**
Furniture	**15000**		
computer		**5000**	**25000**
A/V			

- **In the year 2008 to 2014 (D.Ed.)**

Name	2008	2009	2010	2011	2012	2013	2014	2015
Lab equipment	84170	63127	50502	40402	-	-	-	-
Furniture	6142	5221	4699	4229	----	-	-	-
Dead stock	91413	82271	125839	152876	11200	70470	5506	
Machinature	20367	4073	815					
computer	27450	10980	4392	1757				
Teachingaid	2200	1650	5483	4112				
Musical instrument	16292	12883	9662	7247				

- **In the year 2008 to 2014 (B.Ed)**

Name	2008	2009	2010	2011	2012	2013	1014	2015
Lab equipment	15780							-
Furniture	303315	162180						-
Dead stock		6325	42560		22400	38300	32110	18449
Machinature	48138							
computer	160000	71525			33900		144150	3500
A/V	125000	62915				30400	32500	

- In the year 2010 to 2014 (M.Ed)

Name	2010	2011	2012	2013	2014	2015
Lab equipment				18181		
Furniture	76610		64484			
Dead stock	74672	20805	11200	27500	7790	
Machinature						
computer						
A/V						

- Computers

There are 33 computers in the institution used by office staff. Faculty. The ICT lab is constant use by 225 students of all students teachers such as D.Ed. B.Ed. and M.Ed.and all staff members

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

- There are over 250 members who make use of the institutional infrastructure. They are classified as fallows

- Teacher Educator

05 M.Ed.
07 B.Ed.
05 D.Ed.

- Teacher trainees

100 B.Ed.
025 M.Ed.
100 D.Ed.

- Non- teaching staff

Clerical 05
Peons 06

- Lecture hall

There are --------lecture hall available our institutions
One B.Ed. class room fixed LCD projector. One portable white screen in additional to this three OHP

Other than curricular transaction throughout this year these hall(multipurpose hall) are used for

Various workshop
Special guidance
Day celebration

- Research reference room

In the library the research room is equipped with
Research volumes
Research encyclopedia
Dissertations
Action research reports
These are available to research students for reference work.
Teaching method lab
In our institution there are 07 teaching method provided by student i.e, .Marathi , Hindi, English, history geography, science, Math's. Method labs were develop with good teaching aid and materials

- ICT and computers
- These are 33 computers
- Portable LCD 02
- OHP 03
- Class room and method room
- Technology based teaching laboratory
- Education technology lab
- Principals office
- Library department
- Use the computers highlight such as
- Official use
- Document scanning
- Maintained records
- Academic information storage
- Results sheet
- Internet
- The computer are used by the following

Administrative staff
Faculty members
Librarian
Teacher trainee

- Multipurpose hall

It is used by the institution and college for annual social gathering indoor games, workshop etc

- Psychology lab

We have awe;; developed psychology lab with various of psychology test, equipment , aptitude and intelligence test

Sr. no.	Infrastructure	Purpose of use
1	Santha office	Meeting
2	Principal room	Office work
3	Office	Office work
4	Psychology lab	practical's
5	Science lab	Practical's
6	staff room	Guidance
7	Store room	Store materials
8	Faculty room	Guidance
9	Lecture hall(B.Ed.)	lecture
10	Method room	lecture
11	Gymkhana	Related materials
12	Multipurpose hall	Various activities
13	ET room	practical's
14	NAAC room	Discussion, storage
15	Ladies room	Rest room
16	I.T. lab	practical's
17	Art and craft room	Storage , exhibition
18	Boys room	rest
19	Ladies room	Use of freshness
20	Gents toilet	Use of freshness
21	M.Ed. class room	lecture
22	Faculty rooms	guidance
23	Tutorials room	discations
24	Visitors room	Waiting
25	Seminar room	Paper reading

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

- The surrounding area is suitable for all activities and for teaching learning

- The college building is keep clean all the lecture halls and rooms are provide with proper ventilation and lighting arrangements and fans.
- Students faculty and office staff is ensured through notices which are issued from time to time. The coordination between various level.
- Every year the teacher students conduct cleanness day in our college this activities is being undertaken 2008
- Maintaining proper hygiene

  In the beginning of the academic session the faculty members and principles orient the students regarding personal hygine.
  i.e. don't split
  use of dustbin
  toilet – wash well after use etc.

4.3 Library as a Learning Resource

Gulabrao Patil College Of Education Library has adequate learning resources and well established mechanism to systematically review the various library resources for adequate access and relievence.

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

   Yes, The college has a qualified librarian librarian Mrs. Sneha Vivek Joshi (M. A. M. Lib. & I.Sc.) and 01 support staff for material collection and media / computer services.

No.	Particulars	Qty
1	Book Case	25
2	Storewell	02
3	Tables	07
4	Chairs	50
5	Computer	02
6	Printer	01
7	Fan	08
8	Display Board	01
9	New Books Arrival Stand	01
10	Thoughts Board	14
11	D.Ed. Books	6366
12	B. Ed. Books	5970

13	M.Ed. Books	3573
14	Gift Books	315
15	News Paper Stand	02
16	Fire Extinguisher	01
17	Steel Rack	02
18	Map,Chart Stand	02
19	Journals Stand	02
20	Circulation Counter	01
21	Suggestion Box	01

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

   The library of located at the ground floor of the building. Gulabrao Patil College Of Education,library provided with a libray and reading room with seating capacity of 50 students and 10 staffs of visitors.
   Library has 02 computers with internet facility for all.

Particulars	B.Ed.M.Ed	D.Ed
Total collection of books In the library including school text, text, ref.& encyclopedia & dictionaries	9543	6366
Total Magazine Journals	35	
Indian	34	
Peer revived & Refried	01	
Newspapers	06	
Maps+ Outlins+ Charts	78	
Globe	02	
Geometrical Instruments	25	
CD's	10	
Computers	02	
Printer	01	

   Internet connection is available in library for student and faculty.

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

Yes, Gulabrao Patil College Of Education Library has a library committee to review the various library resources for adequate access and relevance and to make acquisition decisions. Library committee composed of six members of the college including the librarian. The committee plans developmental activities like library expansion, purchase of new books, periodicals etc.
The meets quarterly and as and when there is additional need to discuss the suggestions and complaints, that may come through the library suggestion box.
Library Committee aims at the betterment of library

LIBRARY ADVISORY COMMITTEE

Sr. No	Name of the Staff	Designation
1	Prin.Dr.Mahaveer Adgounda Patil	President
2	.Lib. Mrs.Sneha Vivek Joshi	Secretary
3	Shri Yogeshwar Shripal Kirtikar	Member
4	Smt.Vrishali Nanasaheb Gaikwad	Member
5	Mrs. Bhagyashri Rupesh Gaji	Member
6	.Mrs.Vanita Nandkumar Patil	Member

Library Rules are formed by Library Committee.

LIBRARY RULES

Gulabrao Patil Memorial Trust's, Miraj (Sangli)

Gulabrao Patil College Of Education,Library

Welcome to all readers in Library
Library Rules :-

1. Book Bank Scheme facility is available for students for every academic year. Facility is available according to availability of books.
2. Two library cards will be issued to each students. Only two books will be given for one week.
3. Within a week if book is not returned it will charged 1Rs. Per day.
4. Fine should be paid for misuse or loss of books.
5. Books/apparatus used for practice lesson should be returned after completion of lesson.

6. Only one Reference book will be given for Identity Card.
7. Reference books will not issued outside the library.
8. Handle all reading material carefully, do not make any mark on reading material.
9. Library Time :- 10.00am –6.00pm

10.Lunch Time :- 2.00pm -- 2.30pm

4. **Library computerized? If yes, give details.**

   Yes, Library is computerized. Detail record of the library activities is maintained in the computer and Vidyasagar Software – easy and useful with peace of mind – online is used for this purpose.

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.**

   Yes Gulabrao Patil College Of Education ,Library has two computers with open access and with internet connection.
   There are no specific hours for internet usage in the library.
   But faculty and student teachers can use any time if they need.

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

   No.

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

   The library is open from 10.00am to 06.00pm for teacher trainers and faculty members on also working days.
   The timing is extended from 9.00 to 6.00pm during the examination period.
   The library remains closed on Sundays and National/Public Holidays.

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

   The information related to the new arrivals in the library comes to the notice through the display board and new arrival book stand and aannauncements during warning assembly. The Librarian personally informs the principal of

the college. After numbering and labeling the new books and exhibition is organized in the library once in a year.

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

Yes, The Gulabrao Patil College Of Education Library has book bank facility, around 2000 books are to be added soon. The books are issued to the students for use through the academic year. The books are to be returned after the completion of the university

Sr.No.	Year	D.Ed		B.Ed.		M.Ed.	
		Students	Books	Students	Books	Students	Books
1	2010 - 2011			33	495	02	22
2	2011 - 2012			52	780	11	167
3	2012 - 2013			40	685	20	439
4	2013 - 2014			37	636	17	402
5	2014 – 2015			47	900	09	189

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

Following facilities provided for student teachers who are physically challenged –

1. Ramp at the entrance.
2. Special attention.
3. Special seating arrangement
4. Extra books provided.
5. Guidance.

Other academic facilities :-

1.Gulabrao Patil College of Education Library provides Reference books for the reaserch scholars like M. Phil. & Ph.D. Students.
2.Wizdom Library, Mumbai appreciated the work of Gulabrao Patil College Of Education Library and gifted 250 books on various subjects.
3. Gulabrao Patil College Of Education Library provides reference books for the D.Ed., B.Ed., M.Ed. students for other colleges without any fees.

4.4 ICT as Learning Resource

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

Sr. No.	Computer Lab	Educational Technology Room	Office, Principal cabin, Staff room
1	PC 12+12+2 = 26	PC 1	PC: 3 Office +1 principal cabin + 1 Staff room + 2 Library = 7
2	LCD Projector 1	LCD Projector 1	LCD Projector 2 in classroom (B.Ed. +M.Ed.)
3		OHP 2, Slide Projector 1 TV 1, DVD Player	Printer 2 Scanner 1

The institution has provided well equipped computer laboratory with 26 desktop machines in lab, The computer laboratory has internet connectivity of BSNL with 10 MBPS leased Fibre Optics line for the institutions. This is used routinely by D.Ed. B. Ed. And M. Ed. Students.

Students use ICT facility for preparation of lesson plan, teaching aids, preparation for seminars, assignments and practical activities and as a learning resources. It helps the teacher trainees to enrich knowledge and keep pace with academic growth. The multimedia gives audio visual access whenever required. The institution has 2 Data Projectors fixed in the class rooms and 1 in ET Room and 1 in IT lab for displaying power point presentations and for showing educational documentaries to the teacher trainees during curriculum transaction and co curricular activities. The ET room is also equipped with OHPs. And Slide projector with TV and DVD player.

