



Self-Appraisal Report

(SECOND CYCLE)

(Minority Institution)

Maulana Azad Education Society's

Marathwada College of Education

Dr. Rafiq Zakaria Campus-I

Rauza Bagh, Post Box. No. 117, Aurangabad – 431001

(Maharashtra State)

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Accredited by NAAC as “A+” (2004) with an institutional score of 91

Submitted To



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, Bangalore - 560 072 India

NOVEMBER, 2014

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Preface

A quarter of a century ago hardly anybody would have realised the need of a college of Education, which would cater to the needs of teachers of Urdu medium secondary schools in Maharashtra. There wasn't a single college of education in existence for this purpose. The late **Dr. Rafiq Zakaria** rose to the need of the hour and established such an institution in the backward region of Maharashtra, thus came into existence the "**Marathwada College of Education**" in 1970. It is located in the historical city of Aurangabad. It was established under the auspices of the late **Dr. Rafiq Zakaria**, renowned scholar, politician of great integrity, educationist of great foresight and an eminent author of international repute. The College bears testimony to **Dr. Rafiq Zakaria's** foresight and vision in recognizing the need for a college of education that would focus on training teachers of Urdu, Marathi and English and imbibe in them the spirit of secularism and national integration.

The realms of learning and teaching were darkened with his sad demise in 2005 but his better half **Padamshri Madam Fatma Rafiq Zakaria** emerged as a new light with new dreams and desires, with new vigour to accomplish the task. In fact she has always walked in his footsteps, spoke his words and dreamt his dreams. She provided the college with revitalizing inspiration and encouraging guidance. Absolutely open and accommodative in her approach to education, she has always done her best to technologically and educationally modernize the institute in her supervision. We are now a most competently equipped institute with highly sophisticated means and methodologies. **Madam Fatma Zakaria** has left no stone unturned in the field of

pedagogy and discipline of knowledge and knowledge alone can redeem our nation and reach it to the height of secularism.

The college is in the beautiful premises of **Dr. Rafiq Zakaria Campus - I**, housed in the magnificent building with excellent infrastructural facilities and well equipped laboratories, ideal for imparting quality teacher education.

The College is highly acknowledged, and is considered to be among the best institutes of its kind in the state today with its track record of high attainments in academics. Adding to its lure is the "A+" accreditation it has been given by the National Assessment and Accreditation Council, Bangalore (NAAC) in 2004. Marathwada College of Education is credited as the only college in Maharashtra with an intake capacity of 330 students at B.Ed. level and 105 students at M.Ed. level. The medium of instruction at B.Ed. is Urdu, English and Marathi while the practice teaching is done in Urdu, Marathi, Hindi and English languages. This is the only Urdu medium college to get cent percent grant and caters to the education of weaker sections of society. The college is included in the category of 2(f) and 12(b) of the University Grants Commission (UGC). The society has obtained the religious minority status. The college is also the study center for IGNOU and the courses activated are B.Ed., M.A.(Edn), M.Ed. and PGDSL, YCMOU Study Center for M.A.(Edn). The college is upgraded as College of Teacher Education (CTE) catering to the in service training for Urdu Medium school teachers throughout Maharashtra and 4 districts namely Jalna, Beed, Ahmednagar and Aurangabad for Marathi and English medium teachers. The college is a recognised research centre since 1983 and 109 Ph.D's have been produced till date.

Spread on Maulana Azad Educational Trust's sprawling **Dr. Rafiq Zakaria Campus** at Aurangabad, the College provides training for the degree of Bachelor of Education (B.Ed.) and Master of Education (M.Ed) on the most modern lines. As the late Prime Minister of India, Late Mrs. Indira Gandhi said following her visit here, *"The campus seems to be a fine example of what can be done in engrafting on the old, the requirements of the present."*

Objectives:

- (1) To train and develop integrated and effective teachers with the highest level of excellence.
- (2) To organise advanced studies and promote research in education.
- (3) To provide cultural, secular and ethical values and foster in students the spirit of National Integration.
- (4) To achieve the objectives of secularism by promoting literacy and wisdom among students.
- (5) To carry out social services through extensive activities and hence pave the way for self empowerment and develop dignity of labour.
- (6) To inculcate innovative and research aptitude among prospective teachers and bring them into the new realm of education and technology.

The college is affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad and has the history of 44 years. The work culture and team spirit prevailing even today in the institution was created by the founder Principal Dr. R. B. Deshpande. The excellence in academics maintained by the college throughout the 44 years of its existence is mainly due to the firm and sound foundation laid down by him. Dr. Ahmed Hussain took over the reins of the college from Dr. R.B.Deshpande in 1979 and served as a Principal for 18 years. He maintained the rich tradition established by his predecessor, he served as Dean of Faculty of Education in the university twice. Dr. Shabbir Hussain Josh took over the charge as Principal in 1997; he was the man of principles, an excellent teacher and a perfect academician. Dr. Shaikh Ramzan took the charge from Dr. Josh in 1999 as the Principal; he was the Dean of Faculty of Education in the University. Dr. Dost Mohammad Khan took the reins of the college in 1999. He was the Dean of Faculty of Education in the University and has maintained the excellence record of meritorious results at the University exams and carried forward the flag of excellence raised by his predecessors so much that the college was upgraded as A+ by NAAC in the year 2004.

The present Principal Dr. Suhail Ahmed Khan joined the institution in the 1989 as a lecturer and later on in 2006 he was given the charge of vice-principal of the institution and in 2009 he took charge as Principal from Dr. Dost Mohammad Khan. He has great taste and foresight for Research. He worked on many important positions and various committees.

SPECIAL FEATURES OF THE INSTITUTION:

- It is a Premier Institute in Marathwada Region which was accredited as A+ by NAAC. It stands among one of the five A+ Colleges of Education in Maharashtra State and eleven A+ Colleges of Education all over India with an institutional score of '91%' by NAAC in 2004.
- Highly qualified, competent and dedicated staff.
- Excellent results, right from inception till date.
- Spacious and well furnished classroom.
- Rich and well equipped open shelf library, separate laboratories for the subjects science, psychology and computer.
- Peaceful campus life conducive to better learning.
- Sports and recreational facilities.
- Wide scope for research and innovation for students.

Full fledged opportunities and encouragements for faculty development programmes are provided.

LOCAL MANAGING COMMITTEE

The Local Managing Committee is chaired by Padmashree Mrs. Fatma Rafiq Zakaria, the President of Maulana Azad Education Society. She has been awarded this prestigious award for her contributions in the field of Education and Literature.

Dr. Maqdoom Farooqui	President's Nominee
Mr. Satish Jayaram	President's Nominee
Dr. Suhail Ahmed Khan	Member Secretary
Mr. Shaikh Dastagir	Member
Dr. Mrs. Kaneez Fatima	(Teaching Staff)
Dr. Shaikh Imran Usman	(Teaching Staff)
Dr. Ansari Khurshid Ahmed	(Teaching Staff)
Mr. J.G. Shaikh	(Non - Teaching Staff)

PRINCIPAL'S MESSAGE



Quality education is a symbol of a nation's intellectual status and cultural heritage. In the recent global context quality education has assumed horizontal dimensions. Quality education therefore has been the chief mission of Maulana Azad Education Society founded by the excellent Islamic Scholar and insightful political leader, a lover of languages and literatures and visionary architect of academic destinies of young generations of Maharashtra and futuristic designer of modern Aurangabad and a flag bearer of communal and cultural harmony, an example of secular values and human integrity-**Dr. Rafiq Zakaria**.

Marathwada College of Education has the vision to act and live up to the above ideas and I, in the capacity of Principal shall always strive hard to achieve the mission of the institution.

PART - I

INSTITUTIONAL DATA

1.1 PROFILE OF THE INSTITUTION:

1. Name and address of the Institution: Marathwada College of Education,
Dr. Rafiq Zakaria Campus, Post Box
117, Rauza Bagh, Aurangabad
2. Website URL : www.mcea.ac.in
3. For communication :

Office

Name	Telephone number with STD code	Fax No.	E-Mail Address
Principal	(0240) 2381096	(0240) 2381096	sakmce@gmail.com
Vice-Principal	-	-	-
Self-appraisal coordinator	-	-	-

Residence

Name	Telephone Number with STD Code	Mobile Number
Dr. Suhail Ahmed Khan		9049422378
--		
Dr. Shaikh Imran Usman		9923198143

4. Location of the Institution:
Urban Semi-Urban Rural Tribal Any other
5. Campus area in acres:
6. Is it a recognized minority institution?

7. Date of establishment of the institution:

Month	Year
April	1970

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

Dr. BabasahebAmbedkar Marathwada University Aurangabad

9. Details of UGC recognition under Section 2(f) and 12(b) of the UGC Act:

2f	
Month	Year
April	1971

12(b)	
Month	Year
April	1971

10. Type of Institution:

(a) By Funding:

- (i) By Government
- (ii) Grant-in-Aid
- (iii) Constituent
- (iv) Self-financed
- (v) Any other (specify and indicate)

(b) By Gender:

- (i) Only for Man
- (ii) Only for Women
- (iii) Co-education

(c) By Nature:

- (i) University Department
- (ii) IASE
- (iii) Autonomous College
- (iv) Affiliated College
- (v) Constituent College
- (vi) Dept. of Education of Composition College
- (vii) CTE
- (viii) Any other (specify and indicate)

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:

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i.	Pre-primary	NA	NA	Certificate	NA	NA
		NA	NA	Diploma	NA	NA
		NA	NA	Degree	NA	NA
ii.	Primary / Elementary	NA	NA	Certificate	NA	NA
		NA	NA	Diploma	NA	NA
		NA	NA	Degree	NA	NA
iii.	Secondary / Sr. Secondary	B.Ed.	B.A./B.SC./B.COM	Degree	One year	Urdu, Marathi, English
iv.	Post Graduate	M.Ed.	B.Ed.	Degree	One year	English – Marathi
v.	Other (IGNOU)	PGDLSM	Graduation	Diploma	1 Year	English / Hindi
		B.ED., M.ED.	Graduation	Degree	2 Year	
		M.A.ED.	Graduation	Degree	2 Year	
	Other (YCMOU)	M.A. (Edn)	Graduation	Degree	2 Year	English and Marathi

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre-primary	NA	NA	NA	NA
Primary / Elementary	NA	NA	NA	NA
Secondary / Sr. Secondary	B.Ed. Grant	WRC/5-6/96/921 dated 29.01.1999	Permanent	230
	B.Ed. Non-Grant	WRC/2-32/47/2003/2645 dated 05.06.2003	Permanent	100
Post Graduate	M.Ed.	WRC/2-32/125020/76/2005/6362 dated 09.08.2005	Permanent	25
		WRC/5-6/102/2008/31196 dated 25.03.2008	Permanent	25
		WRC/5-6/105/2008/41414 dated 03.09.2008	Permanent	25

(Additional rows may be inserted as per requirement)

1.2 CRITERION WISE INPUT:

Criterion - I

Curricular Aspects

1. Does the Institution have a stated:

Vision Yes No

Mission Yes No

Values Yes No

Objectives Yes No

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

Yes No

If yes,

(a) How many programmes?

(b) Fee charged per programme:
B.Ed.

M.Ed.

3. Are these programmes with semester system

Yes No

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

Yes No

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

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

D.Ed.

B.Ed.

M.Ed. (Full-time)

M.Ed. (Part-time)

Any other (specify and indicate)

6. Are these Programmes offered in modular form:

Yes No

Number

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

Yes No

Number

8. Are there Programmes with faculty exchange / visiting faculty?

Yes No

Number

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

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

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

New programmes are introduced by the University

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

Yes No

Number NA

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

Yes No

Number NA

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

Yes No

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

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 and Interview
- (d) Entrance Test and Interview for Association
- (e) Merit at the qualifying examination
- (f) Any other (Specify and Indicate)

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

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

3. Total number of students admitted:

Programme	Number of students			Reserved			Open		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
D.Ed.	---	---	---	---	---	---	---	---	---
B.Ed.	89	241	330	21	41	62	68	200	268
M.Ed. (Full Time)	22	69	91	12	30	42	10	39	49
M.Ed. (Part Time)	----	----	---	---	---	---	---	---	---

4. Are there any overseas students?

Yes No

If yes, how many?

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

(a) Unit cost excluding salary component

(b) Unit cost including salary component

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

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

Programme	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	--	--	--	--
B.Ed.	81.47	51.74	86.97	45.42
M.Ed. (Full Time)	83.00	46.00	73.00	44.50
M.Ed. (Part Time)	--	--	--	--

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

Yes No

8. Does the institution develop its academic calendar?

Yes No

9. Time allotted (in percentage)

Programme	Theory	Practice teaching	Practicum
D.Ed.	--	--	--
B.Ed.	60%	20%	20%
M.Ed. (Full Time)	60%	--	40%
M.Ed. (Part Time)	--	--	--

10. Pre-practice teaching at the institution

(a) Number of pre-practice teaching days

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

11. Practice teaching at school

(a) Number of schools identified for practice teaching

(b) Total number of practice teaching days

(c) Minimum number of practice teaching lesson given by each student

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

No. of lessons in simulation No. of Lessons Pre-practice teaching

13. Is the scheme of evaluation made known to the 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.Ed.	--	--
B.Ed.	40%	60%
M.Ed. (Full Time)	40%	60%
M.Ed. (Part Time)	--	--

16. Examinations:

(a) Number of sessional tests held for each paper

(b) Number of assignments for each paper

17. Access to ICT (information and communication technology) and technology

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

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

Yes No

Number

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

Yes No

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

Compulsory Optional

Criterion - III

Research, Consultancy and Extension

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

Number Percentage

2. Does the institution ongoing research projects?

Yes No

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

Funding Agency	Amount (Rs.)	Duration (years)	Collaboration, if any
UGC	80000	2 YEARS	NA
Dr. B.A.M. University	47000	2 YEARS	NA

(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)

- (a) Teachers are given study leave
- (b) Teachers are provided with seed money
- (c) Adjustment in teaching schedule
- (d) Providing secretarial support and other facilities
- (e) Any other (Specify and Indicate)
(Free Internet facilities are provided)

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

Yes No

6. Number of research degrees awarded during the last five years?

(a) Ph.D.

(b) M.Phil

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

Yes No

8. Details of the publication by the faculty (last five years)

Particular	Yes	No	Numbers
International Journals	✓	-	30
National Journals – Referred papers : Non referred papers	✓	-	47
Academic articles in reputed magazines / newspapers	✓	-	50
Books	✓	-	13
Any other (Chapter in Book)	✓	-	01

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

Yes No

Number

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

Particular	Faculty	Students
National Seminars	05	--
International Seminars	12	03
Any other academic forum	--	--

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

Self-instructional materials

Print materials

Non-print materials (e.g. Teaching-aids/ audio-visual/ multimedia, etc)

Digitalized (computer aided instructional materials)

Question bank

Any other (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 programs in the institution?

Yes No

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

Yes No

15. Number of other curricular / co-curricular meets organized by other academic agencies/NGOs in campus?

Yes No

16. Does the institution provides consultancy services?

Yes No

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

Amount NA

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.)

1960.65 Sq. Mts.

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

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

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

40

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

30173/-

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

6167/-

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

69869/-

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

32684/-

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

Yes No

9. Total number of posts sanctioned:

	Open		Reserved		Total
	Male	Female	Male	Female	
Teaching	--	--	--	--	38
Non-teaching	--	--	--	--	24

10. Total number of posts vacant:

	Open		Reserved		Total
	Male	Female	Male	Female	
Teaching	--	--	--	--	11
Non-teaching	--	--	--	--	08

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

	Open		Reserved	
	Male	Female	Male	Female
Lectures	07	10	--	--
Readers	02	02	--	--
Professors	01	00	--	--

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

	Open		Reserved	
	Male	Female	Male	Female
Lectures	04	01	--	--
Readers	--	--	--	--
Professors	--	--	--	--

(c) Number of teachers from

Same State	All from same state
Other State	--

12. Teacher student ratio (programme-wise)

Programme	Teacher-student ratio
D.Ed.	Nil
B.Ed.	1 is to 14
M.Ed. (Full Time)	1 is to 7
M.Ed. (Part Time)	--

13. (a) Non-teaching Staff: 24

	Open		Reserved	
	Male	Female	Male	Female
Permanent	14	01	--	--
Temporary	--	01	--	--

13. (b) Technical Assistants

	Open		Reserved	
	Male	Female	Male	Female
Permanent	02	--	--	--
Temporary	02	--	--	--

14. Ratio of teaching non-teaching staff:

19 : 12

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

Total Salary	17,12,3594/-
Percentage	74.43%

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the library

On working days	7 Hours
On holidays	--
During examinations	9 Hours

18. Does the library have an open access facility?

Yes No

19. Total collection of the following in the library:

(a)	Books	16622
	- Text Books	15922
	- Reference books	1500
(b)	Magazines	16
(e)	Journals subscribed	26
	- Indian Journals	25
	- Foreign Journals	01
(f)	Peer reviewed journals	--
(g)	Back volumes of Journals	1200
(h)	e-information resources (e-books)	97000
	- Online Journals / e-journals	6000
	- CDs / DVDs	--
	- Data bases	--
	- Video cassettes	--
	- Audio Cassettes	--

20. Mention the

Total carpet area of the Library

Seating capacity of the Reading room

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	<input checked="" type="checkbox"/>
Clipping	<input type="checkbox"/>
Bibliographic compilation	<input type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input type="checkbox"/>
Photocopying	<input type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input type="checkbox"/>
Inter-library borrowing	<input type="checkbox"/>
Power back up	<input type="checkbox"/>
User orientation / information literacy	<input checked="" type="checkbox"/>
Any other (Please specify and indicate)	<input type="checkbox"/>

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

Maximum number of day's books is permitted to be retained

By students	8 days
By faculty	30 days

Maximum number of books permitted for issue

For students	03
For faculty	20

Average number of users who visited / consulted per month

--

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

--

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

1.00%

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

Year	2010-11		2011-12		2012-13	
	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)
Text books	650	199653	312	89506	257	42018
Other books	-	-	-	-	-	-
Journals / Periodicals	04	4200	02	1560	-	-
Any others	-	-	-	-	-	-

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

Criterion - V

Students Support and Progression

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

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

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

Yes No

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

14 to 16

3. Does the institution offer Remedial instruction?

Yes No

4. Does the institution offer Bridge courses?

Yes No

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

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	--	--	--
Pass percentage	94.24	87.18	82.23	94.44	93.75	--			
Number of first classes	223	136	78	34	07	--			
Number of distinctions	51	114	113	14	31	--			
Exemplary performances (Gold Medal and University Ranks)	05	03	04	00	00	--			

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

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

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

Financial Aid	I	II	III
	2012	2013	2014
Merit Scholarship	--	--	--
Merit-cum-means scholarship	--	--	--
Fee concession	--	--	--
Loan facilities	--	--	--
Any other (Minority)	184	176	190
Any Other (Govt. of India scholarship)	160	106	133

(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

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

Sports fields	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Indoor sports facilities	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Gymnasium	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

12. Availability of rest rooms for Women

Yes No

13. Availability of rest rooms for Men

Yes No

14. Is there transport facility available?

Yes No

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

Yes No

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	--	<input checked="" type="checkbox"/>	--	--	<input checked="" type="checkbox"/>	--
Inter-university	--	<input checked="" type="checkbox"/>	--	--	<input checked="" type="checkbox"/>	--
National	--	<input checked="" type="checkbox"/>	--	--	<input checked="" type="checkbox"/>	--
Any other (specify and indicate)	--	<input checked="" type="checkbox"/>	--	--	<input checked="" type="checkbox"/>	--

(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.

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	02	05	10
Employment (total)	62	75	80
Teaching	62	75	80
Non-teaching	02	02	03

23. Is there a placement cell in the institution?

Yes No

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

1	2	3
--	--	04

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

	Yes	No
Academic guidance and counselling	✓	
Personal counselling	✓	
Career counselling	✓	

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	04
Staff council	05
IQAC/or any other similar body/ committee	04
Internal administrative bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	05

3. What are the welfare schemes available for the teaching and non-teaching staff of the institution?

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:

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

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

- (a) Number of teachers who have availed the faculty improvement programme of the UGC/NCTE or any other recognized organization.

NCERT/Dept. of Psychology 2013

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

National	01	--	--
----------	----	----	----

International	--	--	--
---------------	----	----	----

(c) Number of faculty development programmes organized by the institution.

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

(d) Number of seminars/ workshops / symposia on curricular development, teaching-learning, assessment, etc. organized by the institution.

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

(e) Research development programmes attended by the faculty

09	--	--
----	----	----

(f) Invited/endowment lectures at the institution

0	3	--
---	---	----

(g) Any other area (specify the programme and indicate)

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

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

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

7. Are the faculty assigned additional administrative work?

Yes No

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

6 – 8 hours as per demand of work

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

Any other (specify and indicate)

9. Expenditure statement (for last two years)

	Grant-in-Aid	
	2012-13	2013-14
Total sanctioned Budget	18174858	27796970
Percentage spent on the salary of faculty	62.44	43.90
Percentage spent on the salary of non-teaching employees	70.11	11.76
Percentage spent on books and journals	0.13	0.11
Percentage spent on development activities (expansion of building)	0.09	0.46
Percentage spent on telephone, electricity and water	0.74	0.59
Percentage spent on maintenance of building, sports facilities, hostel, residential complex and student emanates etc	6.03	3.81
Percentage spent maintenance of equipment, teaching aids, contingency etc	0.19	0.17
Percentage spent on research and scholarship (seminars, conferences, faculty development programmes, faculty exchange, etc)	--	--
Percentage spent on travel	0.06	--
Any other (audit fees, stationary, postage, miscellaneous)	13.16	39.14
Total expenditure incurred	99.95	99.94

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

Year	Surplus	Deficit
2011-12	541949	--
2012-13	119703	--
2013-14	761678	--

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

(a) For teachers

(b) For students

(c) For non-teaching staff

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

Yes No

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

Yes No

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

Yes No

Criterion – VII

Innovative Practices

1. Does the institution have 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 students categories in the institution?

	Category	Men	%	Women	%
(a)	SC	04	1.6%	11	4.41%
(b)	ST	--	--	--	--
(c)	OBC	24	9.63%	19	7.63%
(d)	Physical Challenged	02	0.80%	--	--
(e)	General category	59	23.69%	119	47.79%
(f)	Rural	30	31.91%	35	22.5%
(g)	Urban	64	68.08%	120	77.41%
(h)	Any other (VJNT)	05	2.00%	06	2.40%

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

	Category	Teaching Staff	%	Non-Teaching staff	%
(a)	SC	01	2.6%	02	11.1%
(b)	ST	--	--	--	--
(c)	OBC (VJ)	01	2.6%	--	--
(d)	Women	09	23.68%	01	5.56%
(e)	Physical Challenged	--	--	01	5.56%
(f)	General category	17	89.47%	13	72.2%
(g)	Any other (specify)	--	--	--	--

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

	Category	At admission		On completion of the course	
		Batch - I 2012-13	Batch - II 2013-14	Batch - I 2012-13	Batch - II 2013-14
(a)	SC	50-56%	48-60%	60-70%	65-70%
(b)	ST	--	--	--	--
(c)	OBC	60-75%	60-77%	65-78%	65-79%
(d)	Physical Challenged	60-64%	64%	70-72%	69%
(e)	General category	62-79%	60-80%	65-83%	65-85%
(f)	Rural	60-74%	65-75%	65-82%	68-78%
(g)	Urban	61-81%	64-82%	65-83%	70-86%
(h)	Any other (specify)	--	--	--	--

PART – II

THE EVALUATIVE REPORT

EXECUTIVE SUMMARY:

Marathwada College of Education, Aurangabad, Maharashtra was established in the year 1970 by the late Dr. Rafiq Zakaria, a renowned scholar, politician of great integrity, author of several books and educationist of great foresight. The college was started to cater to the needs of teachers of Urdu medium secondary schools in Maharashtra.

Being a man with firm commitment to secularism and national integration, the Late Dr. Rafiq Zakaria also made provision for training of teachers of Marathi medium schools (150 students-Urdu medium and 80 students –Marathi medium). This provided the students and teachers belonging to different sections of the society to interact with each other and imbibe in them the spirit of national integration and secularism. To cater to the demands of trained teachers for English Medium schools, a new division of English was added to the college in the year 2003 with an intake capacity of 100 students. In the year 2005, M.Ed. course with 25 intake capacity was started; at present there are three units and the total intake capacity for M.Ed is 105.

Under the dynamic leadership of Padmashri Mrs. Fatma Rafiq Zakaria, the College has moved ahead and she has brought in innovations in the college curriculum transaction and has left no stone unturned in the promotion of quality education and faculty development.

The college is a co-educational institution affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, and follows the curriculum prescribed by the University. The college is in the beautiful premises of Dr. Rafiq Zakaria Campus, housed

in a magnificent building with excellent infrastructural facilities and well equipped laboratories, ideal for imparting quality teacher education.

Marathwada College of Education is credited as the only college in Maharashtra with an intake capacity of 330 students at B.Ed. and 105 students at M.Ed. level. The medium of instruction at B.Ed. is Urdu, Marathi and English while the practice teaching is done in Urdu, Marathi, English and Hindimedium. This is the only Urdu Medium College to get cent percent grant and caters to the teacher's training of weaker sections. The college is included in the category of 2(f) and 12(b) of the UGC and has obtained the status of religious minority since April 2003. The college strives to develop itself into a world-class centre of teacher education with a difference. The college offers a wide range of programmes which help to develop intellectually competent, morally upright, psychologically integrated and socially committed teachers for service in the emerging world scenario of education.

The college is a recognized sub-centre of **YCMOUNashik** for M.A. Education since 1999. 50 seats are allotted to the college by university.

The college is an **IGNOU Study centre** 1645-(P) since 2006. The courses activated are B.Ed. (100 seats), M.A.Education (50 seats), M.Ed. (50 seats) and PGDSL.M.

The college has been upgraded as the **College of Teacher Education (CTE)** by the Ministry of Human Resource Development, New Delhi since 2006. As CTE, the college is entrusted with the responsibility of organizing in-service training programmes for the Urdu medium teachers for the whole of Maharashtra and for the teachers of rest of the medium of four districts namely; Aurangabad, Jalna, Beed and Ahmednagar.

The college was accredited with A+ grade by NAAC in 2004 with an institutional score of 91%.The college has a history of 44 years in moulding the future teachers from four linguistic background of the society. Since its inception the college has the students in the first five merit positions in University results. 34 gold medals are credited for B.Ed. Course. The college students also excelled in M.Ed. Course, NET and SET Examination. 109 PhDs are produced by the college as research centre.

SWOT ANALYSIS OF THE INSTITUTION:

Sl. No.	Strength	Weaknesses	Opportunities	Threats
(1)	Excellent Result	Late admissions	Resources for faculty development.	Mushroom growth of teacher education colleges.
(2)	Accredited as A+ grade by NAAC		Campus Placement Facility for students.	Commercialization of Education.
(3)	Marathwada College of Education has maximum no. of Ph.D. Guides and 109 Ph.D. Students are being awarded doctorate by the University.		ICT training for students.	Inappropriate Pattern of Examination (more stress on theory).
(4)	Excellent Infrastructure.		Guidance and Counseling cell for students	Vast Syllabus.
(5)	Well equipped Library and ICT arrangements.		Research centre for pursuing higher studies for students.	

(6)	Talented, dedicated and far-sighted leadership of the college with qualified and experience faculty		Career oriented programmes.	--
(7)	Facility of Gym for students and faculty		Multi-disciplinary researches.	--
(8)	Multilingual teaching which caters the diverse needs of the society			
(9)	IGNOU study centre for B.Ed., M.A. (Edu.), M.Ed., PGDSL M, YCMOU-M.A. (Edu.) CTE			
(10)	Well-equipped ICT lab for teacher-trainees	Need to have stronger link-ups with International institutions.	--	--
(11)	All staff rooms with internet Connectivity		--	--
(12)	Business Centre started in the campus to provide students with stationery material and photo copy in concessional rates	National / International collaboration with Universities and other Educational Institutions.	--	--
(13)	Every year Students secure merit position in Dr. B.A.M. University Exam			
(14)	Good placement record			

Vision for the future

To achieve the status of potential for excellence for the institution.

The college has an environment conducive to keeping abreast with the latest development in the field of teacher education. It has developed a unique work culture where the entire team marches effortlessly towards achieving quality.

CRITERION – I
Curricular Aspect

Sr. No.	Contents
01	Curricular Design and Development
02	Academic Flexibility
03	Feedback on Curriculum
04	Curriculum of Date
05	Best Practices in Curricular Aspects

CRITERION - I

CURRICULAR ASPECTS

The college was established in 1970 with the purpose of providing trained teachers to the Urdu medium schools of Marathwada region of Maharashtra, which has a significant Urdu speaking Muslim population.

Since the late founder and Chairman of our Institution Dr. Rafiq Zakaria had a firm belief in the secular fabric of our nation, he started Marathi and English medium units in the Institution so that teacher trainees from every caste and religion should benefit from quality education being imparted in the Institution.

The quest for excellence is highlighted in the vision and mission of the institution. The Mission of the college is **“Impart quality training with commitment to excellence”**. The college endeavors to impart value with efficient and competent manpower, excellent infrastructure and innovation in teacher training and research programmes in order to generate globally competent and skilled teachers, researchers, and thorough professionals.

Right from its inception, the college had strived to develop itself into a world-class centre of Teacher Education with a difference. This institution offers a wide range of programmes, which help to develop intellectually competent, morally upright, physically integrated, and socially committed teachers for service in the emerging world scenario of education. The teaching, research and extension provided in the college aim to generate a new work culture for improving the practices of education. The college utilizes all the available resources, for experimentation and innovation, which helps in achieving and sustaining excellence in teacher development. The programmes offered in the college promote values such as quality consciousness, eco-friendliness, sustainable development, love for fellowmen, and uphold secular ideals.

1.1 CURRICULAR DESIGN AND DEVELOPMENT:

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.)

Objectives of the institution and the major considerations addressed by them:

Objectives:

- To train and develop integrated and effective teachers with the highest level of excellence.
- To organize advanced studies and promote research in education.
- To provide cultural, secular and ethical values and foster in students the spirit of National Integration.
- To achieve the objective of secularism by promoting literacy and wisdom among students to carry out social services through extensive activities and hence pave the way for self-empowerment and develop dignity of labour.
- To inculcate innovation and research aptitude among prospective teachers and bring them into the new realm of education technology.

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).

Steps in the curricular development processes:

The curriculum of B.Ed. programme was revised during the year 2013. The Credit Based System was introduced in this revision for the first time in the university. Four faculty members are members of Board of Studies and one faculty is member of Faculty of Education in Dr.BabasahebAmbedkarMarathwada University, Aurangabad. This faculty actively participated in the curriculum designing process.The institution takes frequent feedback from the faculty, students, alumni, employers and academic experts for formalizing desirable changes.

M.Ed. curriculum was also updated during the academic year 2012-13. In this revision the Credit Based System was introduced in the M.Ed. programme.

Credit Based Syllabus for B.Ed:

Sr. No.	B.Ed. Courses/Credits	Internal Marks	External Marks	Total Credit Value	Hours	Marks
01	Theory (7 Papers)	20 x 7 = 140	80 x 7 = 560	4 x 7 = 28	60 x 7 = 420	700
02	Annual Lesson and Viva-voce					
	(a) Annual Lesson	--	40 x 2 – 80	1	30	100
	(b) Viva-voce for verification of Internal Practical Work	--	20	1	30	
03	Practice Teaching Skill	100	--	8	240	100
04	Micro Teaching Skill	60	--	6	180	60
05	Bridge Lessons	15	--	4	120	15
06	Observation	20	--	2	60	20
07	Internship – 08 Days	25	--	3	90	25
08	Work with community and report	15	--	2	60	15
09	Cultural Activities	10	--	2	60	10
10	Experiments in Psychology	20	--	2	60	20
11	Preliminary Examination	20	--	3	90	20
12	Project (One for each paper)	20	-	7	210	20
13	School Content Test (Two Methods)	20	--	1	30	20
14	ICT Practical	30	--	4	120	30
15	Physical and Health Education	10	--	1	30	10
16	Workshop (05)	25	-	6	180	25
17	Excursion	10	--	1	30	10
	Total	540	660	83	2010	1200

Credit Based Syllabus for M.Ed:

Sr. No.	Paper code	M.Ed. Course Paper Title Part I – A)Core Courses (Compulsory)	Int. Marks 2Assignments-05 4 Tests- 10 Seminar- 05	Ex. Marks	Total Marks	Total Hours	Credits
	Edu CC-1	Philosophical & Sociological Foundations of Education	20	80	100	60+30	5
	Edu CC-2	Psychological Foundations of Education	20	80	100	60+30	5
	Edu. CC-3	Research &Statistics in Education	20	80	100	60+30	5
3		B) Specialization Course (Optional) Any One From 4 & 5 each					
4	EduSpe C – 4	a) Comparative Education b) Distance Education and Open Learning c) Educational Technology & ICT in Education d)Environmental Education. e) Elementary Education f) Language Education g) Science Education h) Special Education i)Secondary & Higher Secondary Education	20	80	100	60+30	5
5	EduSpe C – 5	j) Curriculum Development k)Educational Measurement &Evaluation l) Guidance & Counseling m)Inclusive Education n)Management Planning and Economics of Education o) Teacher Education	20	80	100	60+30	5

6	Edu CC6 a)	Dissertation Report, Viva-voce and oral Dissertation Work (Guidance + Contact hours=Total Work)		100	100	300	10
	b)	Viva-Voce For Dissertation		50	50	30	1
	c)	Oral for Verification of		50	50	30	1
	Total of Part -I			100	600	700	
	Part-II Internal Assessment						
7	Edu CC 7	Project related to all Papers	100		100	120	4
8	Edu CC 8	Field Based Experiences related to practice teaching & Internship Programme on B. Ed. Colleges for 6 days (1dayforplanning and preparation,1day for checking of lesson plans,2days for lesson observation in schools,2days for giving lectures in B.Ed. college.(each student shall take lectures- 2/3 on General and 1 /2 on methodology)	50		50	36+39 = 75	2.5
9	Edu CC 9	Participation and Reporting of Workshop (Research, CAIL, Demo Lesson)	25		25	60+30 = 90	3
10	Edu CC 10	ICT Based Practical (CAIL, Demo lessons) (Guidance + Lab-work + Contact hours)	50		50	120	4
11	Edu CC11	Excursion (One Day)	25		25	15	0.5

12	Edu CC 12	Review of Research Papers - 5	50		50	30	1
		Total of Part-II	300		300		
		Total of Part -I &II			1000	1260	52
		C)Service Course For Extra Credits(Other than M.Ed.					
16	EduSer C-1	ET &ICT in Education	20	80	100	60	4
17	EduSer C-2	Yoga Education	20	80	100	60	4
18	EduSer C-3	Value Education andHuman Rights	20	80	100	60	4

CURRICULAR DEVELOPMENT PROCESS-FEATURES AND CONTRIBUTIONS

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

To meet emerging needs, the global trends in teacher education are reflected in the curriculum and the modifications in the existing courses. The present curriculum designed by the BOS with valuable suggestions from our faculty is suitable for meeting the overall development of the teacher trainees. Apart from this the institution aims at developing global level competencies in the teacher trainees through myriad activities conducted by the institution.

- a) Workshop on ICT, Teaching aids, Pedagogical drawing, Evaluation, and Lesson planning are conducted by the Institution.
- b) Technical skills development (computer skills development programmes like blogging, internet browsing, power point presentations, web designing, etc.)
- c) Teaching skills (microteaching practice and macro teaching)

d) Working with the Community, SUPW, Blood donation camp, etc.

The following sessions are conducted for enhancing the employability skills of the teacher trainees:

a) Microteaching sessions on various teaching skills

b) Demonstration classes by the faculty

c) Discussion sessions and Criticism classes

d) Internship of one week duration

e) Placement services

Students are provided opportunities to do group projects, social surveys, documentation and literacy surveys. Further, programmes like seminars and oral presentations are organized for the enrichment of interpersonal relationship and teamwork among the teacher trainees. We provide hands-on experience to prepare teaching aids and use of technological devices like LCD projectors, Laptops, OHP, etc.

CURRICULAR PROVISIONS - THRUST ON NATIONAL ISSUES

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

The thrust on national issues like environment is reflected in the curriculum transactions in the selected Elective subjects:

- Environmental Education.
- Value Education.
- Computers in Education
- Guidance and counselling
- Physical and health education.
- Nature club activities.

Value education is encouraged through:

- School internship programmes
- Working With The Community programme
- Cultural programmes, celebration of Birth Anniversaries of Nation leaders like Dr.BabasahebAmbedkar, Mahatma Gandhi, Maulana Abul Kalam Azad, Sardar Vallabh Bhai Patel, etc.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

The Institution makes use of ICT in curricular planning. The members of the faculty actively participate in the curricular development processes of both B.Ed. and M.Ed. programmes, by referring to the different websites, blogs, etc. of various reputed institutions. 'Educational Technology & Management', is taught as Core Paper, apart from this an optional paper 'Computer in Education' is also included in the B.Ed. curriculum. The M.Ed. programme consists of 'Educational Technology & ICT in Education' as an elective paper. Computer education is compulsory for all students. The college offers training for all students in basic computer application skills especially in MS-Office. The computer lab is equipped

with 40 computers with internet connectivity and also offers LAN facility. Learning Management System (LMS) is also used for effective and efficient teaching and learning process.

1.2 ACADEMIC FLEXIBILITY

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

As the institution is an affiliated college under Dr.BabasahebAmbedkarMarathwada University Aurangabad, there is limited scope for academic autonomy and flexibility. Nevertheless, the college tries to be flexible by providing freedom to the students in their choice of elective subjects, SUPW activities, and curriculum transaction. We offer environmental education, computer education, development of technological skills, personality development, value education, etc through the methods like seminar, group discussions, paper reading, etc. The institution offers degree courses like B.Ed. (U.G.), M.Ed. (P.G.). M.Ed. and B.Ed. (English medium & Marathi medium) are self-financing courses, whereas B. Ed. (Urdu & Marathi medium) is an aided programme.

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

The college provides adequate flexibility and scope for all-round development of trainee-teachers, in the operational curriculum by giving the students practical

experiences and exposure in the campus as well as in the field. Various activities are mentioned in the academic calendar to be conducted in the college and some other activities are also organized along with teaching. Academic calendar of the institution does not cover the entire duration for syllabus completion but provides direction to other activities that are necessary for trainee-teachers for their successful teaching profession.

MULTI-SKILL DEVELOPMENT

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.

No value added course has been added by the college but curriculum implementation itself helps in developing above mentioned skills among the trainee-teachers. These are:

Communication Skills: A total of nearly 50 lesson plans are delivered by the trainee-teachers before their peers and in class room that help in developing their verbal skills. All these are noted down by them in their note books that help in developing their writing skills. During this whole exercise teacher educators help them in improving their communication skills so that teaching becomes effective.

ICT Skills: Paper IV theory and practical syllabus related with this paper is sufficient enough as per requirement of teaching profession.

Life skills, community orientation and social responsibility: Various activities organized in the college campus and field trip help in developing these skills among trainee-teachers. The college holds interclass competitions which help in developing social skills among the teacher-trainees. Responsibility is given to trainee-teachers to organize these programmes; teacher educators just act as facilitator.

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

The institution ensures 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

The college has included the following aspects in the curriculum:

- a. Both B.Ed. and M.Ed. courses run by the institution are interdisciplinary in nature. It collectively provides philosophical, psychological, management, technological (Educational) and research experience to student.
- b. The institution endeavours to develop full potential of the students by inculcating different skills among them like utilization of ICT, social skills (through teamwork), intellectual skill (through lecture, library books, magazines, encyclopaedia, surveys etc.) communication (Preparing and delivering lesson

before peers and students) and social activities(House activities, Blood Donation, Cleanliness Drive) etc.

- c. The institution also endeavours to provide inclusive education by providing extra facilities for physically challenged students. If they have any kind of problem, then, they are advised to meet their respective teacher any time. Teachers are also instructed to deal with special children with due care and not let them form the impression that their handicap is an obstacle for learning. Normal students are also given lectures in tutorial periods to understand problems of special students and help them instead of making a mockery of them.
- d. School Experience/Internship: - The aim of the institution is to provide quality education through easy ways for all students. Special children are given opportunities to select centres of teaching practice of their own choice. Relaxation is provided as much as possible and adjustment in time table during teaching practice is made with the cooperation of other students. Classroom adjustments are also made as per their convenience. Teachers take all precautionary measures that they feel at ease and comfort while teaching practice.
- e. Work experience/SUPW: - The institution conducts workshops for work experience. These include candle making, interior decoration, art and craft, clay modelling etc.

1.3 FEEDBACK ON CURRICULUM

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 has developed a questionnaire which is given to students for collecting feedback on the curriculum and syllabus at the end of the course. The feedback collected from students, teachers, alumni, and teachers working in various schools, etc. is discussed and analyzed in the college and the findings are conveyed to the Principal.

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.

These views/suggestions for the improvement and progress of the college given by the students, teachers, employers, academic peers are considered seriously and analyzed by the Internal Quality Assurance Cell (IQAC) of the college and if found catalytic to improvement and progress, are implemented in curriculum transaction and also forwarded to the respective curriculum frame work body.

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

Right from its inception, the institution has always actively participated in faculty development. The institution has always encouraged the faculty to become

members of BOS and members of faculties in the University. There have been four Deans of Faculty of Education in the University from the Institution and four to five faculties have always been members of BOS.

Based on the feedback received from students, in-service teachers or alumni and own experiences and exposure, our faculties have always strived hard to bring improvement in the curriculum. Their suggestions are always welcomed by other members of the BOS in the meetings. One of the best practices of the institution is incorporated in the curriculum as Evaluation Workshop.

Four of our faculties are Members of BOS and one is Member of Faculty of Education.

1.4 CURRICULUM UPDATE

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

B.Ed. & M.Ed. curriculum was updated twice during the last five years (2007-2012). In addition to this, minor changes have been incorporated from time to time. In 2012-2013, the curriculum was modified by introducing Credit Based System (CBS).

A minimum of 83 credits and 2010 total hours are required for the successful completion of the B.Ed. programme. 1 credit for theory papers is equal to 15 hours and 1 credit for Practical is equal to 30 hours.

The faculty receive feedback from various stakeholders like students, academic experts, employers, parents and Alumni regarding curriculum revision and the various suggestions are forwarded to the BOS of the University.

As mentioned above, some of our faculty who are members of BOS and member of faculty always put their suggestions on the improvement in the curriculum based on the feedback received from the students, alumni and own experiences.

1.5 BEST PRACTICES IN CURRICULAR ASPECTS

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

The members of the faculty have participated in a number of refresher and orientation programmes to adopt the best practices in teaching and for quality enhancement. The institution engages in research and publications to assist teachers and student fraternity for their academic and non-academic excellence.

Academic and non-academic measures like remedial teaching, arts/sports activities, researches and social projects are conducted every year. The students are given mentoring, and guidance and counselling services on various academic and non-academic aspects. Every teacher is now acquainted with the use of LCD projector and MS Office. PPT is often used in the class.

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

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

- Year-plan for syllabus
- Month-wise plan for syllabus
- Essay tests and Prelim exams
- Working with the community programme
- Practice teaching lessons.
- Different Workshops (ICT, Craft, Drawing, Evaluation, Lesson Planning, Teaching-aids etc.)