Computer Lab: The computer laboratory is equipped with 26 computers in the institution. This is used routinely by D.Ed., B.Ed. and M.Ed students.

Internet Connectivity and Access: The teacher trainees are given the opportunity to access of the internet for lesson planning and research work.

Hardware: All machines have installed advanced hardware.

Software: Recorded educational video and audio cassettes, film strips, films, slides and transparencies are available in the institution.

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

Yes.

Computer Curriculum

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

D.Ed Teacher Trainees: ICT paper for II year for 100 marks

1. Theory component: ICT, MS office word, Excel etc.
2. Computer skills to be imparted: Using the computer for educational purpose.

Students are doing practical in IT lab.

B.Ed Teacher Trainees: ICT in II year 4th Semester

1. Theory component and practical for development ability about use of ICT for teaching, interaction with hardware and software different tools, use of knowledge society.

M.Ed Teacher Trainees: For I year Semester I and semester II

1. Fundamentals of ICT in education.
2. Use e-Technologies used in instructions and evaluation.
3. Use of ICT to the conduct of the research and research communication

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

The teaching faculty and teacher trainees make use of the internet for advanced knowledge, model lesson plans, survey of related literature for research work to guide their research students.

- ➔ Collection of latest information useful for teaching through online and offline sources
- ➔ Guidance to students to visit different educational websites for references
- ➔ Preparation and presentation of PPT.
- ➔ Communication through e-mail .

All these technologies are used in seminars, workshops and teaching frequently.

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

The D.Ed., B. Ed. and M.Ed students use the ICT for power point presentations. M. Ed. researchers submit the first draft of their proposals to the research committee of the institution. The M.Ed students and M.Phil researchers use ICT for their final viva voce. The M.Ed. students use ICT power point presentation in proposal presentation and dissertation vivas as a requirement of the university.

The B.Ed teacher trainees are required to demonstrate technology based lessons during the internship programme. This provision makes the application and the use of technology a must for every B.Ed teacher trainee. Thus, using technology in the curricular transaction is a prominent aspect.

The D.Ed. teacher trainees are encouraged to use the technology in at least two practice lessons and final lessons. Some of the enthusiastic teacher trainees utilize it for conducting their final lessons also.

It is well utilized for developing proposals, a resume of the theoretical literature, survey of previous researches and for report writing.

The major areas in which the student teachers use technology in practice teaching are:

- ➔ Student teachers use technology for preparation of lesson plans, content reference and methodology of teaching.
- ➔ Student teachers use the PowerPoint presentations and video lessons for practice teaching.
- ➔ Student teachers use YouTube for preparation of teaching aids and improvised apparatus.
- ➔ Student teachers use internet to download the pictures and images to make the abstract ideas concrete.

4.5 Other Facilities

4.5.1 How is the instructional infrastructure optimally used ?dose 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.

Instructional infrastructure such as lecture halls and others made available to competitive exam
Workshop
Exhibition
Research reference (open library)
Election program me

4.5.2 what are the various audio-visual facilities/,materials (CD's, audio and video cassettes and other materials related to the program)available with the institution ? How are the students teachers encouraged to optimally use them for learning including practice teaching?

The following A.V. aids available in the institutions

Projected	Non-projected
Map	VCD's
Out lines	LCD
Models	Slide projectors
Graphs	OHP
Charts	CD's

Audio
Tape
Radios
Other
Television
Musical instruments

All teacher students used by projected and non-projected in practices lesion , seminars and block teaching

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

The following method lab are available in our college

- Method lab

Well and handmade equipped materials are use by school lesson method lab useful for all subject.

- Psychology lab

  The psychology lab of institution is well equipped and various psychological and instruments are available .there are 40 students can perform psychological experiments at a time.

- E.T. lab

  OHP video ,camera color t.v. slide projectors are available in our college .maintain by well equipped .

- The mother institution GPMT provided maintaining facilities

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

- There are over 250 members who make use of the institutional infrastructure. They are classified as fallows

  - Lecture hall

There are 06 lecture hall available our institutions
One B.Ed. class room fixed LCD projector. One portable white screen in additional to this three OHP
Other than curricular transaction throughout this year these hall(multipurpose hall) are used for

Various workshop
Special guidance
Day celebration

  - Research reference room

In the library the research room is equipped with
Research volumes
Research encyclopedia
Dissertations
Action research reports
These are available to research students for reference work.

Teaching method lab

In our institution there are 07 teaching method provided by student i.e.marathi , hindi, English, history geography, science, Math's. Method labs wrer develop with good teaching aid and materials

- ICT and computers

These are 33 computers
Portable LCD 02
OHP 03
Class room and method room
Technology based teaching laboratory
Education technology lab
Principals office
Library department
Use the computers highlight such as
Official use
Document scanning
Maintained records
Academic information storage
Results sheet
Internet

- The computer are used by the following

Administrative staff
Faculty members
Librarian
Teacher trainee

- Multipurpose hall

It is used by the institution and college for annual social gathering indoor games, workshop etc

- Psychology lab

We have awe;; developed psychology lab with various of psychology test, equipment , aptitude and intelligence test

Infrastructure

Sr. no.	Infrastructure	Purpose of use
1	Santha office	Meeting
2	Principal room	Office work
3	Office	Office work
4	Psychology lab	practical's
5	Science lab	Practical's
6	staff room	Guidance
7	Store room	Store materials
8	Faculty room	Guidance
9	Lecture hall(B.Ed.)	Lecture
10	Method room	Lecture
11	Gymkhana	Releded materials
12	Multipurpose hall	Various activities
13	ET room	practical's
14	NAAC room	Discussion, storage
15	Ladies room	Rest room
16	I.T. lab	practical's
17	Art and craft room	Storage , exhibition
18	Boys room	Rest
19	Ladies room	Use of freshness
20	Gents toilet	Use of freshness
21	M.Ed class room	Lecture
22	Faculty rooms	Guidance
23	Tutorials room	Discussions
24	Visitors room	Waiting
25	Seminar room	Paper reading

Gymkhana room

- Carom-03
- Chess -03
- Javelin -02
- Ghongaroostics-17
- Skipping-11
- Dumbbells-50
- Rings-12
- D iscuss-02

- Shotput ball-02
- Throball 02
- Badminton rackets 04
- Lezim-25
- Holly ball net-01

Music room

- Rack -01
- Harmonium-01
- Tabala-01
- Hatteli-01
- Mattress-01

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

Yes

In the classroom are well equipped with

- LCD projector
- OHP
- Mike system
- Speaker

4.6. Best practices in infrastructure and learning Resources

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

The faculty participate in different workshop of ICT

The institutions send the faculty members to participated in different courses. Such as like

- Orientation
- Refreshers course
- Seminars
- Paper presentations

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

Visits to website and download

- Information and images
- Use of mobile handsets
- Ppt by the staff members
- Internet communication
- Non-projective teaching aid

4.6.3 what innovations/best practices in 'infrastructure and learning Resources' are in vogue or adopted/ adapted by the institution?

- Maximum use of infrastructure and resources
- Stress on beautification of campus
- Provided by UPS inverter scanner
- CCTV
- LAN
- Well equipped secence lab
- Well equipped psychology lab
- Well equipped library

The institutie has recruitment portal on TIMES job

Criterion V
Student Support and Progression

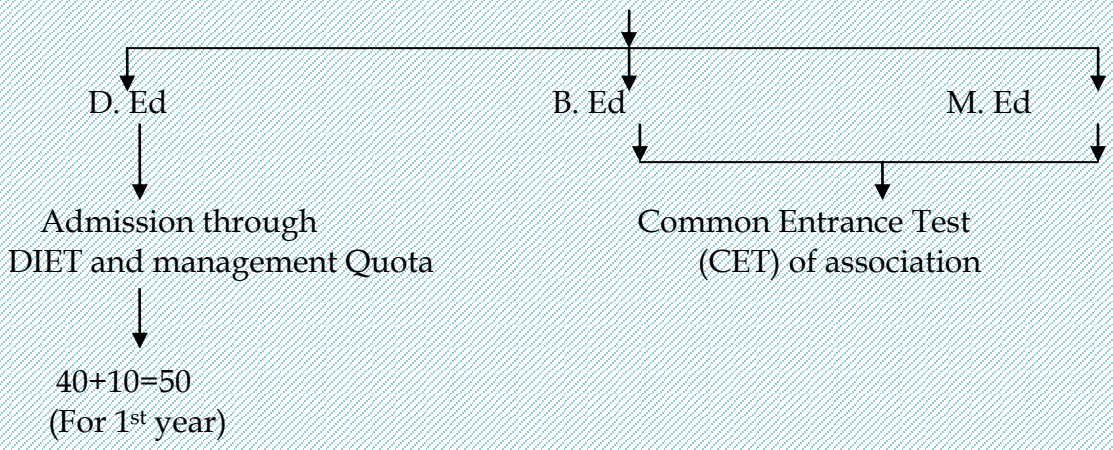
Criterion V: Student Support and Progression

5.1 Student Progression

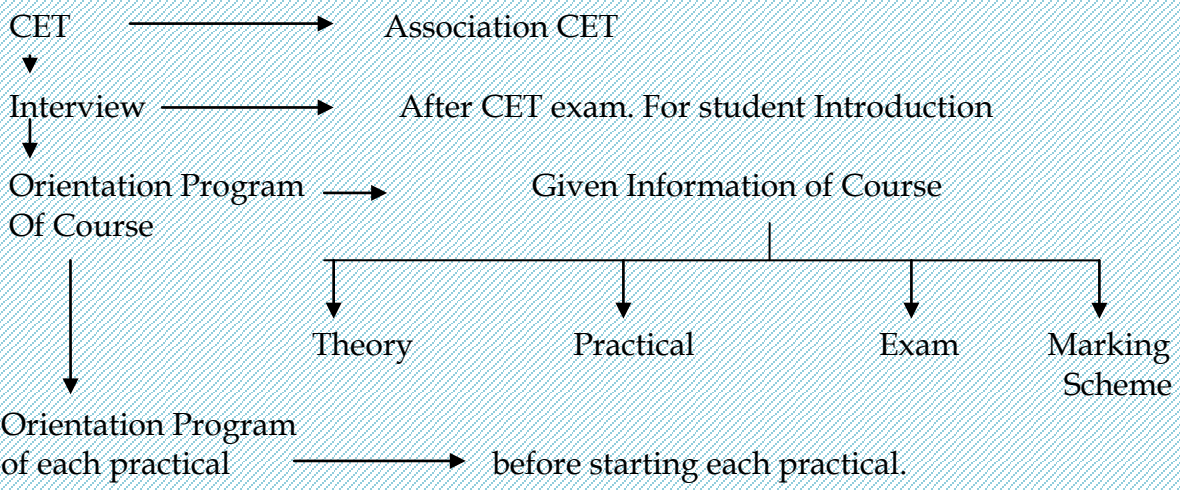
1. **How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (student's pre-requisite knowledge and skill to advance) to completion?**

The B.Ed and D.Ed students are admitted through the state administered admission (through association) procedure that consist of the common entrance test (CET) of Association .Teacher trainees of B.Ed and M.Ed program are Admitted through Proper Procedure of Shivaji University, Kolhapur.
The D.Ed trainees are admitted through the DIET administered admission procedure and through management quota admission (40+10) there is no Common Entrance test for D.Ed admission, through merit student gets admission. The D.Ed. faculty goes in various 12th std. schools and shows power point presentation for D.Ed. admission.