(a) Curricular	(b) Co-Curricular	(c) Extra-curricular
A. Theory 1. Core subjects (5) 2. Elective Subject (1) 3. Methods (2)	1. Working with the Community 2. Internship programme 3. Cultural programmes 4. Sports activities 5. ICT training 6. Seminars/guest Lectures 7. Workshops 8. Celebrations	1. Field trip 2. Educational tour 3. Inter Collegiate sports 4. Intercollegiate Competitions 5. Extension activities 6. Counselling
B. Practical 1. Practice-teaching 2. Microteaching lessons		

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

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

In the first assessment report there has been no suggestion made with reference to curricular aspects as the Peer Team Member were fully satisfied about the curricular aspect.

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

Since the previous assessment and accreditation, the members of the faculty participated in a number of refresher and orientation programmes to bring quality enhancement. Almost all teachers are engaged in publication of research papers and articles in national and international journals. Many teachers have undertaken minor research project as well as well major research project from the UGC and the University.

Academic and non- academic measures like remedial teaching, arts/sports activities, researches and social projects are conducted every year. The students are given mentoring, and guidance and counselling services on various academic and non- academic aspects.

The institution continues to strive for excellence in all endeavours with quality, democratic administration, motivated teachers and non-teaching staff, etc. We have adequate infrastructure and learning resources to conduct educational programmes to facilitate students learning. The college has a well-established functional internal quality management system. The institution is governed on the principles of participation and transparency. The source of income is legitimate and known. Financial planning ensures that no planned activity is withheld or dropped.

CRITERION – II

Teaching Learning & Evaluation

01	Admission Process and Student Profile	
02	Catering to Diverse Needs	
03	Teaching Learning Process	
04	Teacher Quality	
05	Evaluation Process and Reform	
06	Best Practices in Teaching- Learning and Evaluation Process	

CRITERION II

TEACHING-LEARNING AND EVALUATION

2.1 ADMISSION PROCESS AND STUDENT PROFILE

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

The institution conducts the B.Ed., M.Ed. programmes. The admission processes are different for every program. Details according to the programme are given as follows:

Admission to the B.Ed. and M.Ed. course is announced every year by the Government of Maharashtra through MKCL. Online forms are accepted and after conduction of test on the basis of merit and admissions are conducted through centralized admission process.

Eligibility for B.Ed.:

- (a) Candidates with at least fifty percent marks 50 % either in the Bachelors Degree and/or in the Masters degree or any other qualification equivalent thereto, are eligible for admission to the programme.
- (b) The reservation in seats and relaxation in the qualifying marks in favour of the reserved categories as per the rules of the Government.

Eligibility for M.Ed.:

- (i) Candidates who have obtained at least 55% Marks in the B.Ed. degree are eligible for admission.

- (ii) The reservation for SC/ST/OBC and other categories is as per the rules of the Central Government / State Government, whichever is applicable. There is relaxation of five percent marks in favour of SC/ST/OBC and other categories of candidates.

Admission process is systematically administered based on the predetermined criteria laid down by the NCTE

B.Ed. Admission process:

- B.Ed. admission process is centralized at State level.
- The B.Ed. Centralized Admission Process (CAP) is an online process governed by the Director of Higher Education in coordination with the Maharashtra Knowledge Corporation Limited (MKCL).
- As the B.Ed. admission process, CAP is online; it is more transparent and convenient for the teacher trainees of the State.
- In the month of March or April of every year, B.Ed. CAP begins with an advertisement in the newspapers.
- The advertisement is followed by Common Entrance Test (CET). The candidates who are seeking admission in English medium, have to undergo an English language proficiency test immediately after the General CET exam.
- 50% weightage is given to CET score and 50% weightage is given to the graduation and post graduation marks.
- The list of admitted teacher trainees is sent to the institution.
- The institution gives admission to these teacher trainees after the verification of relevant documents.

- All the rules of State Government regarding reservation policy are strictly followed.

This year too admissions in B.Ed. Grant in aid (Urdu –Marathi) were done through government CAP round out of which 51 % seats were filled through institutional level minority quota and the rest through CAP round.

From the academic year 2014-15, the institution has joined **Maharashtra Vinaanudan Adhyapak Mahavidyalya Sansthachalak Association, Pune** for admission in B.Ed. English non Grant, and B.Ed Marathi (non grant) . The eligibility criteria is same as Government CAP but Admissions are based on entrance exam followed by interview.

M.Ed. Admission Process:

M.Ed. admission process is also clear and transparent. Every year M.Ed. admissions are also done through Government CAP round as B.Ed.The eligibility criteria for M.Ed.is B.Ed.with at least 55 % for Open Category and 50 % for reserved category. From the academic year 2014-15, the institution has joined Maharashtra Vinaanudan Adhyapak Mahavidyalya Sansthachalak Association Pune for admission in M.Ed. The candidates are selected through entrance test followed by Interview. All the rules of State Government regarding reservation policy are strictly followed.

B.Ed., M.Ed.and M.A. (Education) PGDSLM IGNOU:

The admissions are governed by IGNOU and the list of admitted teacher trainees is sent to the institution as the institution is the Study Centre.

M.A. (Education)YCMOU

The institution conducts the M.A(Education)programme of **Yashwantrao Chavan Maharashtra Open University, (YCMOU) Nashik**. The admissions are governed by YCMOU and the list of admitted teacher- trainees is sent to the institution. YCMOU also follows the rules of State Government.

Ph.D. Admission Process:

The institution is a reputed Centre for Research in Education since 1983. A common entrance test for Ph.D. i.e. Ph.D. Entrance Test (PET) is conducted by Dr.Babasaheb Ambedkar Marathwada University Aurangabad.

- PET includes two papers, Paper I and Paper II.
- The qualified teacher trainees are eligible for interview.
- The SET/NET qualified and M.Phil. teacher trainees are exempted from these two papers but an interview is compulsory for them.
- After the interview, selected teacher trainees are admitted for the Ph.D. program, at our centre.
- All the rules and norms of the State Government and UGC are followed for the admission.

Admission Policy:

As per the Government policy regarding the reservation, while filling the 70% and 30% seats in the Colleges of Education, 50% seats of the total intake capacity of the colleges of education will be reserved for Backward Class and Other Backward Class categories.

The category-wise reservation is as follows:

Sr.No	Percentage	Category
1	Scheduled Caste and Scheduled Caste persons who have adopted Buddhism (SC)	13%
2	Scheduled Tribe (ST)	7%
3	De- notified Tribes (14 similar tribes) (VJ/DT) A	3%
4	Nomadic Tribes (28 tribes before January 1990 and similar tribes) (NT-1) B	2.5%
5	Nomadic Tribes (Dhanagar and Similar Tribes) (NT- 2) C	3.5%
6	Nomadic Tribes (Vanjari and Similar Tribes) (NT-3) D	2%
7	Other Backward Class (OBC	19%
	Total	50%

Sl. No	Distribution of Seats
(1)	70% Quota (For Home Universities)
(2)	28% Quota (Universities in Maharashtra other than Home University)
(3)	2% Quota (Universities other than Maharashtra)

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?

Advertisements for B.Ed. admission are published by Government of Maharashtra in leading news papers. Maharashtra Vinaanudan Adhyapak Mahavidyalya Sansthachalak Association Pune also publishes advertisements

and the other relevant information in leading newspapers. For institutional level 51% minority seats, college publishes advertisement in leading news papers.

B.Ed. admissions are also centralized (100%) and governed by State Government of Maharashtra through Directorate of Higher Education, Maharashtra State (B.Ed. Admission – CAP)

In the month of March/April of every year the advertisement for B.Ed. admission is published by the above authority in local as well as state level newspapers. The Centralized Admission Process (CAP) is online and supported by Maharashtra Knowledge Corporation Ltd. (MKCL) on their website -oasis.mkcl.org/bed

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

For the B.Ed. courses (grant-in-aid), 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.

For B.Ed. and M.Ed.non-grant admissions are done on the basis of merit. All the rules and norms of government are followed. The institution tries to keep the admission process very transparent.

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

Every year the college admits physically challenged and visually impaired students. Special attention is provided to them. In the current academic year, one physically challenged student is undergoing training in the B.Ed. programme. During the last academic year (2013-14) one physically challenged student completed training in the B.Ed. programme. During the last academic year (2013-14) one visually impaired student completed the B.Ed. course. The visually impaired students are provided with special help and guidance by the concerned faculty to facilitate their learning.

To retain all these diverse teacher trainees in the institution we adopt the following strategies according to their needs which are as follows:

(1) Economically backward group

Various scholarships are provided to economically backward teacher trainees as per the rules and norms of the government. The institution also provides assistance and guidance regarding Educational Loan and Scholarships.

(2) Cultural and religious diversified group

The institution has adopted secular approach in all practices. All the teacher trainees are treated equally irrespective of their caste, creed,

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

(3) Gender diversified group

The institution is co-educational. There is an increase in the number of female teacher trainees taking admission for these courses. Separate ladies room is provided for girl students. The problems of girls are discussed with the female faculty and solved accordingly. A Women's Grievance Redressal cell is also established to cater to the needs of the girl students.

(4) Linguistic diversified group

There are separate classes for Urdu Marathi and English Medium teacher trainees. To cater to their needs the faculty teaches in the respective language and sometimes the faculty use bi-lingual method to teach the teacher trainees who are not comfortable with either English or Marathi.

(5) Physically challenged group

The faculty also takes into consideration the blind teacher trainees, while teaching and giving guidance through observation in various activities. The peer group members also take care of such teacher trainees and help them in writing the lesson notes, practical submissions and to conduct the lessons. A few physically handicapped teacher trainees are also admitted in the institution. They are supported as per their need.

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

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

For M.Ed.:An entrance test based on knowledge of the B.Ed. syllabus(core papers) followed by interview.

For Ph.D. program, the teacher trainee's knowledge is assessed through Ph.D. Entrance Test (PET) conducted by the University followed by an interview.

2.2 CATERING TO DIVERSE NEEDS

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

The institution was established in 1970 and has a great heritage of teaching learning. An orientation programme is organized for all the students every year at the commencement of each academic year. Each year, the newly admitted students are provided with an orientation programme regarding the course, co-scholastic activities and about the faculty and the institution. Students are

intimated at the time of admission and during the orientation about the working and activities of the college during the first week. In the wake of ragging atrocities in some of the institutions in the State, an institutional level anti-ragging committee for curbing ragging was established in the college. The Anti-ragging day is observed every year on December 5.

The classrooms are spacious well ventilated with sufficient natural light. Sufficient number of tube lights and fans with facility of OHP & movable LCD projectors. Benches in the classroom are comfortable. There are separate classrooms for the Urdu, English and Marathi medium divisions. The institution's **central library** is well equipped with many good reference books, periodicals, research journals, encyclopedias, dictionaries. **Computer lab** is available for the students it consists of 40 computers along with a broad band internet connection. Through this well-equipped net connected laboratory, the teacher trainees get connected with the world and complete their practical as well as they can search for the related articles, reviews, researches, proceedings, encyclopedias, reports and related audios and videos. Thus, the institution provides a suitable environment to interact with the world and helps to update their knowledge of the teacher trainees.

In **psychology lab** psychological instruments, equipment and tests are available, which cater to the needs of M.Ed. and Ph.D. scholars.

The institution has green campus with the facilities of washroom for the staff and students, indoor games facilities, gym, playgrounds, canteen, mess, hostel, vehicle parking and garden in the campus. All these facilities create positive

energy among the teacher trainees as they try to excel in the curricular transaction process.

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

Gifted teacher trainees: The gifted teacher trainees are identified by the teacher educators. They are given the responsibility of planning and execution of some programs and co-curricular activities in the institution as well as in the practicing schools during the internship program.

Academically weak teacher trainees: Special attention is given towards the academically weak teacher trainees. These teacher trainees are identified; their problems are diagnosed and solved according to the nature of the problem either by the teacher-educator or by the principal.

The institution provides special practice and guidance to these teacher trainees. They are also paired with the gifted teacher trainees to raise their performance level.

Disabled teacher trainees: For the visually impaired teacher trainees, writers are made available during the examination. Physically handicapped trainees are also taken care of and the teacher educators provide such trainees with the assistance of peer group members for blackboard writing or demonstration.

An orientation programme is organized for all the students every year at the commencement of each Academic Year. The curriculum, syllabus, rules and regulations, infrastructure, library, ICT facilities, evaluation schemes, clubs, associations, co-curricular activities, etc. are explained to the students as part of the orientation programme. A printed copy of the syllabus is given to each student in the first week of the course itself. The structure of the credit, credit hours, grade, weightage, grade point, credit point, weighted credit point, cumulative grade point average, grade point average, weighted grade point, courses offered, criteria for internal and external evaluation, details of practical work, etc. are given in detail in the printed syllabus. The annual calendar is prepared with all details regarding the vision, mission, goals, objectives, the course, profile of the institution, faculty, and rules and regulations, working days, co-curricular activities, SUPW, tests and evaluation, educational tour, facilities, clubs and associations, extension programmes, etc. is distributed among the students. An interaction programme with the meritorious students of the last year is arranged on the occasion of send-off for the present year students to acquaint them with the exam writing skills. The M.Ed. programme offers elective courses and the students can select any one according to their preference. In the B.Ed. programme, five electives are offered and the students are free to opt one amongst them according to their interest. Students are free to select and prepare articles under SUPW activities offered by the institution. The Socially Useful Productive Work (SUPW), a curricular programme, offers various activities to develop social awareness, responsibility, dignity of labour, social as well as life skills among the students. Some of the activities are:

- 1) **Survey**-trainee teachers conduct social survey under the activity working with Community to study various social issues.
- 2) **Awareness Programme**- Programmes are conducted to create awareness on the issues like AIDS, Eye Donation, Blood Donation, Life Style Diseases, Women Empowerment, Human Rights, etc.among the trainee –teachers.
- 3) **Case Study**- trainee-teachers conduct case study by visiting special schools.
- 4) **Documentation**- trainee-teachers prepare documents on topics of current significance.
- 5) **Preparation of Teaching Aids.**-trainee-teachers prepare charts, models, etc. that can facilitate the teaching learning process. These aids are distributed to the local schools and teachers.
- 6) **Campus cleaning and beautification**- the trainee-teachers help in the beautification of the college campus.
- 7) **Interior decoration** – the teacher trainees are trained in preparing articles for decorations under SUPW.
- 8) **Electronic educational content preparation**- the trainees are guided in the preparation of technology assisted teaching-learning material.

The college offers special education as an elective paper for the B.ED. and M.ED Programmes. Visits to special, hospitals, institutions for the mentally challenged, etc. are arranged as part of the practical part of the curriculum. Economically backward students are identified by the teacher educators and are helped and supported by providing scholarships and financial assistance.

The teaching learning process caters to the individual differences among the students. The institution provides academic assistance through tutorial

programme and remedial teaching. Educationally disadvantaged students get personal attention. Remedial teaching for disadvantaged groups is a regular practice here. Gifted students are identified right at the onset of the course and are assigned additional work, projects, responsibilities, etc. as suitable to their talents and needs. Slow learners get more attention like repeated teaching, personal corrections, additional coaching, remedial programs, etc.

We have a tutorial system where each teacher guides 14 students. We come to know about the problems faced by our students through informal, open chats and discussions with them. Students often report their inconveniences through the Grievance Redressal System functioning effectively in the college. In order to keep abreast of the developments in the school scenario, the faculty convenes and participates in various workshops from time to time.

2.3 TEACHING-LEARNING PROCESS

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

Before the commencement of each academic year, the faculty sits together and discusses the programmes and plans for the academic year. Various sub committees are formed to execute these plans. The time table and work allotment for two semesters are prepared on the basis of these discussions. For the effective implementation of the academic plans, changes are incorporated whenever necessary. Dates of the various programmes to be held in the college

during the academic year are fixed after discussions among the faculty members. The details of the scholastic and co-scholastic activities are presented in the academic calendar. Feedback from the faculty, students, alumni, PTA and academic experts in different areas help to conduct these programmes. The financial resources are allocated through the governing body, planning committee, IQAC (Internal Quality Assurance Cell), etc.

The first week of the course is devoted for conducting a bridge course for orienting students towards the institution and the programme. The objectives and the schedule of the programme; the vision, mission and goals of the institution; the importance of teaching profession; the responsibility of the teacher towards the students, society and nation; the status of teacher, etc. are imparted through the orientation programme. Invited lectures by experts, extension lectures, and endowment lectures are conducted at the college.

Active Learning:

The institution makes effective use of ICT for curricular planning. Information regarding the latest trends in the curriculum of teacher education is gathered through the internet and the necessary updates are made. We use educational technology for all the scholastic and co-scholastic programmes. Teachers use instructional materials and power point presentation for taking classes. LED and LCD projectors, OHP and Whiteboard are used by our teachers in the teaching learning process. Some special programmes are listed below:

Active Learning Practices

- 1) Conduct workshop on chart preparation and displayed collection of sample charts.
- 2) Prepare power point of biographies and contributions of great mathematicians.
- 3) Conduct work shop on preparing power point presentation
- 4) Preparation of resource materials (video clippings- downloaded)
- 5) Inter class quiz on mathematics and English (experience to conduct a quiz)
- 6) Collection of web site address and details for reference.
- 7) Collection of resource materials from magazines and newspapers.
- 8) Collection of power point materials to support secondary school teaching.
- 9) Workshop for M.Ed.Students for development of research proposal.
- 10) Workshop for tool development.

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

AWARENESS PROGRAMMES

Awareness on important days; issues related to health, food habits, life style diseases; vegetable gardening; importance of exercise; conserving of water electricity, and energy; common misconceptions related to health, hygiene, type of healthy foods, diseases, etc. are discussed in the class rooms.

INSTRUCTIONAL MATERIALS DEVELOPED

- 1) Audio- visual aids and improvised aids
- 2) Diagnostics testing and Remedial Teaching
- 3) Evaluation – constructing and administration of achievement test
- 4) Different types of tests and test items – merits and demerits.

TEACHING METHODS

- 1) Lecture – cum demonstration method
- 2) Lecture – cum discussion method
- 3) Project method

SEMINAR PRESENTATIONS BY STUDENTS

- ❖ Environmental pollution
- ❖ Climate changes
- ❖ Global warming
- ❖ Greenhouse effect
- ❖ Educational Management
- ❖ Taxonomy of Educational Objectives
- ❖ Application of Educational Psychology
- ❖ Deforestation
- ❖ Philosophy and Education
- ❖ Mental Health and Adjustment
- ❖ Methods of Research
- ❖ Sampling
- ❖ Education for Mentally Handicapped

❖ Types of Guidance and Counselling

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

For teaching the paper Educational Evaluation and Statistics Cooperative Learning Technique is used which proves helping for the students with difficulties in the subject. Preparation of the geography teaching kit for teaching geography. It consists of stencils of different countries, arrows showing directions to locate places on the map and pointer, etc.

Students and teachers use the library effectively. Internet is widely used by the teachers and students. Students use internet for preparing assignments, projects, and seminars. Different Laboratories-Science, Technology, Modern Media, Computer, Psychology and Language–function in the college. The concerned subject teachers use these laboratories in the teaching learning process. Field visits (subject-wise) are conducted to link theory and practice in education. Different methods and techniques of teaching are used by all the teachers to engage their students' interests. In addition to this, weightages are given to assignments, seminars, and practicum to ensure the active participation of students in various teaching-learning activities. Seminars conducted by students and active participation in the national seminars at the college also give new avenues for active learning.

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

STUDENT CENTERED LEARNING

Student centered learning is the pivotal point of the teaching learning activities of the institution. To make learning more active and student centered, students are divided into small groups and the constructivist mode of teaching is practiced. Various techniques are adopted for ensuring participatory and student centered learning. We use small group techniques such as -brain storming, group discussion session, and learner centered methods such as, discussion, project method, dialogue method, problem solving method, individual assignments, experiential learning strategies, co-operative and collaborative learning strategies.

- Teacher educators observe the lesson using the rating scale to evaluate the lesson.
- In addition, the teacher educators also give the qualitative feedback/ remarks in written form on the lesson note itself.
- At the end of the lesson, the teacher trainees get quantitative and qualitative feedback immediately.
- The written feedback is followed by oral discussion for the improvement in the performance of the teacher trainees.

Practice teaching forms the core curriculum of the B.Ed. program. The institution conducts this in collaboration with schools. The institution makes every effort to

comply with the policy directions of the schools in which practice teaching is conducted. The schools convey their policy directions and needs to the institution regarding practice teaching. Practice teaching incharge in turn gives instructions to all the teacher trainees.

Some teacher trainees face barriers in learning as well as practice teaching. These are identified and action is taken to enable the teacher trainee to overcome the barriers. The barriers identified are generally coping with new subjects like psychology and statistics based courses. Teacher trainees from rural background have limited communication skills and many find it difficult to conduct lessons in English medium despite having opted for English medium. Some trainees lack confidence and cannot adjust to the urban environment. The drawbacks in learning are revealed from the results of the internal exams. The examination in charge conducts a meeting with these trainees and orients them on proper techniques and study skills to improve the performance. The Principal is also kept abreast with performance and problems faced by the trainees. Not only does the institution's faculty, but the administrative staff also takes efforts to create conducive learning environment and to provide the best possible infrastructural facilities and access to technology to make the training joyful and stress free.

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

trainees through teacher and peer group observations. The low achievers are oriented and guided on proper techniques and study skills to improve the performance. The high achievers are motivated by appreciating their performance.

Use of ICT in assessment and evaluation processes:

- Preparing all instructions related to assessment
- Preparing question banks
- Typing question papers
- Recording marks secured by all teacher trainees
- Preparing result sheets
- Analysis of results

STUDENTS CENTERED LEARNING PRACTISES

- ❖ Seminar presentation
- ❖ Assignment
- ❖ Project
- ❖ Group work
- ❖ Supervised study
- ❖ Demonstration method
- ❖ Field trip

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

After orienting the teacher trainees on microteaching skill techniques, every trainee is required to conduct lessons for the development of teaching skills.

The following skills are practiced by teacher trainees. They are

1. Set Induction.
2. Explanation
3. Questioning
4. Stimulus-variation
5. Black Board Writing
6. Use of teaching aid

The teacher trainees have to practice 06 skills in all. Hence, these lessons include teach, re-teach lessons and bridge lessons which are completed by the teacher trainees during micro-teaching training.

We use the micro-teaching technique for developing the various teaching skills of our teacher trainees.

Our teacher training programme includes criticism sessions based on the lessons taken by each student by the peers under the supervision of teacher educators.

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

As the practice teaching is the core of the teacher training course, a lot of importance is given to conduct quality practice teaching. Each teacher trainee is required to complete 20 (10 lessons in each method) practice teaching lessons. For better execution of these lessons, the institution has identified and tied up with about 27 schools. These schools include English Medium, Marathi medium and Urdu medium. The institution takes the permission from the concerned school along with necessary information such as time-table, names of subject teachers, working days and the holidays for effective planning of the practice teaching lessons. After obtaining the permission from the school for the conducting lessons, teaching units are taken from the school teachers and then conveyed and distributed to the teacher trainees along with lesson time table. This is followed by a thorough guidance for the lessons from the concerned supervisors. The teacher trainees then prepare the fair plans in the lesson note book provided by the college. Sufficient time span of about 15 days is given for the planning and execution of the lessons. Each teacher trainee conducts only one lesson per day, except in some cases where the teacher trainees conduct two lessons per day. It is ensured to provide detailed and proper feedback to the teacher trainees and maintain the quality of practice teaching.

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

In B.Ed. course, a lot of weightage is given for internship program in terms of marks and time period. The internship is for a period of 08 days which include planning for 02 days. During these days, the teacher trainee has to remain in the school campus for the whole day to perform the curricular and co-curricular activities. Internship for M.Ed students covers the activities like providing guidance to B.Ed students for lesson planning and engaging lectures in B.Ed Class.

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

At B.Ed. level, there is development of partnership in the practice-teaching schools and institutions for the practice-teaching sessions. The mentor teacher communicates with the school teachers regarding time-table and units to be taught. There are non-formal discussions/ guidance between teacher trainees and school teachers regarding unit and teaching methodology. The teachers also give feed back to the teacher trainees informally on their own to improve the quality of lessons.

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

It is necessary for a trainee teacher to be exposed to the diverse learning needs of students in schools. The Syllabus of paper-II, Development of Learner and

Teaching Learning Process of the B.Ed includes the 'Units –Learning Process, Individual Difference and Intelligence' to provide the teacher trainees with an idea about how to manage the diverse learning needs of students in schools. M.Ed students are also benefitted by the Core Paper of the syllabus learner and Learning Process and Electives-Special Education and Guidance and Counseling. The teacher educators inculcate the attitude towards inclusive education by guiding them formally as well as informally.

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

The faculty always encourages the teacher trainees to use technology in practice teaching. The faculty has adopted technology and uses technology in their daily teaching learning process by making use of laptop, LCD Projector, OHP in the classroom for day to day curriculum transaction. It is compulsory for the teacher trainees to conduct technology based lessons which entails them to make use of different electronic gadgets such as tape recorder, mobile, LCD, OHP and internet.

2.4 TEACHER QUALITY

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

At B.Ed. level, there is development of partnership in the practice-teaching schools and institutions for the practice-teaching sessions. The mentor teacher communicates with the school teachers regarding time-table and units to be

taught. There are non-formal discussions/ guidance between teacher trainees and school teachers regarding unit and teaching methodology. The teachers also give feed back to the teacher trainees informally on their own to improve the quality of lessons.

What is the ratio of teacher trainees to identified practice teaching schools?

Give the details on what basis the decision has been taken?

The ratio of teacher trainees is 14:01 to the identified practice teaching schools. the decision has been taken on the basis of NCTE norms.

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

Mechanism of Feedback

- Teacher educators observe the lesson using the rating scale to evaluate the lesson.
- In addition, the teacher educators also give the qualitative feedback/ remarks in written form on the lesson note itself.
- At the end of the lesson, the teacher trainees get quantitative and qualitative feedback immediately.
- The written feedback is followed by oral discussion for the improvement in the performance of the teacher trainees.

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

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

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

The teacher trainees and faculty keep pace with the recent developments in the school subjects and teaching methodologies through different workshops, refresher & orientation courses

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

The Institution, Management and Principal has always given the priority to training and orienting the staff ,and take all necessary efforts to keep the faculty updated, efficient and modernized and encourage them in their professional growth. Teachers are motivated in every meeting by the principal to attend UGC

sponsored refresher courses and orientation courses conducted by the Academic staff colleges

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

The institution always encourages all the faculty members for their professional development. Professional development courses like the orientation and refresher courses. Paper presentation in conferences, participation in seminars as experts and resource persons is always encouraged. In fact, the institution's experienced and well qualified faculty is always invited by other educational institutions to orient and guide them on several topics related to the syllabus and other contemporary issues. Therich library resources with internet facility for academic enrichment are made available by the institution for the professional development of the faculty:

2.5 EVALUATION PROCESS AND REFORMS

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

Some teacher trainees face barriers in learning as well as practice teaching. These are identified and action is taken to enable the teacher trainee to overcome the barriers. The barriers identified are generally coping with new subjects like psychology and statistics based courses. Teacher trainees from rural background have limited communication skills and many find it difficult to

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

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

The institution has a regular tutorial pattern to evaluate the performance of the trainee teachers. Content test and College theory exams are also conducted.

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

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

trainees through teacher and peer group observations. The low achievers are oriented and guided on proper techniques and study skills to improve the performance. The high achievers are motivated by appreciating their performance

How is ICT used in assessment and evaluation processes?

Use of ICT in assessment and evaluation processes:

- ❖ Preparing all instructions related to assessment
- ❖ Preparing question banks
- ❖ Typing question papers
- ❖ Recording marks secured by all teacher trainees
- ❖ Preparing result sheets
- ❖ Analysis of results

2.6 BEST PRACTICES IN TEACHING, LEARNING AND EVALUATION PROCESS:

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

BEST PRACTICE-1

Title of the practice:- Comprehensive Internal Evaluation.

Initiation of the practice:- College is affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. Syllabus prescribed by the university is implemented and clear directions are given for each activity, it was decided in the meeting that evaluation for internal activities related with teaching skills should be done comprehensively, hence it was instructed to the concerning in-charges to form groups in such a manner that once a trainee is in a group for microteaching with particular supervisor, trainee will not be repeated for any activity with that supervisor. In this way trainee works under all supervisors and their progress was discussed among the trainees.

Objectives:

- ❖ To evaluate the performance of trainees comprehensively.

The practice: In-charges of all the activities were asked to prepare the time tables of their respective activities by co-coordinating the distribution of trainees in groups keeping in view their opted and admitted methodologies. Care was taken that trainee allotted for one activity will not be repeated for other activity for particular supervisor, in this way all the trainees will come in contact with all the supervisors.

Obstacles faced:

(1) Difficulty in preparing time-table.

(2) Shortage of time.

To overcome these difficulties the coordinator of each activity was asked to keep time table of all activities while planning for their work.

Impact of the practice: Practice implemented help a lot to bring improvement in the pedagogical skills required for the trainees. Each supervisor helps the trainee to bring out best as per that activities demand.

Resources required: A group of dedicated faculty who feel the need to change the traditional system and put into practice a new system which is more meaningful and purposeful.

BEST PRACTICE-2

Title of the practice: Geography Teaching Aid Kit.

Initiation of the practice:

Geography is one of the methodology at B.Ed. level. The geography class is heterogeneous with respect to subject background at graduation .Majority of the trainees admitted in this group studied geography till 10th std. It was experienced while dealing with the class that the trainee should develop their teaching aid kit and use it during practicing lessons, final lesson & in future when they join any institution.

Objectives:

- (1) To develop interest among the trainees towards the subject.
- (2) To make geography teaching simple, easy and interesting by using hand-made teaching aids.
- (3) To develop map drawing skill.
- (4) To provide them practice to prepare maps as per requirement of the content.

The practice:

As geography method class is heterogeneous in nature, importance and scope of geography was clarified and how to teach geog effectively by using teaching aids was demonstrated. Trainees were asked to develop teaching aid kit which include :pointer, direction, stencils(world, all continents, India and other countries as per the secondary school syllabus),flannel board. etc. All these should be hand made. Practice was given to them to use it whenever and where ever required. Trainees were expected to supply direction to the practicing class if they are dealing with map reading content and should ask them to use map given in the text-book and read it .In content test 10 marks question was given for map drawing and map filling, no outline map will be provided, trainees were expected to draw the map, colour it ,show the locations as questions demand and write index.

Obstacles faced:-Nil

Impact of the practice:

This practice helps all the geography method trainees to take interest towards the subject, the developed teaching aid kit was appreciated by the practicing schools and they have also adopted the same in their respective schools.

Resources:

Dedicated Geography method masters.

Resource person for teaching aids

BEST PRACTICE: 3

Title of the practice: Evaluation Workshop.

Initiation of the practice: - Planning is the important part for teaching and learning, without planning it is difficult for a teacher to proceed further. As soon as the work is distributed among the teacher-educators the expectations are that, he/she should plan the work by keeping in mind the available time and objectives of the task. One of the core papers of the University entitled: Educational Evaluation & Action Research, deals with the planning aspect. Coordinator along with the members of the subject committee decided to deal with the topics like year plan, unit plan & achievement test preparation + item analysis as a workshop. So that the trainees get ample opportunity to practice preparation of different plans and tests.

Objectives of the practice:

(1) To provide practice in preparation of year plan.

- (2) To provide practice in preparation of unit plan.
- (3) To provide practice in preparation of lesson plan.
- (4) To provide practice in preparation of teacher- made achievement test.
- (5) To provide practice to do item analysis.

The practice: - A meeting was conducted by the coordinator of the subject committee and it was decided that topics related with planning aspects would be dealt as a workshop. There are four classes namely: U-1, U-2, M &E. Before commencement of I-practice teaching, workshop-I was planned for preparing year plan, unit plan & lesson plan. The trainees were divided in groups as per their opted school methodology (as per the university syllabus trainees opt two methodologies) workshop-I was planned for 6 days, 3-3 days for two methods. Workshop-II was designed in 2 sessions, first session was planned for 2 days before commencement of Internship activity in which practice for preparing teacher made achievement test was provided. All the trainees were asked to select a unit, prepare unit planned design a test by preparing Blue-Print, test items & edit it. Prepare marking scheme & score key. Trainees were instructed to administer the test during internship, assess the answer sheets, score them and prepare a mark list. Second session was planned for 1 day after Internship to do the item analysis. Trainees were expected to prepare report of the workshop.

Obstacles: Lack of time, insufficient human resource.

Strategies: During Workshop College timings are extended for 1 hour. All method masters involve in the activity

Impact of the practice:

The use of the practice was appreciated by practicing schools as the trainees are getting practical experience for planning aspects and its implementation during internship. Trainees were able to get opportunity to prepare a test paper, administer it, assess and score it. After scoring they go for item analysis and get feedback about the items selected for test construction. This practice was continued for two years in the college and it yields good results, hence recommended to the university to include the practice as compulsory activity in the syllabus. On May 18th 2012 BOS meeting was conducted under the chairmanship of Dean of faculty of education to revise the syllabus and transform it to credit based. The practice was suggested by the faculty who was the BOS member that the activity shall be made compulsory part of the syllabus so that every college affiliated to university should provide practice for planning. The suggestion was accepted by the chair and 03 days "Evaluation Workshop" was made compulsory activity for 01credit.

Resources:

- (1) A group of dedicated faculty who feel the need to change the traditional system and put into practice a new system which is more meaningful and purposeful.
- (2) Schedule of the workshop along with allotment of task to all method masters and subject committee to monitor the progress of the trainees.

BEST PRACTICE-4

Title of the practice: New Tutorial Pattern

Initiation of the practice: Tutorials are the weekly test conducted by the college as one of the compulsory activity as per university syllabus. The pattern of conducting tutorials was such that after 45 days of teaching term activity initiated, the activity coordinator collects the questions from subject committees and display them on notice board with the dates on which they will be conducted. Trainees were divided in groups and sitting arrangement was such that two trainees on same desk have to attempt questions from different papers. This practice was continue from many years, this year it was decided in the meeting to plan for change in tutorial pattern and instead of giving questions ,unit will be declared before 8 days and question will be displayed 1 minute before.

Objectives:

- (1) To provide the trainees an opportunity to prepare notes.
- (2) To give them practice to read content thoroughly so that they can attempt the answers correctly.
- (3) To give them practice for university exam.
- (4) To give them feedback for better achievement.
- (5) To increase the level of self-confidence of the trainees.
- (6) To increase the comprehensive learning and understanding of the unit as a whole.

The practice:- Meeting was conducted by the Principal to introduce the changed pattern of tutorial decided by the tutorial committee to all the faculty, it was decided by the coordinator of the committee that all subject committees should decide about the topic & sub topic on which they want to conduct tutorials. Pattern of the tutorial was decided as per university final exam(1-essay type question and 2-short answer type questions) .Tutorial schedule will be prepared in such a manner that unit will be declared 15 days before ,the unit will be taught in the class and on the date of tutorial question was displayed before 1 minute on OHP. The trainees get the practice to attempt questions on University pattern.

Obstacles faced:-Nil

Impact of the practice:-The practice helped the trainees for university exam. As they were expected to read matter covered under the declared topic and MCQ's, they began to refer more reference books & preparing comprehensive notes Practice helped them to be more systematic in study habits.

Resources required:-

- (1) A group of dedicated faculty who feel the need to change the traditional system and put into practice a new system which is more meaningful and purposeful.
- (2) Appropriate notices to all the faculty and trainees.
- (3) OHP
- (4) Question bank

ADDITIONAL INFORMATION:

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

The main evaluative observations/suggestions made in the first assessment report were:

The institution has setup a good standard for curriculum transaction and evaluation. Classroom discussions, debates, seminars etc. are arranged to promote interactive teaching learning. Use of A-V aids is done. All the classrooms are equipped with OHPs. Video recording of Demonstration Lessons are done to provide feedback to students as well as teachers. The teacher educators are provided feedback on their classroom instruction both by the trainee-teachers and peers.

The course content analysis is done subject wise in the beginning. During the first phase of practice-teaching emphasis is laid on pedagogy by organizing workshops to draw lesson plans, followed by microteaching developing six microteaching skills, demonstration lessons and simulated teaching. For developing the core teaching skills in simulated settings, microteaching is organized, practice is provided for preparing micro lesson plans in five skills, namely, questioning. Board-writing, stimulus variation, explanation, set induction and use of teaching aids. During practice-teaching the trainees get learning experiences in the field interacting with the students, peers, teachers

and supervisors. Demonstration lessons presented by the teacher-educators are observed by the students, followed by a discussion session. During practice teaching, the lessons of the pupil teachers are observed, both by the supervisor and the peer and the suggestions for improvement are communicated to the pupil teachers. During internship lot of interaction takes place between the trainees and the school as a whole.

The university guidelines related to evaluation work are followed for Internal Assessment. It is done on the basis of all internal activities related with the syllabus.

Talented students are identified and additional guidance is provided to them. For weak students, remedial teaching is arranged. Necessary feedback is provided to the teachers on the basis of assessment sheet filled by the students.

The institution has produced 34 gold medalists at B.Ed. level till date.

Three staff members have attended the programmes organized by Academic Staff College, Aurangabad. Many staff members are acting as resource persons. Value based education is imparted in the institution by celebrating religious festivals, national festivals, and anniversaries of great persons.

The Institution inculcates civic responsibilities by constituting Students' Council. The institution organizes programmes for health and social welfare, cultural activities, debates, working with community and work experience. The college encourages students to participate in various co-curricular activities.

Recommendations/suggestions made in the first assessment report:

- ❖ Number of optional areas offered at B.Ed. level should be increased.
- ❖ A weekly seminar should become a regular feature of the college.
- ❖ During internship the entire organization and management of the practice teaching school can be tried by the trainees for a few days.
- ❖ There is a need to strengthen the different labs. The number of experiments in the Educational Psychology lab should be increased. The latest equipments should be procured for demonstration by the teacher educators.

The comments of the NAAC peer team were highly motivating and appreciating. Complying these recommendations we have increased number of optional papers at B.Ed. and M.Ed. level. Weekly Seminars is the regular practice now. During internship program, the teacher trainees actively participate in all the school activities, fill in the gaps of absent teachers and complete block teaching and course related practical with assistance from schoolteachers as well but complete management is not possible as schools do not allow this. For M.Ed. course, the internship is a unique feature in which M.Ed. teacher trainees perform the following activities in B.Ed. institutions:

- ❖ Teaching lessons of general courses.
- ❖ Teaching lessons of methods / elective subjects.
- ❖ Guidance for practice-teaching.
- ❖ Observation of practice-teaching

In **psychology lab** psychological instruments, equipment and tests are made available, which cater to the needs of M.Ed. and Ph.D. scholars.

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

The faculty has adopted technology and uses technology in their daily teaching learning process by making use of laptop, LCD Projector, OHP in the classroom for day to day curriculum transaction. Institute purchased adequate no. of books and Science equipments. It encourages staff to participate in conference, workshop and seminar. The faculty keeps teachers' daily diary and work record of the activities. The personal information, time-table, academic calendar, monthly abstract, details of work engaged. Our faculty members are actively involved in research by carrying out Major, Minor research projects and publishing research articles.

CRITERION - III

RESEARCH,CONSULTANCY AND EXTENSION

3.1 PROMOTION OF RESEARCH:

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

Marathwada College of Education became recognized as a research centre in February 1983 by the Marathwada University. The institution is under the process of renewal of the registration as research centre from Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. The institution is constantly motivating the faculty to take up research in Education as per the demand of existing evaluation pattern-CCE, so that the host institute can provide guidance for difficulties arising during implementation of the plan in the practicing as well as other schools in the locality. The institution is pursuing the process to get registered for ISSN to start a research journal of the institution to promote research climate in the region. UGC and Dr. Babasaheb Ambedkar Marathwada University, Aurangabad sponsored research projects are undertaken by the faculty. 06 of the faculty members are research guides with Dr. Babasaheb Ambedkar Marathwada University, Aurangabad and 01 with Ambedkar Research Centre. 05 faculty members have submitted their proposals for recognition as research guides. 48 research scholars have been registered for PhD under their guidance. 11 faculty members hold PhD degrees and 08 faculty members are pursuing research leading to PhD. The post graduate students (M.Ed. Regular,

IGNOU-M.A. Education and M.Ed., YGMOU-M.A. Education) have dissertation work as part of their course programme.

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

The thrust areas of interest for research prioritized by the institution include:

- ❖ All school subjects.
- ❖ Commerce education.
- ❖ Value education.
- ❖ Peace education.
- ❖ Women empowerment.
- ❖ Models of teaching.
- ❖ Educational administration & management.
- ❖ Educational Psychology.
- ❖ Educational Measurement & Evaluation.
- ❖ Special education and learning disabilities.
- ❖ Inclusive education.
- ❖ Continuing education.
- ❖ Environmental educational.
- ❖ Sociological problems, etc.

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

The institution encourages Action Research. Various projects were undertaken for action research through CTE trainings for in-service teachers of Urdu and

English medium and also by IGNOU B.Ed. trainee-teachers as one of the school-based activity. Regular B.Ed. students undertakes a detailed study of children with special needs during practice teaching and internship session, they give special care, guidance and counseling in consultation with the supervising teacher and submit the report to the college as one of the practicum (project) for paper-II.

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

The institution motivates the faculty to attend and presentations in various academic Seminars/Conferences/Workshops. The faculty actively participated in international and national seminars and presented papers and also acted as resource persons and chaired the sessions.

The National Level Seminar/Conference/Workshop organized by the institution.

Sr. No	Theme of the seminar	Venue	Dates	Collaboration
01	Innovative practices to improve the Quality of Teacher Education.	Marathwada College of Education, Aurangabad.	10&11 March 2007.	UGC & Marathwada College of Education.
02	Experimental Design and use of statistical package for social science.	Marathwada College of Education, Aurangabad.	28 & 29 March 2009.	UGC & Marathwada College of Education.

The faculty members enthusiastically attend and present papers at various international, national, and state level seminar/conference/workshop etc. The institution encourages the teachers to participate by providing leave and internal

work arrangement. The institution helps the faculty to get financial assistance from the budget allotted for the purpose.