Admission Procedure



Teacher trainees are come from various colleges after there H.S.C, graduation and post graduation .So it is important to get them comfortable environment for training. So our college follows following practice to ensure the preparedness.



The College organizes the self introduction program for teacher trainees. In this they told about there all information regarding to education, hobbies, achievement, interest and future plans etc.

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

Our Campus insure the environment regarding to :

1) Campus environment
2) College building
3) Curricular and co – curricular activities
4) Teaching- Learning program
5) Value education
6) Library
7) Other

1. Campus environment -

   The campus of college is clean, and spacious. The institution is situated in green surrounding. Campus has adequate space for ground, parking of vehicles, cultural activities, library etc.

2. College Building -

   The classrooms, Method rooms are specious. Benches and furniture is comfortable for students. Slide Projector, OHP, other teaching aids are provided in classrooms.

3. Curricular and co – curricular activities -

   The faculty follows the academic year plan and time table for curricular and co – curricular activities.

4. Teaching Learning Program -

   Faculty uses teaching aids, ICT for teaching. Slide Projector, OHP also provided in classrooms. Lectures on current topics are organized.

5. Value Education -

For understanding the values for dignity of labor, discipline, punctuality, and moral values etc. all activities are properly planned e.g. work education, community based experience, dress code etc.

6. Library-

Well established, well furnished, well equipped library with having thousands of books.

7. Other -

Our institution has well furnished psychology, science laboratory, IT and ET lab. As well as the merit holder's students get awards from institution for motivating them to achieve higher goals.

These All Activates promotes motivation, satisfaction and development and performance improvement of teacher trainees.

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?

The drop-out rate in the last five years is as follows:

Academic Year	Gender	D. Ed	B. Ed	M. Ed
2010-2011	M	1	0	0
	F	0	2	0
	Total	1	2	0
2011-2012	M	0	0	0
	F	2	2	0
	Total	2	2	0
2012-2013	M	0	3	1
	F	1	1	0
	Total	1	4	1
2013-2014	M	0	1	2
	F	2	3	0
	Total	2	4	2
2014-2015	M	0	0	0
	F	3	1	1
	Total	3	1	1

- **Possible Reasons :**

1) Marriage – Mostly female students were drop – out after they get married.
2) Family Problems – Some female students were drop – out because their family members refuse to let them continue education.
3) Job – Some male students get suitable job opportunities so they drop – out.

e.g. Police recruitment.

4) Financial Crises – Some students are drop–out because sudden financial crises.

5) Other Course – If a teacher trainee gets admission in a other course like M Sc., MBA, then they drop-out of the course.

6) Health Problems – If any health problem arriving with family members then students drop- out.

- **Mechanism for controlling drop- out :**

College tries to avoid drop outs as far as possible by adopting following strategies

1) To find out the resone behind drop out
2) Providing counseling service by staff.
3) Consultation and co-operation with parents.
4) To develop interest among the student teacher about the course from 1st practical i.e. micro-teaching.
5) Giving proper guidance for submission and completion of all curricular activities.
6) Consulting orientation program to prepare for curricular activities and to develop positive attitude towards course.

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

A) To students are as follows
   1) Use of multimedia
   2) Library learning resources
   3) Free internet access
   4) Guest lectures
   5) NET, SET guidance
   6) Display advertisement on notice board related to Career, Competitions etc.
   7) Ph.D. guidance (Shivaji uni.,Kolhapur And JJTU uni., Rajasthan)
   8) Dattak Dat
   9) Lectures on interview skills

B) To compete for the jobs
   1) Giving guidance for job interview
   2) Giving guidance for conducting demo lessons to get job.
   3) Providing job opportunities in Gulabrao Patil Memorial Trusts Cambridge school, CBSC school, D.T.Ed., B.Ed. and M.Ed. faculty.

C) For NET, SET preparation

1) Providing syllabus and discution.
2) Guidance for study- selection of optional subjects, course content, how to study, time management etc.
3) Reference books – made available in library
4) Providing previous exam question paper sets.

N.E.T., S.E.T. record

Academic year		NET	SET	Ph.D	M.Phil.
2009-10	appear	15	13	1	1
	pass	1	4	-	-
2010-11	appear	16	17	-	-
	pass	1	1	-	-
2011-12	appear	16	10	-	-
	pass	-	-	1	-
2012-13	appear	11	12	-	-
	pass	-	-	-	-
2013-14	appear	14	13	-	-
	pass	-	-	1	-
2014-15	appear	15	13	-	-
	pass	-	-	-	-

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

Majority of teacher trainees choosing teaching as an profession. Few of them continue further studies whereas some of them choosing other opportunities than teaching.

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	37.64	41.10	40
Employment (Total)	50.48	55.63	50.48
Teaching	90	85	82
Non teaching	10	15	18

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

The students who study in the institution for them institution provide facilities like library , electronic facilities like internet / ICT during academic year.After completion of academic year institute can't provide the above facilities and regular teaching programs also not arranged for them. Most of teacher trainees come to refer research report , thesis , volumes' , reference books etc

The internet facility from information technology lab available for students searching information, notes 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.**

The formed placement cell is not available in institution but institution provide the facilities of job for the pass out students in GPMT Stateboard Cambridge School, CBSE School, Jr. College, D.Ed ,B.Ed and M.Ed faculty.

Teachers trainee who held good merit had opportunity to get job in the same institution, Cambridge School and CBSE School .

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

There is no placement cell in the institution but some English medium teachers trainees get opportunities for teaching job in state board, CBSE School and in D.Ed. Marathi medium M.Ed students get opportunities for teaching jobs in B.Ed.

Some lady candidates have limitations to join the job due to some family problems, responsibilities and transport problem.

To overcome these problems institution tries to communicate with senior authorities of English medium school {Cambridge School – State & CBSE} for the appointment of Marathi & Hindi method teacher trainees.

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

No placements cell is provided in institutions, but some teacher trainees of English medium who taking lesson in Cambridge School State & CBSE Board have opportunity to get job in Cambridge School Institution recommend good and merit holder teacher trainee to get join in Cambridge School

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

No any resources like financial human & ICT provided by the institution to placement cell

5.2 Student Support

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

1. Meeting – end of academic year
2. Meeting beginning of an academic year
3. Discussion and selection of head of each department.
4. Tentative year plan discussed in meeting
5. Academic calendar (tentative) prepared by faculty
6. Department wise tentative dates are given to group in charge
7. Completion of year plan of curricular, co- curricular & extracurricular activates by per group in charge and subject teachers
8. Meeting held on starting of each month
9. Discussion on all activates that institute should be taken that month
10. Head of faculty prepare time table for co-curricular and extracurricular programmers.

Curricular program

The time table department is entrusted with the implementation of curricular activities. This is done by the regular time table

Before beginning any curricular activity the respective department conduct an orientation lecture about activities, duration and evaluation

Co-Curricular program

Co-Curricular activities are planned in co-ordination with curricular activates head of faculty , department make plans time tables for that under the guidance of principal

Extracurricular activities

The institution provides indoor, outdoor sports equipments to students for games like cricket carom chess volleyball etc

Students are motivated to participate in competitions like elocutions, essay writing,recipe competition mehandi and rangoli competition etc.

All the curricular co curricular and extracurricular activities are evaluated in terms of the fulfillment of objectives for which they were planned

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

The institution follows the policy of inclusion is. No concession should be given to complete their academic work practical completion & practice teaching lesson encourage motivate challenged students to participate co curricular and extracurricular activities

During practice lesson they will be permitted to take help of others students for preparation and putting teaching aids etc

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

The institution has mentoring arrangement it is organised by " Dattak gath { Adopt group }

Dattak gat

1)Teacher trainees are divided into groups

2)10-20 teachers trainees & one assit professor belongs in one Dattak gat

Role of Dattak gat

Guide of Dattak gat discuss with principal about students and take meeting with students

He discusses with student about their academic problems personal / educational problems practical completion about lectures any difficulty about theory papers and practice teaching.

The guide of dattak gat held meting on every month and tries to receive the problem faced by the trainees.

If any students has some problems related with theory skill practical lessons tutorials or attendance it can be tried to solved by guide

If the problem of students related with attendance then guide informed to parents of the students

For unsolved problems informed to Principal sir & then necessary action is taken

13. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

The institution has a fully qualified & experienced faculty

1. The faculty members attend workshops conferences & seminars for their professional development & related with new trends new syllabus etc.
2. Faculty meetings are regularly conducted for

a} after attending any workshop seminar or conference by any faculty members to share their experience and new trends

b} to discuss the changes in the new syllabus

c} for orienting about a new topic / concept from syllabus

d} for planning implementation and feedback on curriculum transaction

e} for giving information about the workshops seminars and conferences to faculty members

3. by using OHP power point presentation teaching aids in the class room it makes the teaching learning process effective

4. There is the unlimited internet facility for faculty member

5. the institutions has rich library resources for faculty members and students

6. feedback from students is taken at the end of the academic year

7. Evaluation of faculty's teaching by 4 ways

1. principal by observing lectures

2. peer evaluation

3. students

4. The expert persons selected by Chairman

14. Does the institution have its website'? If yes, what is the information posted on the site and how often is it updated?

The institution has a website http: //www.gpmtbed.org

(http://www.gpmtded.org - for D.Ed)

Information posted on the website is

1. Mission
2. Objectives
3. Faculty profile
4. Management
5. Courses
6. Features
7. Gallery photos etc

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

Yes the institutions has a remedial program for academically low achievers low achievement in

- Theory course
- teaching skills
- understanding practicals

1. Low achievement in theory course

Problems- in tutorials internal test and exams & content enrichment program

Solution 1. Encouraged to solve previous exam papers

2. Diagnose their problems

3. Given suggestions

4. Guided for further improvement

2. Low achievement in teaching skills

Problems – low confidence no stage daring language problems, preparation of lesson plan etc
Solution - Motivate for stage daring 2. Practice of writing lesson plan 3. Guided for increasing confidence 4. Practice of taking micro lessons

3. Law achievement in understanding practical's
Problems - attendance problems, illness ,capacity of students

Solutions 1. Guidance for practical in Dattak gat
2. Individual guidance
3. Providing information about books and internet sources
4. To motivate for practice to increase capacity of students

16. What specific teaching strategies are adopted for teaching
a) Advanced learners and (b) Slow Learners

Following specific teaching strategies are adopted for teaching

A} for Advance learners

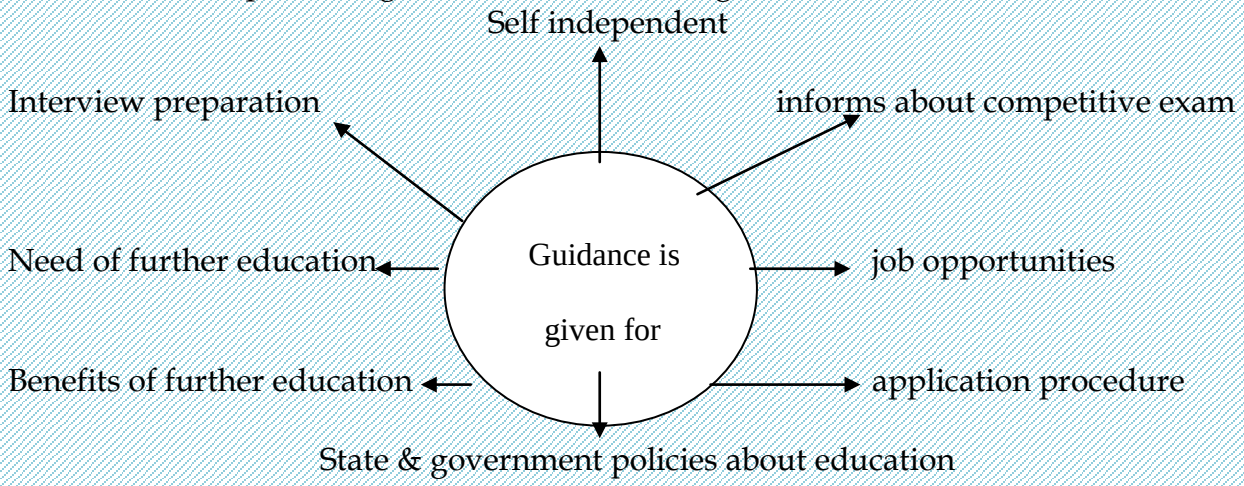
- Emphasize on co-operative learning
- Practice for writing questions based on theoretical part
- Motivation for the use of internet resources and different references books

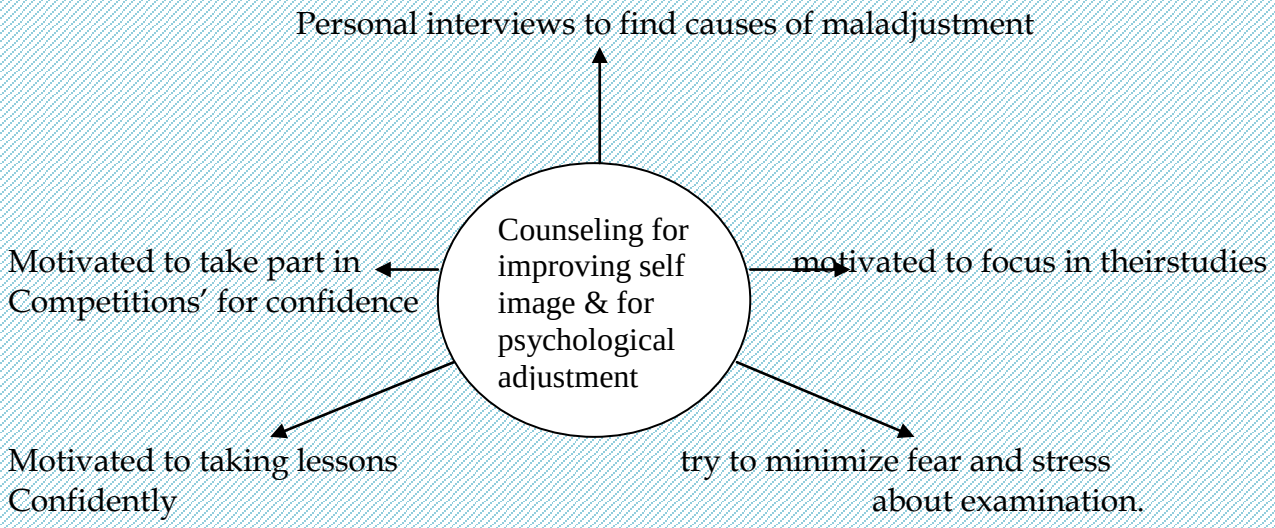
B} slow learners

- Giving guidance in Dattak gat
- Orientation counseling is given for slow learners
- Opportunity is given to improve their performance in written form
- Advance learner helps slow learner

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

The institutions provides guidance and counseling services to teachers trainees





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

The mechanism of grievance redressal comitte for personal & common grievances has been set up in the institution

The last two years, the institution has redressed the grievance related to drinking water supply, cleanliness of washrooms, supply of water in washroom, internet facilities library hours, English medium & Hindi, medium notes etc.

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

Progress of the candidates at different stages of programs monitored by following activities

1) **Formative evaluation for theory:**

Tutorials terms end and preliminary examinations.

2) **Teaching competency:**

Micro lessons integrated lessons, school lessons, block teaching lessons.

And advised for intensive practice, orientation, feedback & guidance is given to achieve the required level of competency.

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 teacher trainee's competency to begin practice teaching is with micro teaching.

Micro lesson

↓

Orientation about micro skills, component sub skills, Need& significance of skills & demonstration lessons.

↓

Use of proper teaching aid

↓

Proper guidance for developing lesson plans

↓

Lesson plans are carefully checked by group guide

↓

Student's micro lessons are observed with the help of observation charts.

↓

Feedback is provided by the faculty & peer students.

↓

After teach, re-teach sessions are conducted.

↓

If desirable improvement seen after re-teaches, the next skill is introduced.

↓

One bridge lesson conducted & evaluated

↓

If necessary, re-teach can be taken.

Practice Teaching:

The follow up support in the field provided to the teacher trainees during practice teaching in schools are:

1)Proper use of micro – skills

2) Instructional objectives & their specifications - to understand

3) Selecting Proper teaching methods.

4) Preparation of proper teaching aid.

5) Use of teaching aid.

6) Quality of lesson plans.

7) Preparation, confidence, content Knowledge of teacher trainees.

8) Teacher effectiveness

9) Teaching – learning Process and core elements, values etc.

10) Student Feedback

For all these gives guidance and feedback from the method guide and observers.

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.**

(i) List the current office bearers :

Designation	**Name**
President	Prin. Dr.M.A.Patil
Representative of trust	Smt.Pramiladevi Gulabrao Patil
Member	Asst. Prof. Y.S. Kirtikar
Member	Asst. Prof. G.Y. Kabnurkar
Alumni Representative	Rejula K
Alumni Representative	Usha Kulkarni

(ii) year of the last election

The president of the alumni committee has the authority to appoint other office bearers. As per the constitution of the alumni, the institution appointed the above mentioned office bearers by president in the year 2014.

(iii) List of activities of last two years.

- Providing suggestion for academic growth.
- Suggestions for developing infrastructure of the institution
- Help us to get schools for practice lessons.
- To provide feedback to the institution.

(iv) Give details of the top ten alumni occupying prominent position.

Name	Designation
Mrs. Christeena Rajeev	Principal Cambridge School, Miraj.
Mrs.Kavita Mehra	Principal, CBSC Cambridge School, Miraj.
Mrs.Neha Vatave	Principal, Varnali high school, Sangli.
Mrs.Rekhatai Kadam	Principal, Vidyamandir Prashala Sangli.
Shri.Subhash Omase	Principal ZP school,Mallewadi.
Dr.Usha Kulkarni	Teacher, Jubilee Kanya Shala Miraj.
Mrs. Sangita Oak	Asst.Prof. Gulabrao Patil D.Ed.college Miraj.
Mrs.Rejulak K.	Asst.Prof. Gulabrao Patil B.Ed.college Miraj
Mr.Rafiq Tamboli	Asst.Prof. Gulabrao Patil M.Ed.college Miraj

(v) Contribution of alumni committee to the growth and development of institution.

- Suggested new areas for social work practical.
- They evaluated functions of Teaching, Learning Process in the institution.

2. 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 word development is not only related with only intellectual development but, the physical development is also essential.

The institution provides opportunities for developing other talent with teaching profession.

Teacher trainees are motivated to participate in extracurricular activities.

The Faculty head of physical education arranged various sports activities like cricket, skipping (Only for girls).long

jump, carom chess, volley ball running (100 M) disc throw, etc the institution provide suitable ground and materials for sports.

The cultural department organizes various extracurricular activities competitions like essay writing, elocution, poetry drama, skit art etc. for all these suitable time is provided.

The faculty encourages the teaching trainees to perform suitable entertaining programs of music & dance, drama during annual gathering.

Awards & certificates are presented to the winners.

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.**

Every year, at the end of academic year institution prepare hand written hastalikhit Known as "Amhi". Teacher trainee expressed their views about institution, about staff, about classmates about good & bad experience from institution about their self past memorable experience etc. Teacher trainees are encouraged to write their experience. M. Ed students encouraged for writing research papers and present in seminars, conference & workshops. Teacher trainees are encouraged to writ inspiring through; articles related to current global as well as educational issues for the notice board. Teacher trainee's sincere efforts are appreciated by chairman, principal and all staff.

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

The institution has teacher trainee's council constitution of student council as below:

1. List is made based on the average marks of CET & Last Year result.
2. The student scoring the highest marks & who has the expected abilities is selected as C.R. by authority.
3. The leader for the different committees e.g. cultural ,physical education, anti ragging ,anti sexual harashment cell principal nominated 2 representative ,representative of backward community ,ladies representative of backward community ,ladies representative NSS, NCC representative, social service, school experience representative etc. are nominated as per the abilities,and required certificates.
4. From the nominated candidates the best candidate is selected as a representative
5. The Final Authority lies with the Principal.