Seminars, Conferences and Workshops attended by the faculty members in last five years:

Sr. No.	Theme of the Seminar/Conference/workshop	Venue	Dates	Name of the Faculty
1	National level Workshop on Experimental Design and Use of Statistical Package for Social Science.	Marathwada college of Education Aurangabad.	28 th & 29 th March 2009.	Dr. Dost Mohammed Khan
				Dr. Bakhtenasar Khanum
				Dr. Mohd. Sabir
				Dr. Naveedus Sahar
				Dr. Suhail Ahmed Khan
				Dr. Quazi Maleka
				Dr. M.A. Khalique
				Dr. Moin Fatema
				Dr. Bilquis Begum
				Mrs. S.P. Tajne
				Dr. RasheedAhmed Quraishi
				Dr. Shaikh Imran Ramzan
				Dr. Kaneez Fatima
				Dr. Yusufi Shahid Anwar
				Dr. Ansari Khurshid Ahmed
				Dr. Mirza Mahefooz Baig
				Dr. Talat Naseer
				Mrs. Khan Waheeda Haroon
				Dr. Bhadange U.P.
				Dr. Shaikh Tahemina Naaz
				Mrs. S.B. Dandegaonkar
				Dr. Muntajeb Ali Baig
				Dr. Vaishali Khoptikar
				Dr. Khan Zeenat Muzaffar
				Dr. Manerao D.A.
				Mrs. Shaikh Kashefa Anjum
Mr. Shaikh Shakeel				
Mrs. Syeda Hajra Nausheen				
Mrs. Khan Shahenaz Bano				
Mrs. Khan Tanveer Habeeb				
Miss. Siddiqui Fakeha S.				
Dr. Magre S.V.				
Mr. Khatik Abdul Raheem				
Mr. Daimi S.F.				
Mr. Shaikh Subhan Hasan				

02	Regional workshop on Assessment in 21 st Century classroom.	Dept. of Education, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. A,bad.	13 th August.2012	Dr. Shaikh Imran Ramzan Mr. Ateeque Inamdar
03	Regional workshop on Use ICT in Research.	Dept. of Education, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.	14 th August 2012	Dr. Shaikh Imran Ramzan and Dr. Muntajib Ali Baig
04	National level workshop on 'Teaching through case study method.	Millennium Institute of Management, A,bad.	24 th &25 th April 2010	Dr. Kaneez Fatima Mrs. Shaikh Kashefa Anjum Dr. Shaikh Tahemina Naaz Miss. Siddiqui Fakeha S. Miss. Syeda Humera Anjum Mrs. Nazia Tabassum Dr. Shaikh Imran Ramzan Dr. Mirza Mahefooz Baig Dr. Daimi S.F. Dr. Shaikh Imran Usman Dr. Ansari Khurshid Ahmed Dr. Paralikar U.A. Dr. Muntajeb Ali Baig Mrs. Khan Tanveer Habeeb Dr. Manerao D.A. Dr. Vaishali Khoptikar Mr. Shaikh Shakeel Mrs. Syeda Hajra Nausheen Dr. Dost Mohammed Khan Mrs. Khan Shahenaz Bano Mrs. Khan Zainab Mr. Pathan Mohd. Waseem Dr. Bakhtenasar Khanum
05	National workshop on women awareness, water &Environment.	Dr. Rafiq Zakaria College for Women, A,bad.	29 th & 30 th Oct. 2010	Dr. Moin Fatima Mrs. Shaikh Kashefa Anjum Dr. Khan Zeenat Muzaffar Mrs. Khan Tanveer Habeeb Mrs. Nazia Tabassum
06	Interdisciplinary workshop on Research Methodology.	Govt. College of Education. A,bad.	Dec. 2010	Mrs. Nazia Tabassum, Mrs Kashefa Anjum, Ms Syeda Humera, Ms Fakeha Siddiqui.

07	The 13 th International & 44 th National conference of the Indian Academy Applied Psychology	Maulana Azad College of Arts, Commerce and Science, A,bad.	30 th , 31 st Jan. & 1 st Feb. 2010.	Dr. Suhail Ahmed Khan Dr. Talat Naseer Dr. Dost Mohammed Khan Dr. Naveedus Sahar Dr. Kaneez Fatima Dr. Shaikh Tahemina Naaz Mrs. Khan Tanveer Habeeb Dr BakhteNaser Khanum Dr Vaishali Khoptikar Dr Daimi S F Dr.Shakh Imran Ramzan Dr Shaikh Imran Usman Mrs Kashefa A. Ms Fakeha S. Ms Humera A Mr. Khatik Abdul Raheem Dr. Khan Zeenat Muzaffar Syeda Hajera Naushin Mrs.Khan Shanaz Bano
08	UGC National workshop on' Women's Development & Gender Justice in Economically Backward areas"	Dr. Rafiq Zakaria College For Women, A,bad.	28 th , 29 th Jan. 2011	Dr. Moin Fatima Mrs. Khan Tanveer Habeeb Dr.Shaikh Tahemina Naaz Dr.Naveed-us-saher Dr.Talat Naseer Mrs Waheeda Haroon DR.Khan Zeenath M Mrs Kashefa A Ms Humera A Ms Fakeha S Mrs S B Dandegaonkar Dr.V a Khoptikar Mrs Syeda Hajera
09	State Level orientation on Fundamental Elements of Research.	Govt. College of Edn. A,bad.	21 st to 26 th October 2013	Dr. Naveedus Sahar Dr. Moin Fatima
10	Navin Shikshak Dhran Ani Maulana Abul Kalam Azad.	Aurangabad Mahanagar Palika.	26 th Feb. 2012	Dr. Moin Fatima Dr. Kaneez Fatima Dr. Shaikh Tahemina Naaz Mrs. Khan Tanveer Habeeb
11	National Seminar on Maulana Abul Kalam Azad "Zaat-o-Jihaat Aur Sahafat"	AMC	21 st &22 nd Feb 2014	Dr. Moin Fatima
12	National Conference on Education for empowerment.	Dept. of Education, Osmanabad.	3 rd March 2014	Dr. Moin Fatima

13	International conference	University of Mumbai	29 th &31 st Dec 2009	Dr. Suhail Ahmed Khan Dr. Shaikh Tahemina Naaz Mrs Khan Shahnaz Bano Miss. Siddiqui Fakeha S. Mrs. Khan Tanveer Habeeb Mr. Khatik Abdul Raheem Mr. Pathan Mohd. Waseem
14	National Conference	Maulana Azad College, A,bad.	20 th & 21 st Feb. 2010	Mrs. Khan Tanveer Habeeb
15	International conference	Maulana Azad College, A,bad.	19 th to 21 st Dec. 2013	Mrs. Khan Tanveer Habeeb
16	National seminar	Dr. Rafiq Zakaria College for Women, A,bad.	30 th & 31 st Dec. 2010	Mrs. Khan Tanveer Habeeb
17	State workshop	Govt. College Of Education, A,bad.	30 th & 31 st Jan. 2014	Dr. Naveedus Sahar Mrs. Khan Tanveer Habeeb Dr. Talat Naseer Mrs. Khan Waheeda Haroon
18	National Conference	Kohinoor College, Khultabad	17 th & 18 th Feb. 2014	Mrs. Khan Tanveer Habeeb
19	NAAC sponsored two day National Seminar on Quality sustenance & sustenance in H.E.'	Sir Sayed College, A,bad.	8 th & 9 th Jan. 2010	Dr. Kaneez Fatima Dr. Urmila Parlikar
20	Methodology of Educational Research.	Indore University.	16 th June 2010	Dr. Dost Mohd. Khan
21	Writing Research Article	Kalyan	9 th Jan 2010	Mrs. Khan Shahnaz Bano
22	UGC sponsored Workshop on Capacity building of women managers"	Institute of Science, A,bad.	1 st Feb to 5 th Feb 2011	Dr. Naveedus Sahar Dr. Talat Naseer
23	TOT workshop	Tata institute of Social Sciences .Mumbai.	2 nd March to 7 th March 2012	Dr. Naveedus Sahar Dr. Talat Naseer,
24	TOT workshop	Tata institute of Social Sciences .Mumbai.	Tata Institute of Social Science, Tuljapur.	Dr. Naveedus Sahar Dr. Talat Naseer,
25	Enrichment Programme For Teacher Educators teaching Psychology.	NCERT-Dept. of Psychology, Bangalore.	11 th to 15 th March 2013	Mrs. Shaikh Kashefa Anjum
26	Workshop	Osmanabad	Jan 2012	Mr. Shaikh Subhan Hasan
27	SNDT	Mumbai	Nov 2013	Mr. Shaikh Subhan Hasan
28	Dr. BAMU	Aurangabad	May 2014	Mr. Shaikh Subhan Hasan
29	Urdu Academy	Aurangabad	Aug 2014	Mr. Shaikh Subhan Hasan
30	Workshop on Use of ICT in research		Aug. 2012	Mr. Ateeque Inamdar
31	National seminar- New Trends in library studies and research.		2012	Mr. Ateeque Inamdar
32	workshop-CCE based lesson planning.		2013	Mr. Ateeque Inamdar

33	National Conference- Sustainable Development of Tribals in India.		2012	Mr. Ateeque Inamdar
34	National Conference- Research Methodology.		Jan 2014	Mr. Ateeque Inamdar
35	International Seminar on Minority Discourse:Multidisciplinary approaches.		March 2013	Mr. Ateeque Inamdar
36	Seminar	Milind College, A,bad.	30 th 31stMarch 2010	Mr. Khatik Abdul Raheem
37	Seminar	SBES College, Aurangabad	11 th to 12 th March 2011	Mr. Khatik Abdul Raheem
38	Workshop	SBES College, Aurangabad	28 th to 29 th March 2011	Mr. Khatik Abdul Raheem
39	Conference	Dr. Babasaheb Ambedkar Marathwada University, Aurangabad SC Osmanabad.	25 th to 26 th Feb 2012	Mr. Khatik Abdul Raheem
40	Workshop on Extension Motivation	Marathwada College of Education.	09 th &10 th OCT 2012	Mr. Zakiuddin Sohail
41	One day multilingual and multidisciplinary national seminar-cum-workshop	Aurangabad Municipal Corporation.	22 nd Feb 2013	Mr. Zakiuddin Sohail
42	Workshop on "Recent trends &Opportunities in education system"	Shrayesh College of Engineering & Technology, A,bad.	24 th Nov 2013	Mr. Zakiuddin Sohail
43	State level workshop on Statistical Application in Research.	Govt. of Education A,bad.	30 th &31 st Jan 2014	Mrs. Shaikh Kashefa Anjum
				Miss. Siddiqui Fakeha S.
				Miss. Syeda Humera Anjum
				Mr. Zakiuddin Sohail
44	Two Day National Seminar on Maulana Abul Kalam Azad :Zaat-O-Jihaat	Maulana Azad College ,A'bad	21 st &22 nd Feb 2014.	Mr. Zakiuddin Sohail

Institution is trying to promote research climate in the region and registered for ISSN to start a research journal; the main objective of the journal is to promote and encourage research in various subjects related to education and to disseminate accurate knowledge.

3.2 RESEARCH AND PUBLICATION OUTPUT:

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

The faculty members are developing and using instructional materials for enhancing teaching-learning process. Most of the faculty members of this institution had published books and papers in reputed international and national journals and proceedings. Abstract of research (Regular M.Ed., IGNOU - M.A. Education & M.Ed., YCMOU- M.A. Education), abstract of PhD's awarded under the guide ship of the faculty from the institution are compiled yearly. Students prepare power point presentations for both the methods for their practice – lessons. Workshops as per the syllabus demand were organized for preparing teaching aids, working models, craft material, pedagogical drawing, ICT templates, Achievement test, Research proposals and psychological tools.

REPORTS AND DOCUMENTS PUBLISHED

- (1) The proceedings in the form of souvenir of UGC sponsored National Seminar on Innovative Practices To Improve the Quality of Teacher Education” organized by the college on 10th&11th March 2007.
- (2) The proceedings of the UGC sponsored National level Workshop on “Experimental Design And Use Of Statistical Package for the Social Sciences” organized by the college on 28th& 29th March 2009.
- (3) The minor research project on “To study the scientific creativity among the junior college students of Aurangabad city’ in May - 2010.

- (4) The minor research project report, "Investigation of Psychological factors causing indiscipline Among Junior college students" in May - 2010.
- (5) The minor research project report, "A study of effect of open book exam on the learning outcome of students" in 2010.
- (6) The minor research project report, "A study of relationship between attitude towards home work and academic achievement of students studying in std-VIII in different medium schools of Aurangabad City." in 2010.
- (7) UGC sponsored major research project report, on "Managerial Creativity of heads of academic and professional institutions of Marathwada Region- a study" in June 2013.
- (8) UGC sponsored major research project report, on "To study the relationship between Cognitive style and Divergent Productive Abilities of Junior college students of Marathwada region" in june-2013.
- (9) UGC sponsored Major research project report, "To prepare remedial teaching programme for dyslexic children and study its effect on the learning outcome of the Dyslexic children" in 2013.
- (10) The minor research project report, "Self-Concept of secondary school Teachers"

- (11) The minor research project, by Dr.Vaishali Koptikar: “April 2010 chya warshik parikshet B.Ed la napaas jhalelya vidhyarantichya shekshanik sampadnwar himmat shadecha honara parinam ek abhiyas”
- (12) UGC sponsored minor research project, “A comparative study of job satisfaction amongst working women from urban and rural areas in teaching profession of Aurangabad District “
- (13) Minor research project, “To prepare self-efficacy microteaching observation schedule & study its effect on teaching competence of pupil teachers”
- (14) Minor research project report, “A study of relationship between occupational stress and occupational self efficiency of junior college lecturers in Aurangabad city” in 2013.
- (15) Minor research project report, “To study the relationship between social adjustment and emotional maturity of high school students” in 2013.

BOOKS PUBLISHED BY THE FACULTY MEMBERS:

Sr. No.	Author	Title	Publication
1	Dr. Suhail Ahmed Khan	Teaching of Mathematics.	Khan Publication/Educational publishers and distributers Aurangabad
2	Dr. Mohd. Saber	Physical Education	Sufa Publication, Aurangabad.
3	Dr. Suhail Ahmed Khan	Tadrees-e-Riyazi.	Educational Publisher and Distributor, Aurangabad
4	Dr. Hussaini Bilquis	Tarikh-e-Taleem-e-Hind	Sufa Publication, Aurangabad.
5	Dr. Hussaini Bilquis	Value Education	Sufa Publication, Aurangabad.
7	Dr. Shaikh Imran Ramzan	Talimi-e Qadre-Payemaish Aur Shumariyat.	Sufa Publication, Aurangabad.
8	Dr. Moin Fatima	Tadrees-E-Tareeqe.	Zaheer Publication,A'bad.
9	Dr. Shaikh Imran Ramzan	Introduction to Educational Technology & ICT	McGraw-Hill Publication. ISBN- 978-1-25-902664-5.2012
10	Dr. Khan Zeenath M	Yes I Can Read & Write.	
11	Mr. S Subhan Hussain	EDUCATION-A study.	Anam Publication.
12	Mr. S.Subhan Hussain	Education –An Objective study.	Anam Publication.
13	Dr.Shaikh Imran Usman.	Bhugol Swadhya Pustak IX	Maharashtra Pustak Mandal, Pune.2010.

RESEARCH PAPERS PRESENTED:

- (1) Dr. Moin Fatima presented a paper on “Effect of Academic Anxiety” in the 13th International & 44th National Conference of the Indian Academy Applied Psychology, organized by Maulana Azad College of Arts, Commerce & Science, Aurangabad on 30,31 Jan & 01st Feb 2009.

- (2) Dr. Shaikh Tahemina Naaz presented a paper on “Women Immigrants and Literature” on 24th Feb to 26th Feb 2010 at Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Department of English.
- (3) Dr. Dost Mohd Khan presented a paper on “Skills for stress management” in Indian Association of Applied Psychology Conference, organized by Dept, of psychology, Mysore on 04th to 6thFebruary 2011.
- (4) Dr. Kaneez Fatima presented a paper entitled “A study of effect of co-operative learning instructional technique (CLIT) on the attitude and achievement in educational statistics of B.Ed. trainees” in International Conference on current issues in education and social research, organized by Dept. of Education Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Aurangabad in May 2013.
- (5) Dr. Shaikh Tahemina Naaz presented a paper National Level Seminar on New Trends in Literary Studies, Teaching And Research on 25 to 27 Nov. 2012.
- (6) Dr.Khan Zeenat M presented paper in international conference on current issues entitled “Study of gender difference in dyslexic”
- (7) Dr.Kaneez Fatima & Dr.Shaikh Tahemina Naaz May-2014
- (8) Dr. Khan Zeenat M presented a paper on “Environmental Ethics” in International conference on Environmental Education at Maulana Azad College of Arts, Science and Commerce, Aurangabad, Dec.2013

- (9) Dr.Vaishali Khoptkar presented a paper on “To study the level of emotional maturity of women trainee teachers” at ICCIESS at Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. in May 2014.
- (10) Dr. Khan Zeenath M “Socio-economic status & I.Q.May-2014.
- (11) Mrs Syeda Hajera Nausheen presented a paper on “ A study of correlation between life satisfaction and job satisfaction of primary school teachers in Aurangabad district” at ICCIESS at Dr. Babasaheb Ambedkar Marathwada University, Aurangabad in May-2014
- (12) Dr. Moin Fatima presented a paper on ‘Role of Education in developing proper habits by inculcating Moral values among youth’ in State level seminar organized by Zulekha College Of Education, Nagpur on 2014.
- (13) Mr.Sohail Zakiuddin presented a paper on “Role of Urdu News papers in promotion of National Integeration” in two days National Seminar organized by Idara-e-Adab-E-Urdu on 29th&30th Dec 2012.
- (14) Mr. Sohail Zakiuddin presented a paper on “Urdu Tanz-o-Mizah me fikr Taunsavi ka hissa” in Three days National Seminar on 22nd to 24th June 2013 organised by Idara-E-Adab-E-Urdu.
- (15) Mr. Sohail Zakiuddin presented a paper on “Role of customs and tradition of India in New Literature in English” in Two days National seminar on New Literatures in English on 17th&18th Feb 2014.
- (16) Mr.Sohail Zakiuddin presented a paper on “Joginder paul aur Urdu afsana” in National Seminar on Urdu afsane ke sau saal on 1st Sept 2014.

(17) Mr.Sohail Zakiuddin presented a paper on: Science & Technology in 20th Century an Urdu literature in two day National Seminar on 22nd &23rd March 2014.

The Researches undertaken/guided:

The research topics undertaken by the faculty members for major and minor projects, research papers, Ph.D's, M.ed and M.A. Education dissertations covers the areas of international, national and local importance with social concern and development of academic areas.

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

The institution has introduced LMS (Learning Management system/E-learning) with an objective to create awareness among trainees regarding trends in ICT, to provide E-learning platform to the trainees, for collaborative and co-operative learning, to providing information 24x7 and to teach through synchronous and asynchronous mode.

Give details on the facilities available with the institution for developing instructional materials?

The institution has well equipped computer labs (one for B.Ed. and one for M.Ed.), E.T. Lab &Centralized Language lab. Free internet access is provided to all the students and faculty members. The classrooms are furnished with OHP, Computer and LCD projector. ICT workshop is organized to train the trainees for

developing instructional material, blogs and power point presentations. During practice teaching session it is expected that at least one lesson in each method should be based on PPP. The faculty members have attended different programmes for the development of the instructional material and use of packages.

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

Institution organized two days workshop on 'Experimental design and use of SPSS', all the faculty members benefitted from the same.

Dr. Shaikh Imran Ramzan attended Regional Workshop on 'Computer Assisted Instruction And Learning' from 23rd to 28th June 2008.

Dr. Shaikh Imran Ramzan attended State level Workshop on 'Development of Teaching Aids' on 03rd& 04th October 2010.

Mr. Mir Ishrat Ali Khan completed the INFLIBNET Regional training programme on Library Automation (IRTPLA) jointly organized by DLISc, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Aurangabad and INFLIBNET centre, Ahmedabad from 25th April to 29th April 2011.

ORIENTATION PROGRAMMES/REFRESHER COURSES :

- ❖ Dr.Talat Naseer attended a Refresher course in Education and Psychology in ASC, Dr.BAM University, Aurangabad from 11-01-2010 to 31-01-2010.
- ❖ Dr.Shaikh Tahemina Naaz attended UGC sponsored Orientation programme in ASC, Dr.BAM University, Aurangabad in May-June 2010.

- ❖ Mrs. Shaikh Kashefa Anjum and Dr. Khan Zeenath M attended UGC sponsored orientation programme in ASC, Dr. BAM University, Aurangabad from 02-07-2010 to 29-07-2010.
- ❖ Dr. Talat Naseer attended UGC sponsored orientation programme in ASC, Dr. BAM University, Aurangabad from 02-03-2011 to 30-03-2011.
- ❖ Dr. Shaikh Imran Ramzan, Dr. Kaneez Fatima, Dr. Mirza Mehfooz Baig, Dr. Muntajib Ali Baig, Dr. Manerao D.A., Mrs. Khan Shahnaz Bano & Ms Siddiqui Fakeha Salahuddin attended UGC sponsored Refresher Course in Education and Psychology in ASC Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Aurangabad from 06-07-2011 to 26-07-2011.
- ❖ Mrs Shaikh Kashefa Anjum attended Enrichment Programme for teacher educators teaching Psychology conducted by NCERT organized by Department of Psychology, Bangalore from 11th March to 15th March 2013.
- ❖ Dr. Shaikh Imran Usman attended UGC sponsored Orientation programme in ASC Dr. Babasaheb Ambedkar Marathwada University, Aurangabad from 01-06-2012 to 28-06-2012.
- ❖ Dr. Suhail Ahmed Khan, Dr. Kaneez Fatima, Dr. Shaikh Imran Ramzan, Dr. Ansari Khurshid, Dr. Shaikh Tahemina Naaz, Dr. Manerao D. A., Dr. Muntajib Ali Baig, Dr. Vaishali Khoptikar, Mrs Shaikh Kashifa Anjum, Mrs Tanveer Habib, Mrs. Dandegaonkar S.B., Mrs Syeda Hajera Naushin, Mr. S. Rizwan attended online orientation programme for IGNOU academic counselors on 19th October 2013.

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

The faculty members published papers /articles in the following reputed journals:

*i.manager

*Edusearch

*Gyanodaya

*BRICS

*Golden Research thoughts

*Patron.

*New Voices

*Shikshan Tarang

*IMEIR

*Sanshodhan Chetna

*National journal of Extensive Education and interdisciplinary Research.

*Pillias journal of educational research and technology.

*Innovations in Education.

*Methodology of Educational Research.

*Ideal.

*Ajanta.

*Genius.

*Social Science Reporter. International journal of education for Human Services.

*Journal of Educational and Psychological research.

*A journal of educational research.

*English Language Teaching.

*Edutrack.

*MIER.

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

The faculty enthusiastically apply for UGC sponsored projects, ICSSR , FSSAI and Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. The projects are completed in time and reports are published. Research and publication committee of IQAC motivate and help the faculty to undertake and complete the projects as per rules.

Major Projects completed :

UGC sponsored Major project on “Managerial Creativity among the Heads of Academic and Professional Institutions of Marathwada Region –A Study.’