6. The Method Teacher & Principal Selects representative from the method teacher trainees for the sake of method club.

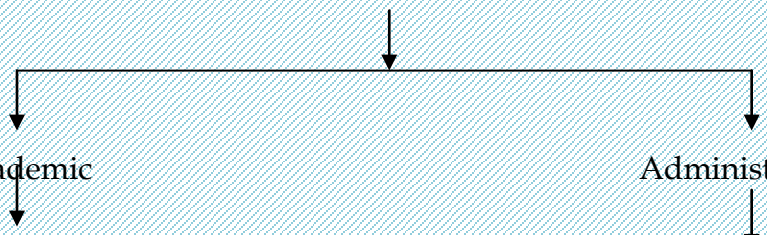
Major Activities:

1. **Discipline:**
   The responsibility of discipline is done by the student council in the absence of teacher.
2. **Day Celebration:**
   Important days are celebrated by the Cultural department. All teacher trainees are encouraged to participate & Conduct the program.
3. Planning Of Assembly:
   Every day Assembly planning is done by cultural group known as Kul.
4. Annual Gathering:
   Annual Gathering, Entertainment Programs, competitions & Prize distribution ceremony etc are implemented for teacher trainees.
5. Method Day Celebration:
   Celebration of days related with method e.g. 14 Sept. Hindi day, 27 Feb. Marathi day, 28 Feb. Science Day, 14 Jan. Geography Day etc are celebrated through method club.

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

Institution gives more opportunities to the teacher trainees to represent the academic and administrative bodies.

Academic and administrative bodies



Academic	Administrative
• Cultural Dept.	- Anti ragging committee
• Physical Education committee	- Anti Sexual harassment
• Internship group leader	- Grievance Redrassal Committee
• C.R	- Alumni committee
• NSS, NCC	- Dattak Gat
• Principal Nominated representative	

Various Activities:

a) Involved in planning & Organization of co – curricular & extracurricular activities.

b) Gives suggestions for betterment of administration.
c) In the social service, internship program, cultural department, about class discipline the group leader also helps to assists the professor in charge.
d) In annual gathering some committees are formed for stage decoration, seating arrangement, Sneh bhojan, sports, swagat, during price distribution etc.

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?**

At the End of Academic Year

Informal feedback & data collected by institution by teacher trainees.

For future curricular planning, growth, development & implementation.

Issues are discussed

The management supports the faculty, non teaching faculty for proper implementation, growth and development.

5.4 Best Practices in Student Support and Progression

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

Best practices

- **ICT Accessibility:**
  The institution has provided internet access to the teacher trainees in ET and IT laboratory. Use of internet is an essential feature for study. Teacher Trainees used internet for making notes and during practice teaching.
- **Dattak Gat:**
  The institution has a special mentoring arrangement known as dattak gat. The teacher trainees are divided in to groups. Each group has one guide (Prof.) the problem of teacher trainees related to practical, theory, project, seminar, Educational or related with fees discussed with their group guide. The Guide helps students to solve their difficulties. For unsolved problem, Guide informed to the principal and then necessary action is taken.

- **Remedial Teaching :**

  After tutorials, term end exam. faculty got some difficulties of teacher trainees related with theory. Institution tried to find the rezones behind that difficulties .Teacher trainees who has the problem, the remedial teaching program is organized for them. These programs are arranged in the form of extra Lectures, Expert Lectures and personal guidance.

- **Extra Lectures:**

  Extra Lectures are organized for all teacher trainees at morning to solve difficulties related to theory course and to make them aware about exam. & study.

- **NET, SET Guidance:**

  The M.Ed. Faculty arranged NET, SET Guidance Workshop. In that workshop the faculty gives guidance about exam pattern, Paper pattern, Exam importance, time management & study material to M. Ed Teacher trainees

- **TET Guidance:**

  The D.T.Ed. , B.Ed and M.ed Faculty arranged TET Guidance for teacher trainees who are interested in exam and apply for the exam.

- **Personality Development :**

  The Shivaji University , Kolhapur and the government of Maharashtra Provided various good schemes for personality development of teacher trainees .e.g.various theory courses ,social service , language and life skills development ,initiatory school experience ,use of ICT,action research ,project related to community experience ,physical education ,cultural activities ,practice lessons etc.

- **Scholarship:**

  Institution provides scholarship & freeship schemes for teacher trainees as per the rules of state & central Government.

- **Award:**

  Institution gives award to teacher trainees who held top three positions at university.

Rank in Univercity	Award
1st	Rs.10,000/- Momentum & certificate
2nd	Rs.5,000/- Momentum & certificate
3rd	Rs.3,000/- Momentum & certificate

Criterion VI
Governance and Leadership

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

1. **What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?**

Motto – The motto of institution is ' Dnyan Mev Guru'.

Purpose –

1. To provide trained and skillful teachers to the secondary and Higher secondary schools.
2. To develop competencies such as communication skills, developing teaching aids computer awareness (ICT skills), leadership qualities etc.

Vision - To offer quality education that enable students to equip with the knowledge ,attitudes, behavior and required for classroom teaching.

Mission – To prepare outstanding educators and to advance the profession of education.

Goals - _1.To impart best teacher training to the students.
2. To develop the personality and character of students by value education.
3. To inculcate human ,moral and social values amongst pupil teachers.
4. To create capable pupil teachers with pursuit of knowledge and excellence.

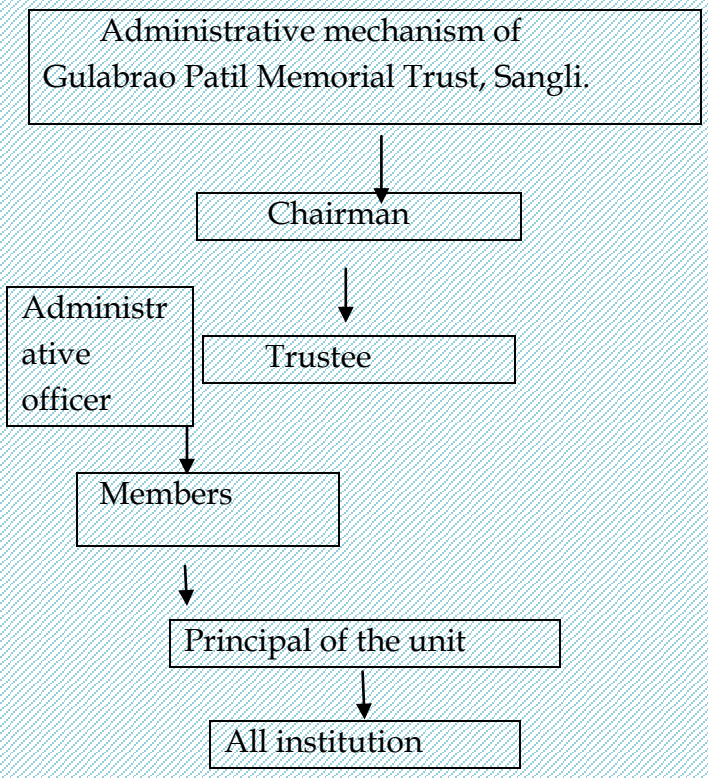
Values - The institution tries to inculcate the following values amongst its stakeholders.

1. Social awareness
2. Dignity of labour
3. Gender equality
4. Patriotism
5. Secularism
6. Democracy
7. Co-operation
8. Protection of enviornment
9. Scientific attitude
10. Technology awareness

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 Institution's mission includes the institutions 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.

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.)



Role of Management for effective and efficient transaction of teaching and learning processes.

- Forming LMC
- Monitoring,inspecting and co-ordinating the academic activities.
- Recruitment of qualified staff as per requirement.
- Funding for academic and infrastructural development.
- Implementing quality improvement programmes.
- Organization of conferences.
- Organization of the speeches of eminent personalities.

- Felicitation of students, teachers,non-teaching staff for outstanding performance.
- Concession in fees to the needy students.

4. **How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?**
   At the beginning of every academic year the Principal of the college allot the academic responsibilities and distribute the work to the faculty.
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 institution collects information through

1. Self appraisal and self assessment report of the teachers.
2. Discussion with the teachers through meeting.
3. Reporting by the Principal of the college confidential report.
4. Feedback and suggestions from students and parents.

6. **How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?**
   The institution identify and address the barriers in achieving the vision or mission and goals by taken into consideration the suggestion given by pupil teachers in suggestion box, through staff meetings. Now a days the flow of students towards teacher training programme has decreased due to employment problems. This situation is the barrier in achieving the mission and goals.
7. **How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?**

1. Encourage the staff for their professional growth.
2. Permits all college staff to participate in syllabus orientation seminar and workshops.
3. Felicitation of the teachers and non teaching staff for their better performance.

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 Principal of the institution play an important role in the implementation of curriculum along with the administration. The principal allots the workload to the staff member. The principal gives guidance for the academic activities and for the planning of practical's. The principal plans academic calendar by discussing with faculty members. Different committees are formed under the guidance of the principal. He provides proper guideline for internal assessment and for every activity in the college.

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.**

Committees of different institutional activities.

Name of the Department

1) Supervision
2) Guidance
3) General administration
4) Aamhi Manuscript
5) Correspondence
6) Alumni
7) Practice teaching
8) Micro teaching
9) Demonstration lessons
10) Simulation teaching
11) Educational Teaching aids
12) Pre school experience
13) Bulletin lessons
14) Time table planning
15) Internal assessment
16) ICT lesson
17) Internship
18) Models of teaching
19) Discipline
20) Class teacher
21) Adopted group
22) Physical education
23) Social service -supw
24) Publishing dept.
25) Examination
26) Trip / Excursion
27) Knowledge constructivism
28) Cultural
29) Action Research
30) Evaluation

31) Notice
32) Registers
33) Lead colleges
34) Annual gathering
35) Ragging committees
36) Anti sexual harassment committee
37) Notice Board
38) Purchasing committee
39) Annual report.

Details of the meeting held.

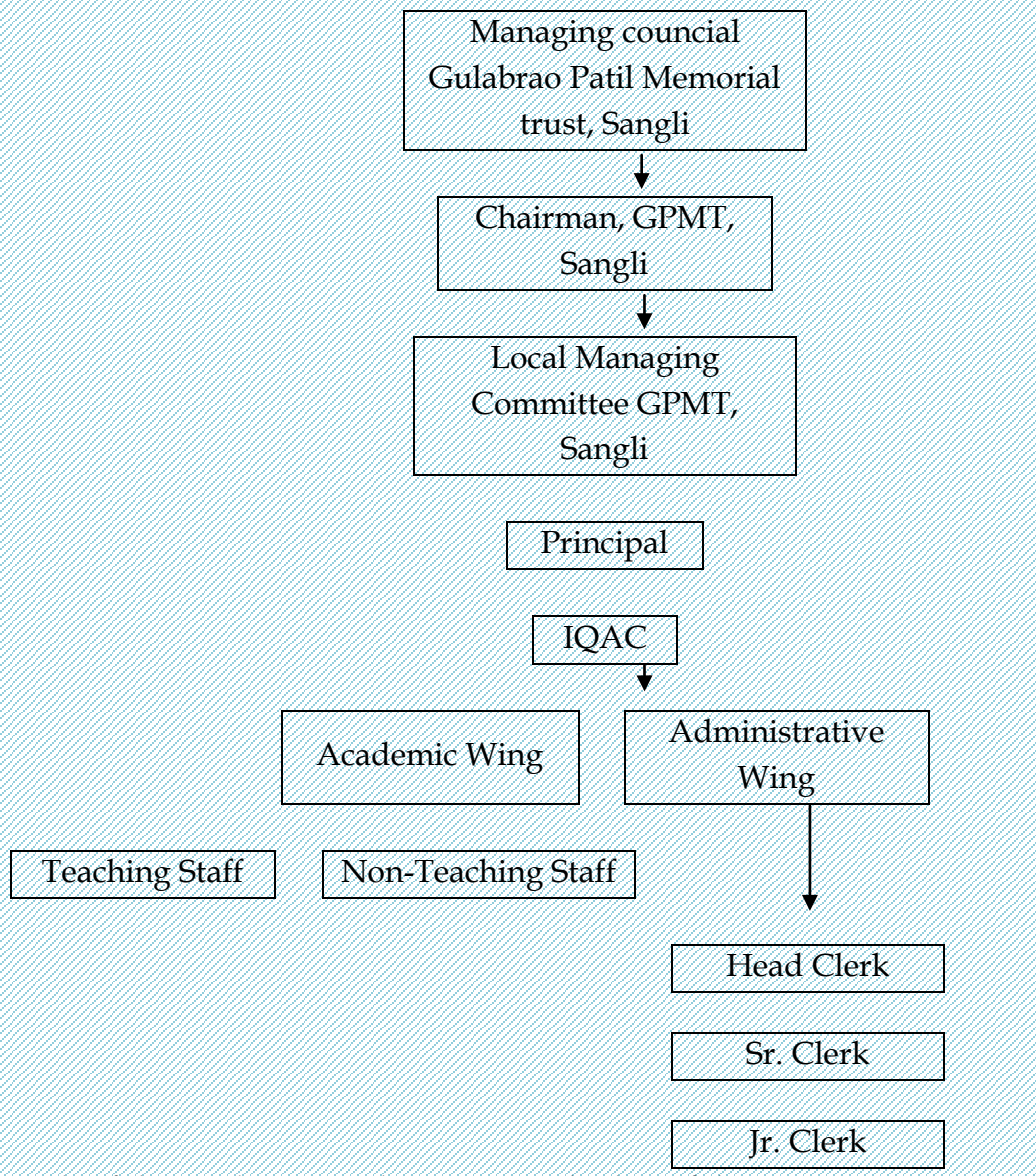
Sr. No.	Name of the Committee	Dates of meeting	Decision
1	Local Managing committee	15/09/2013	Completion of recommendations given by affiliation committee.
			To give Advertisement for vacant post.
			Congratulation for internal quality improvement by the principal
			Welcome of now teachers/employees
		10/01/2015	Admission process 2015-16
			Regarding affiliation
			Regarding physical facilities
			Developing vibrant campus
			Congratulation for publishing for Dr. M. A. Patil & Mr. Kirtikar
		13/02/2015	Planning for annual gathering
			Completitions of the wndintion given by local inquiry & Security committee
			Purchasing books
			Regarding prize distribution
2	Purchasing committee	05/09/2013	Te enlist dearl stock Edu. Material Stationery in last year
		15/11/2014	Purchase sports material
			Purchase LCD Project
			Purchase answer sheet
		21/02/2015	Purchase the NET SET

			Purchase the Scanner
3	Student Council	23/08/2014	Regarding establishing Student council
		10/11/2014	About students problem in academics
		09/02/2015	Regarding the internship programme
			To plan about annual gathering & selections Volunteers
			The completion of the practical's & Viva-voce.
4	Library committee	30/08/2014	Purchasing ref. Book for B. Ed. & M. Ed.
		13/02/2015	Implementing Book bank Scheme.

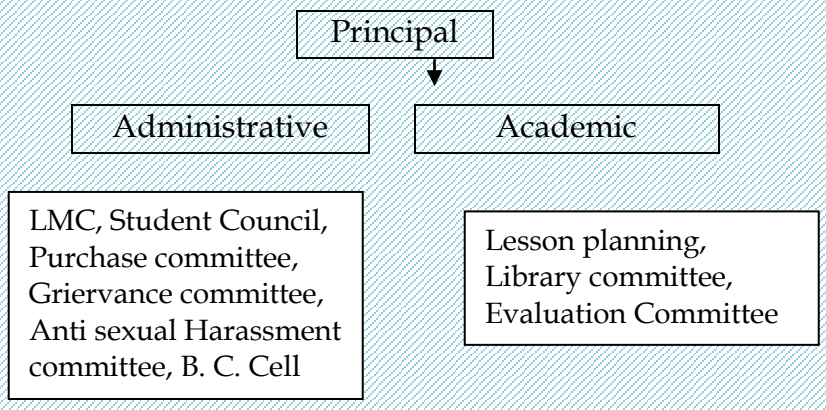
2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

The organizational structure of the college for effective academic & administration work is as under.

Organizational structure of the college.



Details of the academic & administrative bodies of the institution.



3. To what extent is the administration decentralized? Give the structure and details of its functioning.

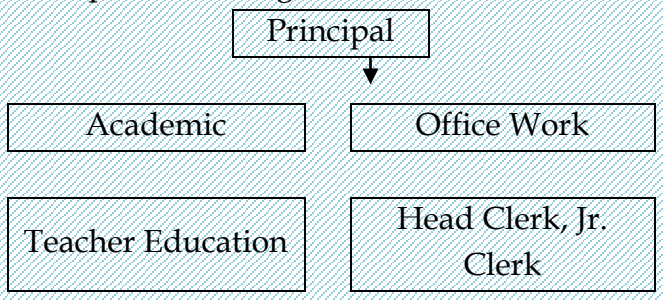
The administration of the institution is decentralized due to the better organization of academics & practicum & different activities in the institution. The decentralization of the administration in the institution is as follows.

The principal has the responsibility of administration work of the college & the arrangements of the different activities in the college with the help of respective heads of departments.

Teacher educators has allotted different committee to plan & organize the implementation of committee's task.

Teacher educators have given sufficient autonomy to plan & execute task through various academic & administrative committees.

The head clerk of the college handles office administration. The office work is allotted among the subordinates as per their designations.



- Class teacher
- Head of Practice Teaching
- Head of internship Programme
- Head of physical Education
- Head of Adopted group
- Heads of Practicum
- Head of Cultural activity
- Head of social service
- NAAC coordinators

4. **How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?**

Individual Meetings, group Meetings, Notices, Circulars, Telephone communication, Mobile communication, Intercom, E-mail, Fax, Official Letters, helps the institution to collaborate with other section or departments and school Personnel to improve and plan the quality of educational provisions.

5. **Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.**

Yes, The institution receives feedback from different stakeholders regarding academics and administration of the institutions. According to obtained information the institution does necessary changes and improvement in performance.

1. Allotment in internship school
2. Exam Schedule
3. Library Schedule
4. Extra Teaching Hours
5. Submission of Practicals
6. Availability of learning material
7. Give availability of Hindi & English Reference Books

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).

- Different activities of Staff Academy
- Motivation for writing in seminars and developing the learning material
- Participation in different workshops

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?**

Yes, the institution has MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution.

2. **How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?**

- Different committees are formed for the effective functioning of the institution
- The Principal distribute the work to the faculty according to their interest and potential

- Meetings are arranged with the management staff and with student council

3. **How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?**
   The college has appointed well qualified and competent staff to support the implementation of the mission and goals. To execute different plans of the intuitions the necessary financial provision is made available through LMC.
4. **Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?**
   In the beginning of every academic year, the academic plan of the institution is developed according to the curriculum presented by affiliating university. The principal of the institution allots the responsibilities of academic programs to all faculty members. Teachers have become in charge of different practicum part & they prepare tentative plan for the concerned practicals department. All faculty members submit their year plan including theoretical & practicum part to the principal at the beginning. The academic plan after discussion between the principal and the staff members.
   Along with academic plan the principal takes meeting at the end of every month & plans for the following month.
   The head of the practice teaching lessons and internship program communicate with the practice teaching schools headmaster & Teachers time to time by individual meeting or by phone to see the availability of date for the arranging the lessons.
5. **How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?**
   The principal of the institution communicate about the objective to the staff members through meetings. The principal assigns responsibilities to the individual staff member as per his or her potential. Every teaching and non-teaching staff completes the given responsibility sincerely and efficiently.

6. **How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?**
   The visions, missions & implementation plans monitored, evaluated and revised through the internal examinations analysis of annual results, reactions given by employers, experiences of students, feedback given by practice teaching schools and parents.
7. How does the institution plan and deploy the new technology?
   Gulabrao Patil B. Ed. college always motivates to the teaching, Non-teaching staff and pupil teachers to use new technology for teaching learning process and for the office

work. The institution has its own OHP's LCD Projectors, desktops, laptops and scanner. The institution has well equipped information technology laboratory to develop computer skills among pupil teachers. The institution conducts workshop such as IT based lessons and use of ICT for statistical analysis in research. The pupil teachers prepare power point show for the presentation of the lesson. The staff members also make use of LCD projector & OHP's for the teaching purpose. The internet facilities are provided in IT Lab college library & in office. The teaching, Non-teaching staff and pupil teachers use internet as a learning resource. Teaching staff also make use of their own laptops and tabs & mobiles to get the updates in education and to enrich the content and for the evaluation. Non teaching staff use internet for the admission process and the computer for official work. Pupil teachers also makes use of laptop & mobiles for teaching & learning purpose in practice teaching and in internship schools.

6.4 Human Resource Management

1. **How do you identify the faculty development needs and career progression of the staff?**

   The institution is always concerned about the faculty development and progression of the staff. The principal of the institution always encourage to the staff for writing research papers for journals, seminars, national and international conferences.

   The staff is always motivated to attend orientations of new syllabus and the orientations regarding implementation of new practicals.

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?**

   The principal of the institution observes the lecture of the faculty time to time and give proper feedback to the faculty for his or her performance and if necessary tells the suggestions for improving teaching and necessary changes in teaching.

   At the end of academic year the faculty members give self-appraisal report including innovative methods techniques used by him/her and about his/her performance in the whole academic year.

   In every year the feedback is taken from the pupil teachers about the teaching of teachers. This evaluation is used to improve the performance of the faculty.

   The performance of the teachers is also evaluated at the institutional level and the feed back is given to them.

   Suggestion box is also kept in college premise.

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 institution felicitates & appreciates the faculty members for his or her achievement. The institution has provided loan facility for the teaching and non-teaching staff as per requirement and they can paid this loan in installment. The institution selects the best Non-Teaching employee of the year & honours & rewards in annual gathering with the cash prize of Rs. 10000/-

   The institution has also arranged the programme for publishing the reference book written by the principal and the staff member.