-Principal Investigator: Dr.Suhail Ahmed Khan and co –investigators: Dr.Shaikh Tahemina Naaz & Ms Siddiqui Fakeha Salahuddin. (Completed in 2013 and published the report and four articles)

-UGC sponsored Major project on “Relationship between Cognitive style and Divergent Production abilities among junior college students of Marathwada Region’

Principal investigator: Dr.Kaneez Fatima and Co-investigators: Mrs. Khan Shahnaz Bano and Ms Syeda Humera Anjum.(Completed in 2013 and published the report and three papers)

-UGC sponsored Major project on :”To prepare Remedial reaching programme for dyslexic children and study the effect on the learning outcome of the Dyslexic children”

Principal investigator: Dr. Khan Zeenath Muzaffar

Co-investigator : Mrs. S.B Dandegaonkar. (Completed in 2013 and published the report, one book, developed one psychological tool and articles)

Minor Projects Completed:

Dr. Suhail Ahmed Khan completed in May 2010 Dr.BAM University funded Minor research project on “To study the scientific creativity in the students of junior college of Aurangabad city”, a report and one article was published.

Dr. Kaneez Fatima completed Dr.BAM University funded Minor research project on “Investigation of Psychological factors causing indiscipline among junior

college students of Aurangabad city” in May 2010. A report and two articles were published.

Dr Khan Zeenath Muzafar completed Dr. Babasaheb Ambedkar Marathwada University, Aurangabad funded minor research project on “A study of effect of open book exam on the learning outcome of student”

Dr. Shaikh Tahemina Naaz completed Dr. Babasaheb Ambedkar Marathwada University, Aurangabad funded minor research project on “A study of relationship between attitude towards home work and academic achievement of students studying in std-VIII in different medium schools of Aurangabad City.”

Dr. Khan Zeenath & Dr. Talat Naseer completed Dr. Babasaheb Ambedkar Marathwada University, Aurangabad funded minor research project on “To prepare self-efficacy microteaching observation schedule and study its effect on teaching competence”

Dr. Moin Fatima:” Self Concept of Secondary School Students.”

Dr.Vaishali Koptikar: “April 2010 chya warshik parishet B.Ed la napaas jhalelya vidhyarantichya shekshanik sampadnwar himmat shadecha honara parinam ek abhiyas”

Dr.Suhail Ahmed Khan:”A study of relationship between occupational stress and occupational self-efficacy of junior college lecturers in Aurangabad city”

Dr.Shaikh Imran Ramzan: To study the relationship between Social Adjustment and Emotional Maturity of High school students.

Minor Research Projects Ongoing:

Mr.Shakeel S M: “A study of Emotional Intelligence of secondary school teachers”

Dr. Shaikh Tahemina Naaz: Correlation ship between Parental encouragement & academic anxiety of students of std IX of Aurangabad district.

Dr. Talat Naseer: Emotional quotient & Intelligence quotient as predictors of Managerial effectiveness among executives-an analytical study’

Dr.Naveed-Us-Saher:

Dr.Kaneez Fatima:”A Study of relationship between organizational climate and teacher effectiveness of secondary school teachers of Aurangabad city”

Dr.Khan Zeenth Muzzafar:”A study of I.Q of premature born children”

3.3 CONSULTANCY:

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

The institution provides consultancy services to educational institutions, research scholars and teacher educators.

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

The faculty of the institute is competent enough to undertake consultant. The areas of consultancy are research, statistical analysis of data and preparing

research project proposals. Research scholars come to the college and avail the consultancy facilities as and when they need. Use of online consultancy through teleconferencing, email and Whatsapp is also practiced especially for distance mode learners .The institution provides full support for such practices.

3.4 EXTENSION ACTIVITIES:

How has the local community benefited from the institution?

Community is always benefitted from the institution through the contribution of the institution through various extension activities like guidance and counseling, training to entry to services, preparing illiterates to continue their education by arranging awareness campaign during working with the community, career guidance etc. The other activities organized by the college are the programs in the schools where practice teaching is arranged. The extension services to practicing school is provided mainly in the field of science education, Mathematics education, language education, computer & information technology, arts, environment education etc. The college also organizes workshops and teaching aids exhibitions prepared by students and distribute them to different practicing and other schools. Along with this college also takes up cleanliness drives, awareness program on environment, pollution, hygiene, tree plantation etc every year.

How has the institution benefited from the community? (Institution - community -networking &Institution-school-networking)

The other extension activities of the institute are:

*The faculty is invited by the schools and colleges to deliver the talks and lectures as resource persons.

*Library facilities are made available for other students.

*Campus interviews and Placement services.

*Blood donation camp.

*Faculty is Resource persons for in-service trainings for teachers, Refresher course and orientation programme.

The faculty initiatives and participation in various community related activities are:

- ❖ Resource person for ASC Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
- ❖ Resource person for CET B.Ed. & M.Ed. coaching.
- ❖ Chief Guest and Judge at Practice-teaching schools at Aurangabad.
- ❖ Member Admission committee at sister institution-Model D.Ed. College Aurangabad.
- ❖ Lesson inspection and Academic Audit at different Schools of Aurangabad.
- ❖ Resource person for orientation programme at Practice-teaching schools of Aurangabad.
- ❖ Academic Advisor for the Secondary Schools in the Region
- ❖ Member for spot inspection Al-Irfan Secondary school, Khuldabad.
- ❖ Member of Syllabus committee for Markaz Islami, A'bad.
- ❖ Coach and organiser for Ashwamedh-Inter Collimate Tournaments from 16th Nov. to 18th Nov 2009

3.5 COLABORATIONS

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

The institution has national level linkages with:

(a) NCTE:

Ann our institution with necessary reference material.

(b) UGC:

The institution hold 2(F) and 12 (B) certificates. Information regarding ual staff appraisal report is sent to the NCTE and the NCTE also different UGC grants is obtained and the college also applies for various UGC grants.

(c) CTE :

The college has also got the status of College of Teacher education. Training, orientation & workshops are held for in-service teachers under CTE programme. The institution has the permission for holding different programmes under CTE for Urdu medium school teachers from all over Maharashtra and for English medium school teachers from Aurangabad , Ahmednagar, Jalgaon and Beed.

(d) IGNOU:

The college is also a Centre for courses like B.Ed., M.Ed., M.A. education and PGDSLML run by IGNOU.

How did the linkages if any contribute to the following:

- Curriculum Development
- Teaching
- Practice Teaching
- Research
- Consultancy
- Extension
- Publication
- Student Placement

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

Being the oldest teacher education institute providing 330 teachers ,105 M.Ed. students, 100 IGNOU B.Ed. in-service teachers, M.Ed. and M.A. Edn Scholars, PGDSLML learners and YCMOU M.A. Edn Scholars every year. Our institute maintains healthy relationship with the school sectors. Almost all of our faculty members are invited to schools as resource persons, academic advisors and academic auditors. The school teachers, authorities and management who are the active alumni of the institute always ready to collaborate with the faculty to design, implement and evaluate during the practice teaching and internship

session. Networking is not only limited to the local area but it is spread throughout the state.

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

The faculty is actively involved in practice teaching ,they visit the practice teaching schools along with allotted group of teacher trainees for unit collection ,they design the schedule with consultation of school personnel and seek their help for execution and evaluation whenever required.

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

The faculty have good relations with the schools/colleges and University. Our faculty is also having healthy relations with Mumbai University, Nagpur University and Swami Ramanand Teerth Marathwada University- Nanded. Faculty also visit schools for IGNOU lesson observation at Sillod, Paithan, Vaijapur, Beed, Ambejogai, Osmanabad, Buldana, Ghansavangi, Jalna, Nanded, and at local area. Faculty also act as Academic advisor and academic auditor voluntarily for the schools.

3.6 BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

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

For the promotion of research and publication, faculty members are motivated to undertake Research projects, Action research, attend and present papers at international, national and state level seminars, conference and workshops. 115 Ph.D.s have been produced by the institution. Most of the teacher educators of this institution published books, papers in reputed international and national journals, reports, documents, major and minor research projects. Research tools, abstracts of researches, innovative lesson manuals and instructional materials prepared in the institution are compiled every year. The bound volumes of the projects done by students are published. The compendium of assignments and projects (practicum) by the students is compiled.

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

The faculty is enthusiastically applying for sponsorship to UGC, ICSSR, FSSAI, and Dr. BAM University. The sanctioned projects are completed in time and reports are published. The faculty has already completed three Major research project and nine minor projects. Six minor projects are ongoing. The research and publication committee of the IQAC motivate and help the faculty to undertake and complete the projects as per the rules. The institution provides consultancy services to educational institutions, research scholars (regular and distance mode) and teachers in the areas of research, statistical analysis of data and preparing project proposals. All the faculty members are competent enough to undertake consultancy.

The institution encourages the students and faculty to undertake projects (practicum) according to the need of the paper in innovative way. Every teacher trainee undertakes a detailed study of children with special needs, they give special care, guidance and counseling in consultation with the supervising teacher and submitted report to the institution. Trainee-teachers visited madrasas and ashrams along with the teacher educator, study its functioning and reported the college. Before the commencement of internship activity Evaluation workshop is organized and trainee-teachers are oriented regarding year planning, unit planning and test preparation. They are expected to prepare achievement test, administer the test during internship, assess it according to the marking scheme and scoring key and do item analysis under the guidance of teacher educators. Research workshop were organized for P.G. students –regular and distance mode.

Guidance and Counselling cell, training for entry to service and remedial teaching carried on actively under the UGC Merge schemes sanctioned to the institute. Institution as a research center is catering to the needs not only in Marathwada region but also covers other areas through IGNOU- M.A. Edn and M.Ed course, YCMOU-M.A. Edn. Institution is only the study centre in regional area where IGNOU M.Ed. is activated.

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

What are the main evaluative observation/suggestions made in the first assessment report with reference to Research, Consultancy and Extension and how they have been acted upon?

Observations, Suggestions and Recommendations in the previous Peer Team Report

The Peer Team observed that “A Research Centre has been established in the college since 1983. The institution has constituted a Research Program Advisory Committee. Extension activities in the form of social work, adult education, blood donation camp, AIDS awareness and Environment awareness are taken from time to time. The peer team recommended that the Research centre of college should take projects in different areas at the field level and teachers should be motivated for publication in the research journals. The recommendations, suggestions and comments of the Peer team were welcomed and appreciated.

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

After accreditation we focus more on research and publication & Teachers are motivated to undertake different kinds of research activities. Three Major Research projects and three Minor research projects funded by UGC were undertaken .Nine Minor research project funded by Dr.BAM University, Aurangabad were also undertaken and completed. One National Seminar proceeding in the form of Souvenir and National level workshop proceedings were published. All the teachers have published papers and articles in different journals and proceedings. The institution has registered for ISSN to start research journal to promote research culture in the region.

CRITERION - IV

Infrastructure and Learning Resources

Physical Facilities	
Maintenance of Infrastructure	
Library as a Learning Resource	
ICTas Learning Resource	
Other Facilities	
Best Practices In Infrastructure And Learning Resources	

CRITERION - IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES

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

The institution is endowed with adequate infrastructure as per NCTE norms. The institution has a total built up area of 1960.65 Sq. mt. The college building is spread over the four floors. The institution has well furnished, spacious and excellent physical infrastructure in terms of classrooms, five staff rooms, library, computer lab (one for B.Ed.& one for M.Ed.), Centralized language lab, work experience room, Teaching aid room , Common room for girls & boys, store room , canteen, boys hostels, toilets , parking, Gym, stadium, photo copying center for students, administrative office, IGNOU room, YCMOU room, CTE room and Principals room.

The classrooms are well equipped with facilities like computer, LCD and OHP. All the classrooms are spacious and ventilated; each classroom has enough seating capacity. A notice board is mounted in each classroom to display the schedules. The institution provides free internet access to the students and faculty.

a) Departmental Infrastructure:

College Building infrastructure.

Sr.	Particulars	Facilities
I	Existing First Floor	Two side entrances are available on the first floor.
i.	Staff room(Gents)/YCMOU room.	Furniture, electricity, Stationary & washroom, computer with printer, etc.
ii.	Principal's office / room	A.C., furniture, computer, printer & Internet connectivity, Telephone ,Fax, Xerox, CCTV, Internet server, refrigerator, washroom, etc.
iii.	Office	Biometric machine, Computer, printer & Internet connectivity, Scanner, Furniture, intercom connections for every staff-room and library, different administrative sections, CCTV, Drinking Water Jar, etc.
iv.	Computer Lab. (1)	P.C., Printer, Scanner, U.P.S., Cupboards, CCTV, Digital Camera, Laptop, LCD Projector, etc.
v.	Staff room(Gents/CTE room)	Furniture, Cupboards, Computer, Printer, and internet ,etc.
vi.	Computer Lab (2)	P.C., Printer, Scanner, U.P.S., Cupboards, CCTV, Digital Camera, Laptop, LCD Projector, etc.
vii.	Method Room	Cupboard, Books, Blackboard, Furniture, etc.
viii.	Educational Technology lab cum class room	Audio Visual Aids, Loud Speaker, Mike, Furniture, Blackboard, LCD Projector, etc.
ix.	Class room	Furniture, Blackboard, LCD Projector, etc.
x.	Staff room(M.ED)	Furniture, Cupboards, P.C., Printer, etc.

II	Existing second floor	Two side entrances are available on the first floor.
i.	Staff room(Ladies)	Furniture, Cupboards, computer , P.C., Printer, washroom, etc.
ii.	Library	Books, Furniture, Stationary, Newspapers,
iii.	Class room (3)	Furniture, Blackboard, LCD Projector, OHP, Mounted notice board, etc.
iv.	Science lab.	Science Material.
v.	Staff room(IGNOU room)	Computer, printer, scanner, internet, Almirahs, IGNOU study material, intercom, etc.

III	Third Floor	Two Domes, on the corner of the building. One dome is women common and rest room and another as men common room.
i.	Method room	Furniture, Cupboards, Teaching Learning Material.
ii.	Geography cum teaching aid room	Teaching aids and models related with all school subjects.
iii.	Ladies common room	One of the dome which is used as common and rest room ,benches, arm chairs, cots, mats , almirah, Mirror, etc.
iv.	Store Room.	Almirahs, shelf, boxes, etc.

B) Infrastructure Facilities.

Departmental Infrastructure

Sr. No.	Particulars	Quantity
1.	Principal's office	01
2.	Office	01
3.	Staff room	05
4.	Class rooms	05
5.	Library	01
6.	Science lab.	01
7.	Computer lab. B.Ed. / M.Ed.	02
8.	Store room / Record room	01
9.	Geography cum teaching aid room	01
10.	Ladies common room	01
11.	Psychology lab. / Guidance & Counselling cell	01
12.	Gents common room	01
13.	Method room	02
13.	Washroom (staff)	05
Campus Facilities :		
14.	Washroom :	
	A) Boys	12
	B) Girls	12
15.	Gym (campus)	01
16.	Stadium	01
17.	Sports room	01
18.	Parking	01

19.	Hostel (Boys)	01
20.	Mess : (Food)	01
21	Xerox Centre.	01
22.	Full-fledged Canteen	01
23.	HDFC bank- IHM branch(ATM)	01
24.	Language lab	01

C) Departmental facilities.

Sr. No.	Furniture / Equipments	Quantity
1.	Tables	27
2.	Chairs	40
3.	Dual Desk	200
4.	Stool	20
5.	Almirah	01
6.	Xerox machine	01
Computers		
7.	Fax Machine	
8.	Fire Extinction	01
9.	Fax Machine	01
10.	Generator (Common Campus)	01

COMPUTER LAB:

II) A. COMPUTER LAB:

Sr. No.	Section	Year	Student Capacity
1.	B.Ed. (Lab 1)	2013-14	20
2.	M.Ed. (Lab 2)	2013-14	20

B. COMPUTER LAB FURNITURE DETAILS:

Sr. No.	Lab. No.	Year	No. of Chairs	No. Table, keyboard, drawer.	No. of Stools	No. of Fan	Almirah
1.	B.Ed. (Lab 1)	2013-14	10	15	10	02	03
2.	M.Ed. (Lab 2)	2013-14	10	20	10	02	01

Amount invested for developing the infrastructure in the last 5 years:

Sr. No.	Items/Heads	Year	Amount
1.	Building	2009-2014	--
2.	Laboratories	2009-2014	--
3.	Furniture	2009-10, 2011-12 2013-14	1220/- 17670/- 19278/-
4.	Equipments	2010- 11, 2011-12	41354/- 13117/-
5.	Computers/Laptops	2009-14	641255
6.	Transport / Vehicle	2009-14	--

The master plan of the institution is attached as appendix:

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

The institution has augmented the infrastructure to keep pace with the academic growth and other requirements. New infrastructure is added whenever there is need. The institution has adequate accommodation to conduct all the activities offered in the college.

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

College puts great emphasis on co-curricular activities. Various cultural activities are conducted which give an opportunity for the students to prove their cultural abilities and skills. The facilities available with the college are indoor and outdoor games, multipurpose hall, etc.

Naval Tata stadium and multi-gym:

The college conducts sports day for the trainees every year, one of the elective offered by the college is Physical Education.

There is a big stadium in the Campus which is shared by all the institutions and available for playing different indoors and out door games, and all the sports equipment and material required are available in the sports and games physical education department.

Along with the stadium there is a multi-gym having with twelve station and all the required equipments and machines for different kinds of exercises.

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

The physical infrastructure shared with other programmes of the institutions are Naval Tata Stadium and multi-gym, Maulana Azad Complex of the hostels, canteen, mess and parking facilities, Language lab, Xerox centre.

The institution has the spacious building to conduct all the academic programmes offered .The same building is utilized for IGNOU B.Ed, M.A. Edn., M.Ed.& PGDSL M & YCMOU M.A. Education during vacations. The institution is situated in Dr. Rafiq Zakaria Campus-I spread on 5 acre area with many other academic and professional institutes.

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

The institution has adequate facilities to ensure the health and hygiene of the staff and students, there is multipurpose common room which is used as rest room having five foldable cots. Men and Women wash rooms are constructed adjacent to college; full fledged Canteen is in the campus along with two mess providing food facilities from 7 a.m. to 10 p.m.

There is a central health centre for Dr. Rafiq Zakaria Campus-I. Along with the students of Marathwada College of Education, it is also shared with the students of Maulana Azad College, Millennium Institute of Management, Y.B. Chavan College of Pharmacy and Kamla Nehru College of Pharmacy. A doctor is available at the centre for 6-8 hours.

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

Maulana Azad Complex of Hostel is inaugurated by the then union minister of defense (Government of India) in the year 1966. The details of hostel are as follows:

Sr. No.	Particulars	Facilities
1	Room (In every room one study table, one bed, mattresses and 24 hours electricity is being provided.)	4 students can comfortably stay in a room available in the hostel. There are total 40 rooms.
2	Latrines (24 hours electricity and water supply is available.)	Approximately 160 students can comfortably use the latrines facilities available in the hostel the total number of latrines is 16
3	Bathrooms (24 hours electricity and water supply is available.)	There are 16 bathrooms available in the hostel for the students staying in the hostel.
4	Drinking Water	24 hours RO Drinking water facilities are available.
5	Other facilities for students	<ol style="list-style-type: none"> 1. One Veg. and one non-veg. mess is available in the hostel. 2. One computer room is provided to the students by the hostel warden. 3. There is open space in the hostel for studying in natural environment. 4. For Playing indoor and outdoor games Naval Tata Stadium is very near or we can say it is attached to the hostel. 5. Multi gym is also attached or near to the hostel the students can become healthy and fit by using it. 6. Students are not allowed to enter in the hostel after 10.00pm. at night
6	Centralized facilities available in the campus.	<ol style="list-style-type: none"> 1. There is a canteen in the campus which is available for students and teachers along with all non-teaching staff from 8.00am. to 6.00pm. 2. Campus business centre is available in the campus which provides different types of stationary and Xerox. 3. The language laboratory is available in the campus where lingua phone, Software is used.
7	Parking	Campus has spacious parking for two wheelers and four wheelers.
8	Deluxe hostel	Deluxe Hostel with modern facilities is under construction.

4.2 MAINTENANCE OF INFRASTRUCTURE

What is the budget allocation and utilization in the last five years for the maintenance of building, laboratories, furniture, equipments, computers, and transport and vehicle.

Sr. No.	Items	Amount
1.	Building	--
2.	Laboratories	--
3.	Furniture	38168
4.	Equipments/ Computers	54531
5.	Transport / Vehicle	--

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

The institution plans and ensures that the available infrastructure is optimally utilized for conducting all curricular, co-curricular and other activities. The Library, computer lab, language lab, technology lab, psychology lab, etc are optimally used by the students by making necessary arrangements in the timetable. M.Ed classes are scheduled in the morning and B.ED classes begin from 10.15 a.m. so that each and every resource available shall be used. Other programs offered at the college i.e. IGNOU, YCMOU & CTE are organized during vacations.

How does the institution consider the environmental issues associated with the infrastructure? Plantation, Cleanliness drive, decomposition of waste:

The institution considers the environmental issues associated with the infrastructure by the enforcement of tree plantation campaign, cleanliness drive and decomposition of waste. The campus is clean and green. In front of the building there is lawn with many plants, management takes a lot of care for the maintenance of the same. The college has environment club.

4.3 LIBRARY AS A LEARNING RESOURCE:

Does the institution have a qualified librarian and sufficient technical staff to support the library?

The institution has a qualified librarian and sufficient technical staff to support the library.

Sr.No	Name of staff	Designation
1.	Mr. Ishrat Ali khan	Librarian
2.	Mr. Mohd Hanif	Library Attendant
3.	Mr. Shaikh Ishaq	Peon

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

Sr. No	Books/Magazines/Journals/Encyclopaedia etc.	Quantity
1.	Total No. Of Books	16622
2.	Total No Titles	7100
3.	Research Journals	13
4.	Educational Magazines	12
5.	News Magazines	16
6.	Reference Books	1500
7.	Sets of Encyclopaedia	25
8.	E-Books (N-LIST/DOAJ)	5100
9.	e-Journals (N-LIST/DOAJ)	2100
10.	News Papers	13
11.	Books added - 2011-12	319
12.	Books added - 2012-13	257
13.	Books added - 2013-14	140

The library offers services to 460 users daily including teachers, student (B.ED and M.ED and non-teaching faculty. It co-operate the research scholars, all related persons enrolled are registered as members. Members of alumni association, Practicing school teachers, Researchers of various universities etc are allowed to use the library for reference with the permission of the Principal.