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.**
   Programs for teaching Staff
   Organization of guest lectures of eminent person.
   Motivation to participate in seminars & conferences.
   Program for Non-teaching staff.
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 institution gives an advertisement regarding the vacant posts in local newspaper & on the website of Shivaji University, Kolhapur (Affiliating University). The recruitment procedure is done according to the norms of university, government, UGC & NCTE rules & regulations. The preference for the vacant post is given to the able person and on the basis of quality by the university selection committee. The staffing pattern for the courses conducted in the institution is as follows.

The percentage of the staff in the following category.
D. T. Ed., B. Ed., M. Ed.

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	2	13.33	4	26.66
b	ST	0	0	0	0
c	OBC	1	06.66	2	13.33
d	Women	9	60.00	3	20.00
e	Physically challenged	0	0	0	0
f	General Category	11	73.33	8	53.33
g	Any other VJNT (specify)	1	6.66	1	6.66

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 part time and adhoc faculty is appointed as per the vacancy and requirement for D. Ed. and B. Ed. Courses according to the rules, regulations and norms decided by NCTE and affiliating university. The teachers of Music, Physical Education & drawing are appointed on clock hour basis by LMC as per requirement.

   The consolidated salary decided by the institution is given to the part time and adhoc faculty. The regular faculty has given the salary according to the structure fixed by Maharashtra State Government. The workload given to adhoc faculty and regular faculty is of teaching, guidance, observation of lessons & evaluation. But the total working hours of adhoc faculty are different than regular faculty.

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).**

   Gulabrao Patil College always encourages staff members of D. Ed., B. Ed. M. Ed. to participate in different state level & national level seminars and conferences and also for orientation courses. The staff members are encouraged for increasing their degree and for writing papers in research journals, write ups for newspapers. The institution motivates the staff members for writing reference Books based on the syllabus and one of our faculty has published the reference Book regarding special education along with the Principal.

   The institution has given support to the faculty for completing the courses such as M. Phil. The well equipped library resource and the internet facility is provided by institution for the professional development of the faculty.

8. **What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).**

   The institution is well equipped with the infrastructural facilities. The faculty members are provided separate cabins with necessary furniture. They have also provided separate method rooms for guidance. They can also access free internet. There is separate toilet for ladies staff attached with the staffroom.

9. **What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?**

The suggestion or complaint box is made available to the pupil teachers for their complaints. The suggestion box is opened by grievance redressal cell time to time and try to solve the problems of pupil teachers. Any stake holder can meet to the principal and get the necessary information and can do the complaint. The student council is also formed in the college who represent the whole class & puts the complaints of all class before the principal. Mentor scheme is also implemented in the college regarding the students' problem in understanding the course.

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 every academic year, the principal of the institution allot the work load to all the teaching staff. The workloads include teaching of theory, training for practical's guidance for lessons, observation of lessons arrangement of practice lessons, planning of practical work, internal assessment is equally distributed among all teaching staff.

This workload is given as per the norms of the Shivaji University (Affiliating University)

Every teaching staff prepares an annual plan at the beginning of academic year including curricular and extracurricular activities throughout the year. All the teaching staff implements the academic activities as per syllabus at their level best.

The teacher educators get sufficient time for the preparation of lectures and planning for practical's due to the equal distribution of workload.

11. **Does the institution have any mechanism to reward and motivate staff members? If yes, give details.**

The staff members are felicitated by the principal in the staff meetings for their achievement. The staff members are also motivated at the level of parent institution for completion of any new degree. Every year the increment is done by the parent institution as per the performance of staff. The parent institution sends letters of congratulation for the special achievement of the staff and for their contribution.

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**

Gulabrao Patil college is a self financed institution and because of that it has never received any financial support from the government. The fees given by the pupil teachers are the source of finance and if necessary the parent institution Gulabrao Patil Memorial Trust provides facilities as per the requirement.

2. **What is the quantum of resources mobilized through donations? Give information for the last three years.**
   The institution does not mobilize the quantum of resources through donations.

3. **Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?**
   Yes, the operational budget of the institution is adequate to cover the day to day expenses. When the budget shows deficit due to some major incidental expenditure, the parent institution, Gulabrao Patil Memorial Trust helps the institution to meet the deficit.

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)**
   Educational Fees
   Financial support from the management.

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).**
   The Audit of account is done regularly in our institution. The external audit system is used by the institutions. The external audit is done by the CA once in a year.

6. **Has the institution computerized its finance management systems? If yes, give details.**
   Yes, The institution has computerized its finance management systems. They regularly use the Sphoolsoft ERP tally 9 and excel for the maintenance of accounts. All the financial budget allocations are prepared with the help of computers. All details of income and expenditure are stored with the help of computers.
   The record of educational fees paid by the students is maintained by computer.

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 charge is given to faculty members in the absence of the principal in institution.
The suggestions are given by all staff on different issues in the staff meeting.
The student's council also take participation in decision making.
The different committees are formed for the sake of decentralized administration.
The messaging facility to the former students for the different programmes.
The online communication is done through college website.

Title of Best Practice

Vibrant Campus

The Context of Practice

The practice if administered during the academic year 2014-15. The main motto of the practice is 'mutual interactions' with other faculty members of the institution. i.e. Benefits of expertise will be helpful to other faculties.

Objectives

1. To enhance the quality of teaching by sharing knowledge.
2. To introduce innovative practices in teaching learning.
3. To develop skills of school teachers.
4. To maintain the quality of educational campus.
5. Sharing of knowledge by mutual interactions.

Activities carried out under Vibrant campus

1. Case study of Cambridge School (CBSE)
2. Lecture observation of Cambridge School, CBSE and State Board teachers.
3. Lesson observation of Nursing and Pharmacy college teachers and to provide feedback for better improvement.
4. Psychological Testing of School Children
5. Celebration of common festivals like Ganpati festival, Hadga, Navratri festival, etc., in the campus.
6. Orientation on Health Education by the campus Homeopathic doctors.
7. Remedial Teaching of School Students by D.Ed. Trainees.
8. Monthly self-appraisal by faculty in which faculty writes about their innovative activities in teaching learning and curricular activities.

They also write a summary about books read in that month and discussion with other faculty.

Benefits of Activity – Vibrant Campus

1. Mutual interactions and understanding is developed.
2. Institution environment becomes enthusiastic.

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

1. What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership ?

Criterion VII
Innovative Practices

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.**

   Yes,

   Establishment of Internal Quality Assurance cell- dated 10/08/2013

   The composition of IQAC

The IQAC consists of the following members:

Sr. No.	Members of IQAC Cell	Designation
1	Principal Dr. Mahaveer Adagounda Patil	Chairperson
2	Shri. Prithviraj Gulabrao Patil	Member of Managemant
3	Dr. Rajeev Ratnakar Joshi	Senior Admistrative Officer
4	Smt. Vrushali Nanasaheb Gaikwad	NAAC coordinator (M.Ed.)
5	Smt. Jyoti Virendra Bauchakar	NAAC coordinator (B.Ed.)
6	Shri. Yogeshwar Shripal Kirtikar	Member
7	Smt. Bhagyashri Rupesh Gaji	Member
8	Smt. Sangita Sanjay Oak	Member
9	Shri. Rajendra Jyotiram Methe	Member of Local Society
10	Shri. Sanjay Shamrao Rege	Office Superitendant
11	Smt. K. Rejula	Alumni Repres.

Major activities of IQAC
-planning of Quality enhancement activities.
-Encouragement for quality enhancement.
-About feedback of stakeholders,students,teachers.
-planning of curricular and co-curricular activities.
-Research anduse of ICT.
-Quality assurance regarding teaching learning rocess.
-particiation in various seminar.
- problems solving dropped in suggestion box.

2. **Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.**
   Institution has mechanism to evaluate the achievement of goals and objectives.It examines and evaluated the goals achieved.
   -preparation of Annual report.
   -Faculty appraisal by principal.
   -Lecture observation by principal and expert.
   -Feedback about institution from student teachers and faculty.
   -Various commities organized for every academic year helps for recording various activities which enhance quality.
   -LMCmeeting for quality suggestion and improvement.

3. **How does the institution ensure the quality of its academic programmes?**
   -Analysis of university results.
   -Feedback from various stakeholders
   -Mentor scheme.
   -Daily diary of faculty.
   -NET ,SET Exam. Result.
   -Continuous evaluation of student teachers.
   -Internal exams conducted by college.
   -Lecture observation of faculty by experts.
   -Innovativeness in various academic activities.
   -Academic calendar ,monthly plan and daily time table maintain and followed properly.

4. **How does the institution ensure the quality of its administration and financial management processes?**

-Monitoring and supervision by principal
-feedback was taken from faculty and student teachers.
Transparency in finance and administration is maintained.
-Daily work allotment by principal.
-Daily work completion by diary checking.
-Audit system.
-Analysis of complaints given in Suggetion box and roblim solving through it.
-Grievance redressal cell.
-Annual auditing through C.A
-Meetings of LMC.

5. **How does the institution identify and share good practices with various constituents of the institution**.

Good practices in the institution are shared as follows-
-frequent mutual interaction with various constituents good practices praised by principal ,chairman and management.
-Instant message system.
-University rankers are awarded in annual gathering by prize money, certificate and momentum.
1st ranker in Shivaji University-10,000/-
2nd ranker in Shivaji University-5,000/-
3rd ranker in Shivaji University-3000/-
-Best non teaching award given in programme
-A manuscript written by student teachers "AMHI".
-Faculty donates book to library on birthday.

a. 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.**

-College and faculty sensitizes teachers to the issue of inclusion and the focus is given to these in the policy.
-considering importance of present topic M.Ed faculty written a book on 'vishesh shikshan'.
-Facuty always publish articles on resent topic.
-Student teachers were taken to Educational visits to special schools, remand home.

-B.Ed and M.Ed curriculum sencitizesabout need of incilusive education.
-case studies regarding the children with special needs were prepared in detail by student teacher.
-Internet downloads of government publications kept in library.

2. **What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.**

-D.T.Ed,B.Ed,M.Ed teacher education curriculum is the main transaction mode for inculcation about inclusion and exceptionalities .
-In .academic plan have following provisions for students to learn about inclusion…
-units included in sociology,psychology, guidance and counseling ,Inclusive education theory paper.
-women cell
-In student council girls pupil teachers and representative of backword class are selected.
-No gender discrimination has done in participation of different activities

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.**

Learning environment that may foster
Following are some of the activities that are undertaken for creating learning environment that may foster positive social interaction ,active engagement in learning and self motivation among student teachers.

1 Activities for positive social interaction

- community oriented programmes
- Internship
- various school visits and tours
- cultural activities

- Annual social gathering
- Various co-curricular activities

2Activities for active engagement in learning

-Self introduction
-Seminar presentation
-Various innovative teaching learning methods used by faculty like brain storming,

ICT based lessons , poster presentation , panel discussion, pair share work,group work,research work.