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.

LIBRARY COMMITTEE

Sr.No	Name of Committee member	Designation	Position
1.	Dr. Suhail Ahmed Khan	Principal	Chairman
2.	Ishrat ali khan	Librarian	Secretary
3.	Dr. Moin Fatima	Asso. Professor	Member
4.	Dr. Kaneez Fatema	Asst. Professor	Member
5.	Dr. Ansari Khurshid Ahmed	Asst. Professor	Member
6.	Dr. Manerao D A	Asst. Professor	Member

The Library committee works for the following cause:

1. To provide proper organization and functioning of the Library
2. To prepare the annual budget and proposals for the development of library.
3. To provide modernization and improvement of library
4. To submit the annual report on the functioning of the library
5. Annual stock verification
6. To invite proposals from all heads of the department
7. To deal with other matters connected with the library

Is library computerized? If yes, give details.

The Library is computerized and digitalized . Soul Software is available in the Library. Designing of software is under process.

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

Institution has forty computers with Local Area Network (LAN) and Wide Area Network (WAN), every staff room is provided with facilities of Computers, Internet and Printers for teachers, similarly students were also given facilities of Computers, Internet and Printing they are also given access to computers in the period of ICT practical, thus every student gets an opportunity for hands on experience on computer.

Does the institution make use of Inplibnet / Delnet /UGC facilities? If yes, give details.

Inplibnet and access to its various journals has been subscribed by the institution.

Give details on the working days of the library?

Library is open on all working days from 10.15a.m. to 05.15p.m.during the college timings. Extension of library hours is possible during examination on request.

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

The staff and students come to know of the new arrivals through Library Notice board.

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

The facilities are equally provided to all the students of B.Ed. & M.Ed. courses. For physically challenged students special sitting arrangements are made available and Visually challenged students ,a reader is allowed and for partial blind students adequate light facilities are arranged.

4.4 ICT AS LEARNING RESOURCE:

Give details of ICT facilities available in the institution

ICT facilities are available in the institution such as computer lab, hardware, software, internet connectivity, access, audio-visual, other media and materials. The institution ensures the optimum use of the facility by teachers and students.

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

Power Point Presentation (for lessons) MS Word and MS Excel for Internship ,For specialization in ICT, Computer education is one of the elective subject in the curriculum. As a part of curriculum it is compulsory for all the trainees to attend ICT workshop and prepare ICT template. Institutional level CAIL & SPSS workshops were organized for acquaintance with modern trends in ICT for P.G. students. Every day last lecture is scheduled for computer training and accessing. The facilities are made available to the students and teachers for making power point presentations for practice teaching as well as for final lessons and seminar presentations.

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

The teacher educators provides downloaded study material from various educational websites and also gives a list of websites for their references.

The institution makes use of the new technologies / ICT in curriculum transactional processes with the help of Power Point Presentations.

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

The major areas and initiatives for which trainee-teachers use / adopt technology in practice teaching are developing lesson plans, class room transactions, evaluation, preparation of teaching aids with the help of Power-Point presentation. Every trainees in B.Ed. and M.Ed. are expected to attend ICT workshop.

4.5 OTHER FACILITIES:

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

The instructional infrastructure is optimally use for the trainee-teachers and teachers of the institution through Power-Point presentation. Audio-visual facilities/materials (CD, audio and video cassettes and other materials related to

the program) available with the institution? How are the trainee-teachers encouraged to optimally use them for learning including practice teaching?

The various audio - visual facilities / materials (CD's, Audio & Video Cassettes and other material related to the programme) are available with the institution. The institution make it convenient to the trainee-teachers and teachers for optimally use of these all learning resources for practice teaching and other teaching learning processes with the help of computer lab.

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

The various general and methods laboratories are available in the institution. The institution has its own computer lab. for B.Ed. & M.Ed. separately. The institution enhances the facilities and insure maintenance of the equipment and other facilities under able guidance of Principal. The institution has signed an MoU with Maulana Azad College for the common access of psychology lab, Science lab, interactive Class room and health centre etc. the central psychology lab. in the campus has a rich collection of standardized psychological tools and equipments. This psychology lab also provides the facility of experimenting different psychological experiments and conducive environment for performing different type of psychological experiments .The college itself posses many psychological tools and instruments in psychology lab and guidance and counseling cell.

The language lab is shared from the sister institute, the college has well equipped science room for physical, natural and chemical sciences. All required material as per the prescribed syllabus are available in the lab.

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

The facilities like multipurpose hall for performing different workshops and cultural activities like music and other activities the institution have educational technology hall. The Naval Tata Stadium is used by the institution for organizing different sports and games competitions. The institution uses the transport facilities on rent. The institution sometimes uses the transport buses / vehicles from the society for educational excursion and working with the community.

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.

The classrooms are equipped for the use of latest technologies for teaching such as LCD projectors are used. The institution's future plans to modernize the classrooms as virtual classroom with the help of modern technology.

4.6 BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES:

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

The management is always supportive to update the existing facilities for teaching learning process faculty seeks to model and reflect on the best practice in the diversity of instruction, including the use of technology such as Power-Point presentation, use of LCD projectors and overhead projectors.

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

For the quality enhancement in the institution use of ICT is made available for the trainee-teachers through the use of Internet, LCD projectors and Power-Point presentation facility is provided to all students and teachers.

What innovative /best practices in “infrastructure and learning resources” are in vogue or adopted by the institution?

The institution adopted the best practices / innovations in infrastructure and learning resources in the form of use of Internet, use of LCD projector and Power-Point presentation facilities are being made available to all students and teachers under able guidance of Principal.

Additional Information:

What were the evaluative observations made under infrastructure and learning resources in the previous assessment report and how have been acted upon?

The observations made by peer team were as follows: The institution has sufficient infrastructure facilities. There are well equipped classrooms, Audio-Visual Unit, Geography room, Teaching Aids room, Computer lab, E.T. lab and SUPW room, Auditorium and seminar room, also the institution has science and psychology lab. Sports complex and the richly equipped gym is available in the campus. The college has developed a lush green garden to beautify the surroundings in a lively campus.

The peer team recommended that there is a need to strengthen the different labs. The number of experiments in the educational Psychology lab should be increased. The latest equipments should be procured by the teacher educators for demonstration.

Institute has a psychology laboratory and equipments are available for conducting psychology experiment. Institute has added recently psychological test and equipments as per the new syllabus suggested by the University.

What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and Accreditation with regard to Infrastructure and learning resources?

As per recommendations made by the peer team different labs were strengthened, Science lab was arranged by dividing materials in different categories, more material was purchased as per the demand of present secondary syllabus.

In Psychology lab more tools and instruments were purchased under the head of Guidance and counseling cell and M.ED,

CRITERION - V

Student Support and Progression

01	Student Progression	
02	Student Support	
03	Student Activities	
04	Best Practices In Student Support And Progression	

CRITERION - V

STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT PROGRESSION:

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

All the teacher trainees who aspire to seek admission in our college for the B.Ed. programme have to get through Common Entrance Test for B.Ed. conducted by Government of Maharashtra. Admission to the trainees is given absolutely as per the norms and rules laid down by the Government of Maharashtra.

College consists of Grant in Aid and Non Grant sections, and the present strength of B.Ed. Grant in Aid is 190 and Non Grant in Aid is 59, Out of 190 students 72 are boys and 118 are girls. All the B.Ed. students are from the State of Maharashtra.

Number of B.Ed. Grant in Aid and Non-Grant sections, during the academic year 2013-14 are as follows;

Grant In Aid			
Category	Male	Female	Total No Of Students
General	45	100	145
S.C.	01	03	04
O.B.C.	21	13	34
V.J.	05	02	07
			190

Non Grant			
Category	Male	Female	Total No Of Students
General	14	20	34
S.C.	3	8	11
O.B.C.	3	6	9
V.J.	1	4	5
			59

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

The academic year begins with a counselling session followed by self-introduction of the faculty and students. A formal inaugural ceremony is also arranged. At the beginning of the academic year the institution conducts an orientation programme to orient the newly selected students for the B.Ed. Course.

The Orientation programme at the time of admission is conducted by the principal and the staff of the College. Students are oriented about the course and its functioning at the time of admission. Beside this the programme also focuses on developing awareness about the institution, vision, mission, goals and objectives, value of teaching profession, status and code of ethics for teachers, various courses offered, evaluation process, facilities in the institution, library rules and regulations, etc.

- 1) The clean, green, campus and healthy learning environment motivates the teacher trainees to improve their performance. The tutorial system, SUPW, enhanced library facilities, participation in university and inter-university level competitions, IT oriented programme, celebration of days of importance, and awareness programmes, over and above all, the sincere efforts, expert guidance and support of the teacher educators ensure the performance improvement of students.
- 2) The performance of the institution is reflected in the results at the university examinations. Recently Credit and Semester system with grading has been introduced in the B.Ed. and M.Ed. course of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

B.Ed. Examination Results for the last 5 years

Academic Year	Students Appeared	Pass %
2009-2010	324	87.94 %
2010-2011	254	95.26 %
2011-2012	325	93.53 %
2012-2013	323	87.00 %
2013-2014	242	70.66 %

M.Ed. Examination Results for the last 4 years

Academic Year	Students Appeared	Pass %
2009-2010	73	92.00 %
2010-2011	51	92.15 %
2011-2012	78	88.44 %
2012-2013	32	93.00 %

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 dropout rate is NIL in our institution. Institute provides placement services as well as training for CET entrance Examination (2014-15). Institution also has a Guidance Cell which informs students regarding the vacancies available in different schools. Students are also provided with internet and computers for searching Jobs.

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?

The faculty members are highly qualified and most of them are NET/SLET passed, the faculty members are used to orient students about the school teaching job in course of discussion in the classroom. The faculty members also give guidance about SLET, NET, TET and Competitive examinations. The college

organizes the guest lectures for the guidance of UPSC and MPSC competitive exams. Given below are the number of students who cleared SLET / NET examination.

Examination	Year	Number of Students qualified in Examination	Number of Students Appointed
NET/SET	2013-14	05	00
NET/SET	2012-13	02	11
NET/SET	2011-12	01	40
NET/SET	2010-11	03	20

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

The faculty motivates the students to go for further studies keeping with them the spirit of continuous and lifelong education of teachers. The institution provides assistance to students in their academic pursuits. Facilities for computer education, familiarity with online searching of eBooks / e-journals / e-Magazines, preparation and use of PowerPoint, presentation using LCD, etc. pave the way for their development. The well-equipped laboratories like computer lab, science and technology lab and psychology lab, etc. are highly beneficial to the students in their future accomplishments. Following is the Percentage of students going for further studies/choosing teaching as a career.

Year	Percentage of students going for further studies	Percentage of students choosing teaching as a career	Other
2013-2014	40 %	40 %	20 %
2012-2013	35 %	45 %	20 %
2011-2012	40 %	45 %	15 %
2010-2011	35 %	35 %	30 %

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 trainee-teachers after graduating from the institution? If yes give details on the same.

Library of the college satisfies the teaching, learning and research needs of the college. The library collection includes Research Journals and periodicals, Education Magazine, News Magazine, e-journals through N-LIST programme, leading newspapers educational encyclopedias like International Encyclopedia of Education, International Encyclopedia of Educational Technology, International Encyclopedia of Educational Research, etc. The College is a member of INFLIBNET-N-LIST programme under Information and Library Network Centre (an autonomous Inter University Centre of UGC).

Following are the list of Books, Magazines, Reference Books etc. in the library

Sr. No	Books/Magazines/Journals/ Encyclopedia etc.	Quantity
1.	Total No. Of Books	16622
2.	Total No Titles	7100
3.	Research Journals	13
4.	Educational Magazines	12
5.	News Magazines	16
6.	Reference Books	1500
7.	Sets of Encyclopedia	25
8.	E-Books (N-LIST/DOAJ)	5100
9.	e-Journals (N-LIST/DOAJ)	2100
10.	News Papers	13
11.	Books added – 2011-12	319
12.	Books added – 2012-13	257
13.	Books added – 2013-14	140

Does the institution provide placement services? If yes, give detailson the services provided for the last two years and the number ofstudents who have benefited.

The institution offers help to get placement in schools and colleges in India and abroad. Various schools and agencies are in frequent touch with the institution and send letters to recruit teachers. Our placement cell displays these letters on the notice board. We arrange campus recruitment programmes at our college also. Many teacher trainees get selection through these interviews.

Details of services provided by placement service for the last two years.

Year	On Campus / Off Campus	No. of students benefited
2013-2014	01 + 06	64
2012-2013	155+30	185

The placement service cell renders valuable services. The institution supports placement services cell by providing, computer and free Internet service, human resource by assigning duties to staff members, providing certain websites, newspapers, journals, periodicals, etc. Guidance for NET, SET, TET are conducted. Many students have got qualified.

What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

College maintain the placement record of placement but teacher trainee after joining any institute at personal level, most of the time never inform us. After qualifying the campus interview many students don't turn up to the job due to less payment in private schools. Girl trainees prefer short duration traveling and they don't go to remote areas and some of the students prefer government jobs.

Does the institution have arrangements with practice teaching schools for placement of the trainee-teachers?

The institution under its placement service conducts the in campus and off campus interviews and placement services, since Maulana Azad Education

Society has Educational services right from KG to PG including Bachelor in Pharmacy, Diploma in Pharmacy, Management, Hotel Management, etc., therefore the Institute directly connects the student through placement interview services and also calls other institute for campus interview.

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

1. **Human Resource:** Institution established placement cell in 2010-11. It takes care to place or get connected the students with different institutions by arranging campus interviews in campus and off campus.
2. **Financial:** College arranges campus interviews in our own institution with all the arrangements of lunch, refreshment, etc.
3. **ICT:** College also provides facilities such as Laptop, printer, internet connectivity, LCD's for Demo, etc for the Placement Cell.

5.2 STUDENTS 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?

A term plan for all the activities to be conducted is prepared. In this comprehensive plan, curricular, co-curricular and extracurricular activities are also mentioned. The following procedure is followed to prepare the plan.

- Feedback from faculty is noted at the end of the academic year meeting.
- Tentative first term plan discussion is done at the beginning of an academic year taking into consideration the feedback received at the academic year end meeting.
- Department wise tentative dates is given to the year's plan department
- Compilation of year's plan is done through discussion with faculty
- Finalization of term plan by IQAC
- Finalization of department wise plan
- Implementation
- Revision if required.

The copies of prepared plan are circulated to faculty members.

For every curricular activity , the incharge professor in collaboration with the faculty develops a plan of evaluation and distributes it to faculty members . Before beginning any curricular activity, the respective incharge conducts an orientation lecture for teacher trainees on the activities to be done, the duration and the evaluation scheme. For the activities which are conducted in group, the group in charge gives feedback ,Changes can be made if required . Co-curricular activities are planned in coordination with curricular activities. The institution provides indoor, outdoor sports equipment to teacher trainees for games. Teacher trainees are motivated to participate in inter collegiate competitions for debates, elocutions, street plays and essay writing. All the curricular, co curricular activities are evaluated in terms of the fulfillment of objectives for which they were planned.

How is the curricular planning done differently?

The institution follows the policy of inclusion. Physically challenged teacher trainees are admitted in the institution. Completion of practical and practice teaching lessons have to be fulfilled like that of the general teacher trainees. Extra time is given during examinations as per the University rules and regulations. Challenged teacher trainees are encouraged and motivated to participate in co-curricular activities. During practice lessons, they are permitted to take help of other teacher trainees for putting up teaching aids and for taking assistance for writing on the blackboard.

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?

The curricular planning is done differently for physically challenge students under the able guidance of the principal in view of this the students are being guided and counseled by the experts for these purpose different camps have organized by the institution. Persons with disabilities is given half an hour in the examination to write the papers and in admission as well as in scholarship and exam fees they have been given special privileges.

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

The institution has mentoring arrangements in the form of grievances redressal committee and particularly the women's grievances committee. The college

arranges the guest lectures of experts on the different social and legal problems faced by the students and teachers. The college formed an anti-ragging committee and weekly essay guidance is given to all the trainee-teachers and teacher education.

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 and experienced faculty which is always ready to enhance the effectiveness in teaching, research and extension. Faculty meetings are regularly conducted for planning, implementation and feedback on curriculum transaction. Meetings are also conducted to discuss the changes in the new syllabus or for orienting about a new topic / concept introduced by the university. The faculty contributed immensely in the preparation of evaluation tools for lesson observation which has proved to be very useful. The faculty members also attend workshops, seminars and conferences for their professional development. These experiences are shared with other faculty members also. Regular use of power point presentations in the classroom by the faculty members makes the teaching learning process effective. There is provision of unlimited internet access to the faculty members for updating knowledge. The institution's rich library resources are also useful for effective teaching and mentoring. Feedback from teacher trainees' is taken at the end of the academic year.

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

The institution have its website and all the relevant information with the institution have updated on the website www.mcea.ac.in such as academic, administrative and teaching Non-Teaching faculty details along with their educational qualifications etc.

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

The institution takes care of the teacher trainees with diverse learning needs such as gifted teacher trainees, academically weak teacher trainees,

Advanced learners: The gifted teacher trainees are identified by the teacher educators. They are given the responsibility of planning and execution of some programs and co curricular activities in the institution as well as in the practicing schools during the internship program.

Slow Learners (academically weak teacher trainees): Special attention is given towards the academically weak teacher trainees. These teacher trainees are identified; their problems are diagnosed and solved according to the nature of the problem either by the teacher- educator or by the Principal. The institution provides special practice and guidance to these teacher trainees. They are also paired with the gifted teacher trainees to raise their performance level.

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

A guidance cell is formed in the institution to provide the guidance and counselling services to the students in respect of academic and professional growth of trainee-teachers.

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

The grievance redressal mechanism is adopted by the institution for students in the form a grievances redressal committee presided by the Principal. There is a complaint box in which students can put forth their complaints in the box. The major grievances redressed in the last two years were 1) the students were provided the teaching learning facility in their own language that is their mother tongue 2) And the drinking water facility is being provided in the form of water jars.

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

The progress of the candidates of different stages of programmes is monitored and advised with the help of various evaluative techniques and tests such as essays, content tests, preliminary exams etc. and conclusions are drawn on the basis of their performances in the above mentioned programmes.

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 ensure the students competency to begin practice teaching through the micro-teaching skills, unit taking from the schools and after conduction of demonstration lessons by the teachers before the pupil teachers then pupil teachers are allowed to take the practice teaching lessons at their respective schools allotted to them. In this way the supervisor provides the supportive services to the students during practice teaching.

5.3 STUDENT ACTIVITIES

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.

Ours is the oldest college of education in Marathwada region and as a College of Teacher Education with a difference, this institution takes the responsibility of moulding the minds of thousands of students and nurture the qualities to be a good teacher.

The college has an Alumni Association.

Alumni Association functions formally in the college. It provides opportunities for the former students to keep in touch with the institution. The members render valuable services to the institution in conducting various curricular and co-curricular programmes.

I. List the current office bearers

The present office bearers of the Alumni Association are:

President	Dr.Suhail Ahmed Khan Principal Marathwada College of Education
Secretary	Mr. Jameel Ahemad Khan Head Master Amanullah Motiwala Urdu High school
Joint secretary	Mr. Sirajuddin
Executive members	<ol style="list-style-type: none">1. Mr. Mushtaq Bohra2. Mr. Ilyas Ahemad3. Mr. Salahuddin4. Mr. Mujeebur Rahman5. Mrs. Husna Bano

The college conducted no formal elections rather we nominate the members and secretary that it is the tradition of our college that we have our principals as our president of the Alumni Association of the college and president has the power to appoint secretary and executive members of the body.

As per the tradition of the college if the principal is alumni he will be the president of the alumni association and since the present principal Dr. Suhail Ahmad Khan assumed charge, he is the president of the alumni association.

The objectives of the association are as follows –

- ❖ To function as the facilitator for the institution.
- ❖ To encourage the members to undertake action research projects.
- ❖ To consult, to plan and to organize various innovative activities for enhancing cultural, educational atmosphere and functions of the institution.

- ❖ To provide feedback to the institution.
- ❖ To resolve issues related to the practicing schools.
- ❖ To motivate the well deserved members, teacher trainees and faculty by felicitating them for their notable contribution in the field of education.

The Alumni Association renders valuable contribution to the growth and development of the institution. Its members help the college in scholastic and co-scholastic activities. The contributions of the alumni association to the institution are as follows:

- ❖ It has provided suggestions for academic growth
- ❖ It has played a significant role in the development of the infrastructure of the institution
- ❖ It has given assistance in solving difficulties regarding practicing schools.

Prominent Alumni

Sr. No	Name	Designation/ position
1	Dr. P.R Gaikwad	Director Higher Education, Government of Maharashtra, Pune
2	Dr. Shaikh Azeemuddin	Principal, Department of Education, National Integral University, Lucknow.
3	Dr. Shahab Afsar Khan	Principal, Al-Rayyan International School, Abu Dhabi, UAE.
4	Dr. Siddiqui Mohammad Mehmood	HOD, Faculty of Education, Maulana Azad National Urdu University Hyderabad.
5	Mr. Shaker	Dy. Education Officer
6	Mrs. Sameena Anjum	Principal, Diamond Girls High School, Malegaon.
7	Dr. Badar Ul Islam	Assistant Professor, Maulana Azad National Urdu University CTE, Aurangabad.
8	Mrs. Khan Shahnaz Bano	Assistant Professor, Maulana Azad National Open University, CTE , Aurangabad.
9	Mr. Sofi Laiq Ahemad	Extension Officer(Education), Zilla Parishad, Aurangabad.
10	Dr. Pathak Suhas	Associate Professor Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Aurangabad
11.		