3 Activities for self motivation

-Morning assembly

-personal guidance

-Mentor scheme

-SWOC analysis of student teachers

-lectures on stress and time management

-administration of sychological test on student teachers

-cultural activities and various sports and competitions are organized and prizes are given.

-remedial lectures for slow achievers in the morning

4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The college has many ways and practices for ensuring that student teacher develop

Proficiency and competiencies for working with children with diverse background.

-practice lessons and internship are assigned in different schools having different social background.Some schools are located in slum area.Student teachers compare the pupils from different background.

-participation in multicultural celebrations of annual days and national days .Multicultural activities and all religion programme and festival celebrated.

-students are encourage to participate In transcommunity festivals.

-M.Ed student teachers selet problems from dissertation which acquaint them with various background of society for data collection they have to meet and interact with various strata of society.

5. **How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?**

-Personal Guidance

-Relaxation in examination paper writing time

-Suitable seating arrangement

-convenient school for internship

-Counseling for problems

-Provision for free health check up

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)?**

-Establishment of women redressal cell as per university guidelines –senior female teacher is chair person is chairperson of cell.
-Guidance through introductory speech by principal about college discipline.
-Annual three meetings of these cells organized and reporting.
-Girls common room and provision of sanitary disposal.
-Framing rules for college.
-suggestions through meetings.
It is worthwhile that no complaints are received by the women redressal cell in last two years.

7. **3 Stakeholder Relationships**

1.How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

-Internal assement record of student teachers.
-Advertisement in News paper
-Important events publication in news paper
-College manuscript "AMHI"
-College website
-Display on notice board
-Meetings of LMC
-Telephonic conversation and messaging system to student teachers.
-Annual social gathering
-Communication through letter

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?**
I.Sucess of various processes are shared to motivate through—
-successful acts and effects of faculty and student teachers appreciated and rewarded.
-Trophies and merit certificates are given to meritorious student teachers for success of their efforts in curricular and co-curricular activities.
-Felicitation of faculty for extra achievement .

-Publishing in news paper
-Display on notice board
II.Failures of various processes are shared for qualitative improvement through-
-Meetings of staff council and discussion of reasons behind.
-Introspection and analysis
-IQAC Meetings.
-Stakeholder feedback.

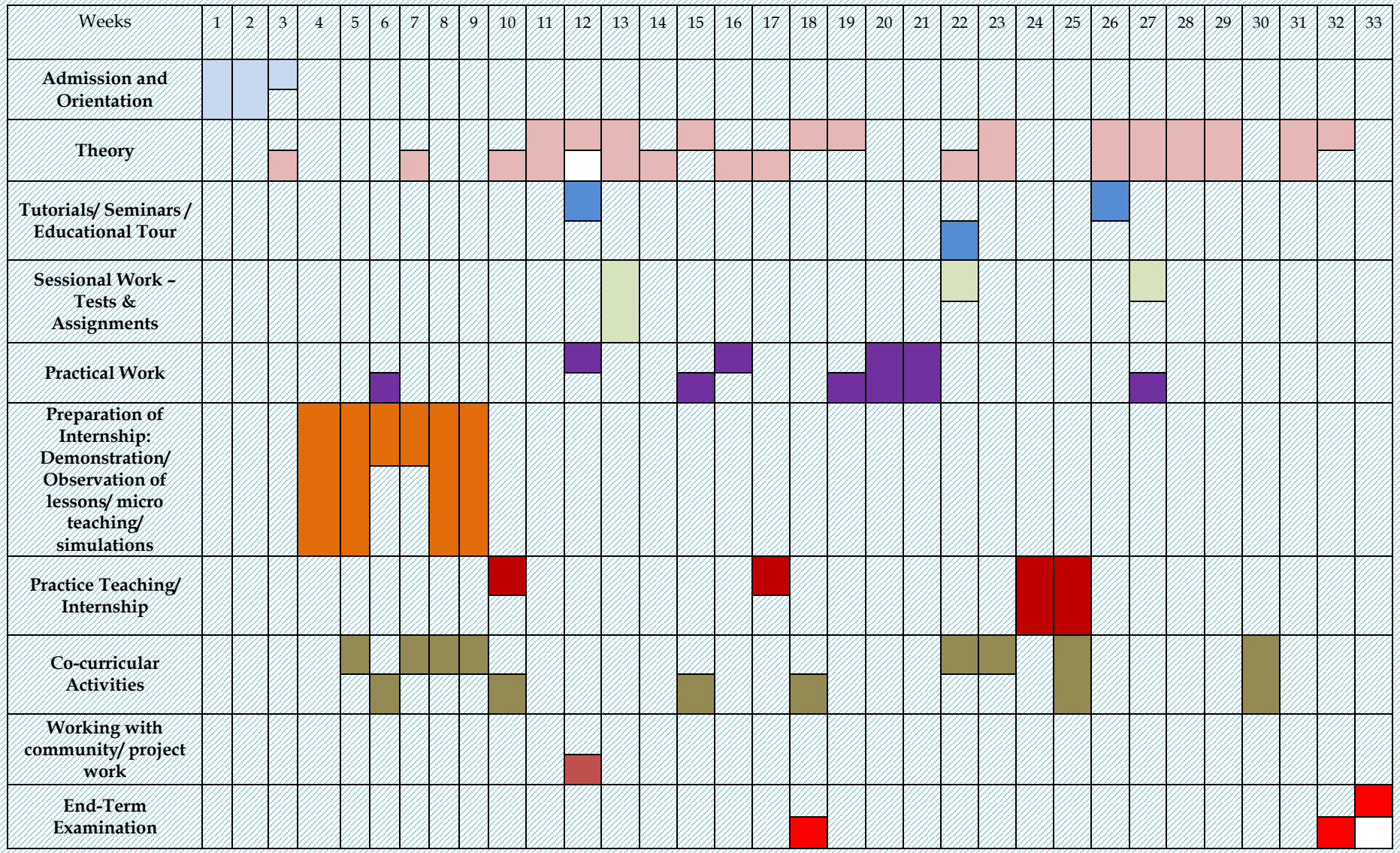
3. **What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?**

Following feedback mechanisms adopted by institution**:**

1. Appraisal of faculty by the principal
2. Feedback from LMC
3. Headmasters feedback about practice teaching and also oral considered.
4. Student feedback on curriculum and about faculty
5. Parent institution oral feedback
6. Oral feedback from practice teaching school teachers.
7. Complaints/suggestions as dropped in suggestion box.

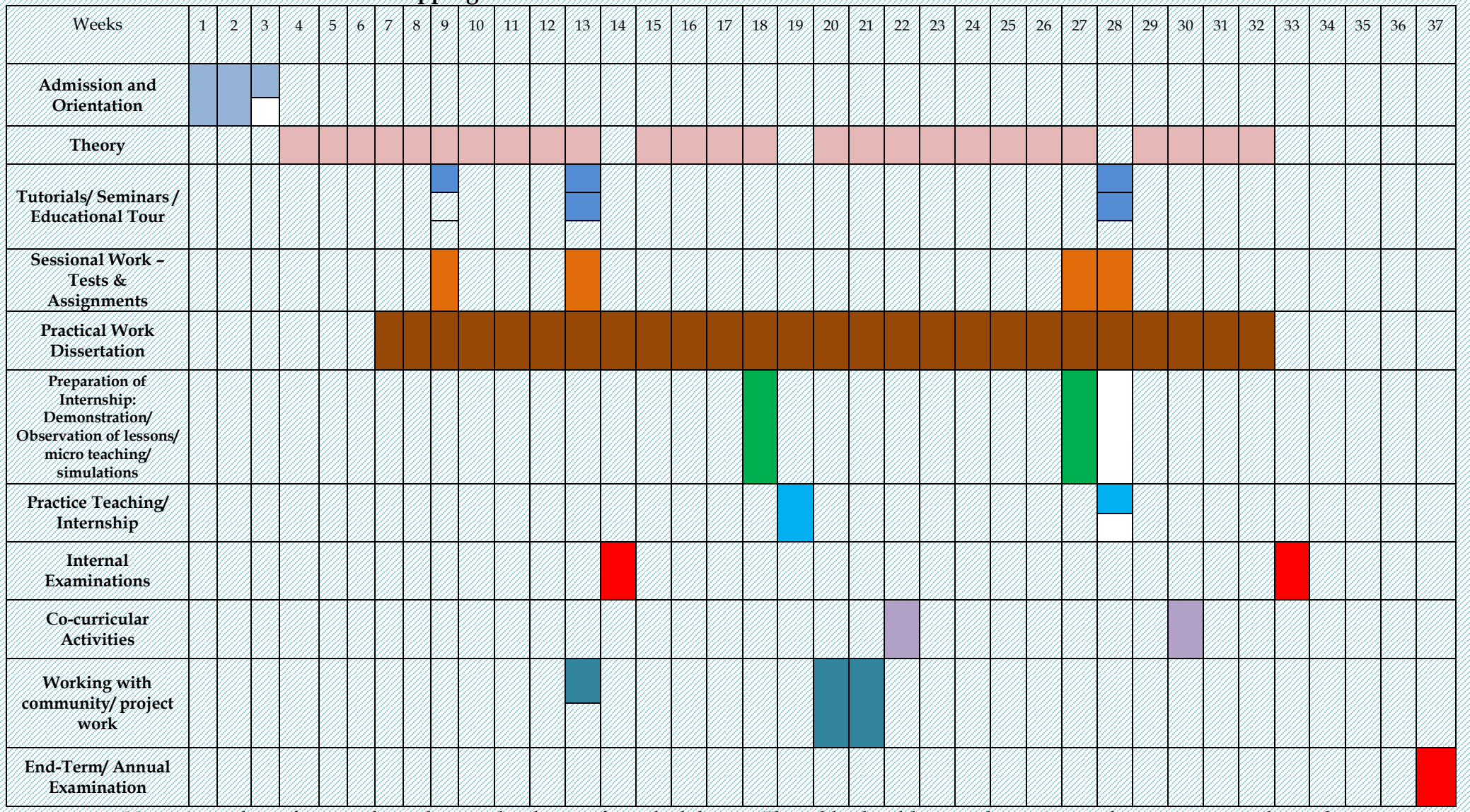
All feedbaks from various members are collected and analysed by principal and further action planned. If required convey to authority,faculty for suggestion.
And all these used for further quality improvement.

B.Ed. Mapping of Academic Activities of the institution



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

M.Ed. Mapping of Academic Activities of the institution



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

D. Declaration by the Head of the Institution

I certify that, the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part there of has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

Signature of the Head of the institution with seal:

Principal
Gulabrao Patil College of Education (M. Ed) Miraj

Place: Miraj , Maharashtra

MIRAJ

Date: 7 Nov.,2015