Our Alumni takes good interest in the progress and development of the institution.

They formally and informally share the ideas about teaching methods, approaches etc.

The alumni have evaluated the functions of teaching – learning and practice-teaching in the institution. This evaluation has made it possible to estimate the proficiency, teaching skills and dedication of the teacher educators. Some of the alumni have suggested new areas for programs to be conducted outside the institution in the form of social work. They have provided relevant information regarding the strengths, weaknesses, opportunities and threats to internal assessments of the teacher trainees. Thus, the alumni have provided the required educational feedback from time to time that is useful for management of quality control.

The institution considers it essential to provide opportunities and nurture other talents in teacher trainees along with the training for teaching profession. Teacher trainees are encouraged to participate in extracurricular activities. Institutes during the introductory lectures interact with teacher trainee and informally discuss about their hobbies, special achievements etc. Institute celebrates 5th September as self governing day and a teaching competition also organized and prizes were given in the fare well function. After the craft and teaching aid workshop an exhibition was organized to showcase the talent of trainee teachers. Special guest artist/craft teacher was arranged for this purpose. As per their cultural activity, sports event, achievement, special support also provided. Annual sport event is also organized in the institution. Competitions like debates, essay writing, elocution, poetry, drama, skit, art and sports are

organized. Emphasis is laid on activities related mostly to education based topics. Ample amount of time is given for practice. The faculty encourages and guides the teacher trainees to perform suitable entertaining programs the annual cultural programme of the institution. Certificates and awards are presented to the winners and they are felicitated by the guest or the head of the institution.

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

By the following ways, the institute encourage the trainees to participate in extracurricular Activities including sports and games:

1. By providing extra time for practice. And providing special coaching, guidance by faculty and experts if needed.
2. Providing equipments required for sport, cultural programme.
3. Providing funds for competition if required.
4. Various competitions like racing, shot put, disc throw etc. are held.

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.

Students are encouraged to develop their creative skill by motivating them to write essays, articles, poems, short-stories etc. Their writings and creative material is displayed on the notice-board. Teacher trainees also decorate the method room with charts, graphs, information about content and display them on

wall. Trainees are encouraged to publish their articles and creative writings in local news papers. Teacher trainees are encouraged to write inspiring thoughts for the day on the board daily. They also are encouraged to write articles related to current, global as well as educational issues as wallpapers. Teacher trainees are given an opportunity to present and publish papers in conferences. Their sincere efforts are appreciated and the institution felicitates them as well during the annual prize distribution on farewell.

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

As per the circular and Dr. Babasaheb Ambedkar Marathwada University the institution has a student's council and its organization is done on the guidelines provided by the university.

They plan and implement different programmes for entire year. Various bodies are to be formed for planning and implementation of programme effectively. In all bodies teacher trainee representation is there. As early its mentioned institute runs so many programmes for the sake of teacher trainee's welfare. So the different bodies are formed to work effectively. Faculty members also guide them under observation of Principal and IQAC members.

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

Sports Committee

It has also its body that plan and arrange the inter college competitions, arranging different sport equipments, conducting practice of teacher trainee and

other activities are to be done by this committee. A professor in-charge is there to look after all the matters with sports committee along with the sports secretary

Cultural Activity Committee

Cultural activity committee has professor in-charge and with the help of students representative this committee organize annual cultural programme, teachers day, various national and local leaders anniversary and various programmes time to time as per college calendar.

Institution gives maximum opportunities to the teacher trainees to represent the academic and administrative bodies. Students' council is made up of teacher trainee representatives. It is involved in the planning, organization and publication of co-curricular and extra-curricular activities. All the sections of students' council have a teacher trainee representative.

Different committees work in their own fix field. Various activities like cultural programmes, sports competitions, elocution and debate competitions etc. are organised according to the college calendar by the respective committee office-bearers. The general secretary remains active in all activities and extends his guidance and co-operation for successful organization of various activities. The staff also provides proper guidance to all committees and sees that all activities are successfully completed.

Optimum opportunities are given to teacher trainees for their representation in academic and administrative body, psychological experiments, micro teaching, and internship groups are having group leader among themselves. The group leader assists the professor in-charge.

Academic

- ❖ Working with the community (Social Service) group leaders.
- ❖ Study Groups, like microteaching and other practical activities.
- ❖ Internship Group leader

Administrative

- ❖ The students' council helps in following administrative activities
- ❖ Grievance Redressal
- ❖ Placement cell activities.
- ❖ Extra mural (games and cultural activities.)
- ❖ Alumni association
- ❖ Students Welfare activities.

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

The institution has mechanism to see and use data and feedback from its teacher trainees to improve the preparation of the programme that reflected in written format. Suggestions are invited from the trainees. These suggestions and views are taken into consideration for future activities and programmes.

Informal feedback and data is collected by the institution from the teacher trainees at the end of the academic year for future curricular planning, implementation, growth and development. Issues related to the above are discussed with the faculty to improve the implementation of the program. The management supports the faculty as well as the non teaching faculty regarding

administrative issues and gives feedback from time to time for proper planning and implementation, growth and development of the institution.

1. Student Feedback on Faculty and Curriculum
2. Feedback on Practice Teaching by Teacher Educators
3. Feedback on Practice Teaching by Staff of Practice Teaching Schools

5.4 BEST PRACTICES FOR STUDENT SUPPORT AND PROGRESSION

Students Support and Progression:

Give details of institutional best practice in student support and progression?

Details of institutional best practice in student support and progression are as follows

- Orientation to the students on the very first day about the institution, vision, mission, goals and objectives, value of teaching profession, status and code of ethics for teachers, various courses offered, evaluation process, facilities in the institution, utilization of library, rules and regulations, etc. Send off programme is also conducted.
- Career guidance to the students to enable them to enter a job especially in teaching. Guidance is also given to appear for competitive examinations like NET, SET.
- Scholarships for students.
- College uniform for students to develop feeling of equality.
- Excellent percentage of attendance of staff and students.
- Good rapport with neighbourhood colleges of education, and co-operating schools.

- Grievance Box and solution of problems
- Campus interviews are conducted
- Visit to Special schools/Ashrams
- Visit to villages.

Additional Information

Following observations were made under Student Support and Progression in the previous assessment report.

- *Almost all students admitted to the course appeared and passed in qualifying examination. The examination results of the college are commendable because of the consistently obtained merit positions across number of years. Eight students passed NET/SET examination during the past three years. Prospectus is published annually. The students are divided into groups of 10-12 for different activities. Career counselling is provided to the students but there is no provision of placement services. Tutorials are conducted every week throughout the year.*
- *Computer literacy and some basic knowledge of ICT in Education are provided to the students.*
- *The institution has formed an Alumni Association. Student Association is constituted as per rules of the university. Activities are organized by the Association. Facilities of indoor games, outdoor games, and cultural activities are available. Annual sports competition is conducted.*

Recommendations made were:

- *A database of the alumni should be developed and sustained communication with them should be made possible.*

By considering the suggestions in the previous assessment report the institution has organized campus interviews for placement of the students. Also a database of alumni has been prepared.

Institution is running all programmes of teacher trainee support and progression from its establishment and our practices were also appreciated by NAAC team members in its previous assessment report. Institution is trying to refurbish these practices more effectively.

- Free broadband Internet facility is made available for teacher trainees in computer lab.
- The institution has purchased more laptops and Projectors for the use of faculty and teacher trainees to enhance quality of learning and teaching.
- Placement services in quality institutions were provided
- Ladies cell has been established which looks after the women grievances.
- Coaching was provided to students for B.Ed. Entrance exam.

CRITERION – VI

Governance and Leadership

01	Institutional Vision And Leadership	
02	Organizational Arrangements	
03	Strategy Development And Deployment	
04	Human Resource Management	
05	Financial Management And Resource Mobilization	
06	Best Practices In Governance And Leadership	

CRITERION – VI

INSTITUTIONAL VISION AND LEADERSHIP

What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

The purpose of the institution is to transform the young generation into responsible, confident professional and self-reliant youth of the country.

Vision:

Marathwada College of Education has always been the centre of excellence by providing world class teachers education to students from all the sections of the society. It is marching ahead to impart quality training with commitment to excellence.

Mission:

- To impart value added education with efficient and competent manpower.
- To generate globally competitive and skill teachers.
- To generate researchers and thorough professionals.
- To meet global challenges.
- To train and equip teachers at all levels.
- To organize advance studies and promote research in Education.
- To inculcate research innovations and research aptitude among prospective Teachers and bring them into the new realm of Education Technology.
- Serving the society by developing potential and efficient Teachers.

Values:

1. To provide cultural secular and ethical values and foster in students the spirit of National Integration.
2. To achieve the objectives of secularism by promoting literacy and wisdom among students to carry out social services three extensive activities and hence the way for self empowerment and develop dignity of labour.

They made known to the various stakeholders by :

1. Organization of counseling sessions for parents alongwith the trainees.
2. Conducting practice teaching in various schools alongwith various awareness programmes, like local cleanliness, environmental awareness programme, etc.
3. Organization of internship programme.
4. Visiting special schools, Madarsas and Ashrams.
5. Conducting campus interviews.
6. Conducting cultural activities and celebrating different special days like Hindi day, Marathwada liberation day, etc.
7. By establishing linkages with International, National, Regional, and local Agencies. Via-research and other extension activities.
8. Equipping the faculty and the trainees with the modern Information Technology.

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

Yes , the mission of the institution includes its goals and objectives in terms of addressing the needs of society , the students it seek to have their career in the school sector to serve for the development of the society , educational institution's traditions and value orientations . The purpose is to make the trainee-teachers to be responsive to the needs of society for the purpose of serving for society through working in the school sector as the first and foremost formal agency of education reflecting the everlasting traditions and values they will be taught during their training period .

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, MANAGEMENT, etc.)

Marathwada College of Education was established in 1970. It was established under the auspices of the Late Dr. Rafiq Zakaria, renowned scholar, politician of great integrity, educationist of great foresight and an eminent author of international repute. The college bears testimony to Dr. Rafiq Zakaria's foresight and vision in recognizing the need for the college of educating that would focus on training teachers of Urdu, Marathi and English and imbibe in them the spirit of secularism and national integration.

The realms of learning and teaching were darkened with his sad demise in 2005 but his better half Padmashri Madam Fatma Rafiq Zakaria emerged as a new light with new dreams and devises with new vigor to accomplish the task. In fact she has always walked in his foot steps, spoken his words and dreamt his dreams.

The management frames the policies and takes the decisions. The board is chaired by Mrs. Fatma Rafiq Zakaria the President of Maulana Azad Society. The composition of the managing body is as follows :

Name	Designation
Mrs. Fatma Zakaria	Chairman
Dr. Maqdoom Farooqui	Presidents Nominee
Mr. Satish Jayram	Presidents Nominee
Dr. Suhail Ahmed Khan	Member Secretary
Mr. Shaikh Dastagir	Member
Dr. Mrs. Kaneez Fatema	Teaching Staff
Dr. Mr. Ansari Khurshid	Teaching Staff
Dr. Shaikh Imran Usman	Teaching Staff
Mr. J.G. Shaikh	Non-teaching Staff

Propagation of teacher education focusing on education and training with expansion adhering to the quality of secondary level teacher education being the mission of the management, it holds meeting minimum four times in an academic session. Discussion on the grievances of the students and staff, financial status and its proper management, staff position and recruitment as per the norms of the NCTE and UGC if requires, academic growth of the institution, smooth functioning of the office, proper organization of the co-curricular activities, discussion on the developmental measures to be undertaken for development of the institution are regarded as the major items of the agenda for the meeting with the management. In addition to this, Staff, Academic Committee

have the vital role in accelerating different decisions of the management through several meetings in which academic and non-academic matters are discussed in the staff council and the academic matters are discussed in the academic committee meeting in regular intervals for development of the institution. The various committees formed for smooth functioning of different programmes through the process of the policy of decentralization with distribution of assignments are stated below.

- A) Admission Committee,
- B) Planning and Academic Committee,
- C) Finance and Purchase Committee
- D) Examination Committee,
- E) Library Advisory Committee,
- F) Discipline Committee,
- G) Research and Publication Committee,
- H) Seminar and Workshop Committee,
- I) Grievance Redressal Cell,
- J) Women Grievance Redressal Cell,
- K) Anti Ragging Squad,
- L) Educational Tour and Excursion Committee,
- M) Cultural Committee
- N) Games & Sports Committee,
- O) Distribution of learning resources committee,
- P) IQAC (Internal Quality Assurance Cell)
- Q) Subject committee.
- R) Alumni and Placement Committee
- S) Extension Services Committee

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

The principal in consultation with the chairman distributes the workload to each member of the staff keeping in view their strength-weakness predication and potentiality. He ensures that all the staff members work as a team and maintain a harmonious relationship between them that is conducive for effective functioning of the college. Each faculty is actively involved in curricular and co-curricular activities according to their potential taste and need. There is internal interaction between principal and staff members in order to sort out daily problems.

The management looks after the working in totality and supplements the financial needs. The day to day functioning of college is looked after by the principal. The management as the authority and principal as head of the institution ensures that the responsibilities are defined and communicated to the staff of the institution through the framed committees for routine work. Two important committees for routine works of every academic session. Through the meeting of the staff council, members of different committees are selected for smooth organization of co-curricular and extracurricular activities along with curricular transactions of the institution as per its academic calendar. For NAAC re-accreditation of the institution in particular and ensuring quality with its expansion in every aspect of the institution, the committees like seminar and workshop committees, research and publication committee, grievance redressal cell, IQAC: (Internal Quality Assurance Cell) are functioning actively for the cause of development of the institution. These activities are informed to the management by the principal from time to time in order to make the

managements well informed about therole of the staff in development of the institution.

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

The management of the institution through the principal ensures valid information aboutthe activities of the institution through the following ways –

- (a) Information obtained from the staff council and academic committees meeting proceedings from these committees meting resolution books,
- (b) Year wise Annual Report submitted by the principal of the institution,
- (c) Proceedings of the interactive session of the principal with the students to monitor their learning progress,
- (d) The synoptic report covering the activities of various committees submitted by the principal to the management on the basis of proceeding of the meetings of the various committees,
- (e) Any important matter / decision taken for implementation in the information to the Secretary of the institution for information and necessary action.

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

The institution identifies the barriers faced by it in achieving the vision/mission and goals through personal contact & meet with the members of the teaching and non-teaching staff meet & interaction with the students, community

members, alumni's and the practice teaching schools. In addition to this, in course of discussion in the various meetings, interaction with the students in the interactive and feedback sessions, interaction with the school Heads and teachers during the school internship, interaction with the community members in different functions of the institution provides proper ground to the institution authority to address the barriers identified if any in achieving the vision/mission and goals.

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

The management of the institution encourages and ensures support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes in the following ways:

- (a) Encourages the faculty for participation in State/National/International Seminars/Workshops / conferences with the presentation of papers.
- (b) Encourages the members of non-teaching staff including the Librarian for participation in the orientation / training programmes relating to office management and library management.
- (c) Stress on the purchase of books for ready reference for students and the faculty.
- (d) Principal monitors the remedial measures undertaken by the faculty members for meeting the learning difficulties of the slow learners.
- (e) Encourages the faculty to make use of ICT in the day to day teaching learning activities.

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.

Principal being the head of the institution plays his leadership role in relation to the governance and management of the above asked aspects in the following ways;

- (a) Plays his role as an academic leader and a man manager of the institution.
- (b) Encourages for undertaking any initiatives through due consultation with the staff and the management authority through proper discussion.
- (c) Organizes & monitors any activity or programme through his vigilant look and thorough guidance.
- (d) Supervises all the academic and official works of the institution.
- (e) Inspires the faculty members for participation in faculty improvement and research based programmes and motivates the staffs to organize Seminars/workshops/Conferences etc.
- (f) Takes classes as and when required along with his regular classes allotted in the timetable to know the learning difficulties of the students.
- (g) Holds “interactive session” and “feedback session” with the students to know their learning progress and obtains feedback accordingly.
- (h) Inspires students for participation in the literary and cultural activities for development of their innate potentialities, in games & sports for sound health and good physique and participation in the community development programmes apart from the community outreach activities incorporated in the syllabus. Participation in these activities helps

the students to become a man of balanced personality development and as a good sociable human beings in future.

- (i) Plays role of a mediator and coordinator between the Management and Staff in order to ensure transparency in the management of the institution in every respect.

6.2 ORGANIZATIONAL ARRANGEMENTS

List the different committees constituted by the institution for management of different Institutional activities? Give details of the meetings held and the decisions made, regarding Academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year?

The different committees constituted by the institution for management of the various institutional activities encompassing curricular, co-curricular, developmental, quality initiatives are given below:

- A) Admission Committee,
- B) Planning and Academic Committee,
- C) Finance and Purchase Committee
- D) Examination Committee,
- E) Library Advisory Committee,
- F) Discipline Committee,
- G) Research and Publication Committee,
- H) Seminar and Workshop Committee,
- I) Grievance Redressal Cell,
- J) Women Grievance Redressal Cell,

- K) Anti Ragging Squad,
- L) Educational Tour and Excursion Committee,
- M) Cultural Committee
- N) Games & Sports Committee,
- O) Distribution of learning resources committee,
- P) IQAC (Internal Quality Assurance Cell) etc.
- Q) Subject committee.
- R) Alumni and Placement Committee
- S) Extension Services Committee

The meetings of these committees are held as and when required to meet the purposes that requires fulfilment. Each committee has a coordinator and members, meetings are conducted by respective coordinators before initiation of each activity for smooth functioning.

**The following table gives a detailed account of the meetings held and the decision taken
in the same for the various committees.**

Sr. No.	Name of Committee	Name of the Coordinator	Members	Meetings Held	Decisions taken in the meeting
I	Admission Committee	AKA	All teachers	3	<ul style="list-style-type: none"> ➤ Downloading the admission process proforma ➤ Formatting of different committees during the admission ➤ Downloading of list of allotted students during admission rounds ➤ Verification of original documents and admitting the students ➤ Guidance and counselling regarding filling up the admission forms
II	Planning and Academic Committee	SAK	KF STN SIU	2	<ul style="list-style-type: none"> ➤ Planning for the academic calendar for the first session ➤ Planning for the academic calendar for the second session ➤ Making the necessary changes (if required in the academic calendar)
III	Finance and Purchase Committee	JG Shaikh	SIU SIR KZM KTH MAR SFS	2	<ul style="list-style-type: none"> ➤ Preparing the budget for academic year ➤ Planning for the requirements from ICT, Science Lab, Psychology Lab, teaching aids etc ➤ Planning for the maintenance of infrastructural facilities ➤ Library software to be purchased ➤ Books and teaching aids should be purchased ➤ Computer Accessories like printer, scanner, pen drive, etc
IV	Examination Committee	MAB KF KTH	SKA SIR MDA AKA SH	4	<ul style="list-style-type: none"> ➤ Provision in the timetable for special guidance sessions for preparing teacher trainees for complete syllabus based exam. ➤ Preparation and display timetable for first and second internal examination 2013-2014 ➤ Planning for seating arrangement. Placing roll nos. on desk and on blackboard. ➤ Instructions to all teacher trainees regarding maintaining discipline during exam. ➤ Supervisor's timetable for both internal exam. 2013-14 ➤ Meeting of peonsto assign duties related to exam. ➤ Instruction to the teacher trainees regarding preparation of content test in second term. ➤ Preparation of display of content test timetable and its supervision. ➤ Instructions to the teachers for preparation of question paper of the content test. ➤ Invigilation of the content test. ➤ To arrange practice teaching programme and observation activity in proper format as set out by Dr. Babasaheb Ambedkar Marathwada University, Aurangabad University

					<ul style="list-style-type: none"> ➤ To decide sub skills of observation, ➤ To consider time and weightage. ➤ It was decided to plan the tutorials, term and prelim programme for 2013-14 ➤ The schedule to be provided to the teacher trainees and teacher educators. ➤ The follow up to be taken for the whole programme.
V	Library Committee	Ishrat Ali Khan	MF KF MDA AKA	2	<ul style="list-style-type: none"> ➤ Books on changed syllabus to be purchased on priority, copies of most demanded books to be increase. ➤ Subscription of National and International periodical journal. ➤ Digitalization of library. ➤ No. of research methodology books in English are to be Purchased. ➤ Decision regarding purchase of library software should be taken at the earliest. ➤ Discussion Regarding purchase of books periodicals, etc. ➤ Decision regarding administrative issues like library timing, discipline of the teacher trainee, repair work in the library. ➤ Review of library purchase and the budget allocation. ➤ Review regarding teacher trainee demands, problems, made in all meetings and its solutions.
VI	Discipline Committee	SIU	KAR MDA SIR MAB SH	2	<ul style="list-style-type: none"> ➤ Maintaining the discipline in the college building ➤ Monitoring the students to maintain the college decorum
VII	Research and Publication Committee	KF	STN NT SKA KTH MAB SH	2	<ul style="list-style-type: none"> ➤ Motivating the staff for research work ➤ Maintain the staff profile along with their papers published and presented ➤ Planning for a research magazine to be sponsored by the college ➤ Planning for an annual college magazine ➤ Monitoring the UGC/University sponsored minor and major projects notification
VIII	Seminar and Workshop Committee	STN	KF AKA SH SFS SIR	2	<ul style="list-style-type: none"> ➤ Planning for the schedules of lesson planning, teaching aids, ICT, drawing, craft, SUPW & evaluation workshop. ➤ Discussions regarding the seating arrangements for the workshop, ➤ Discussions regarding the content of the sessions in the workshops, ➤ Planning for the format for submission of the workshop reports. ➤ Monitoring the UGC/University sponsored workshop/conference / seminars
IX	Grievance and redress Cell	MF	SFS MDA	2	<ul style="list-style-type: none"> ➤ Addressing the grievances from faculty / students

X	Women Grievance Redressal Cell	STN	KF SKA KTH SFS SHA		<ul style="list-style-type: none"> ➤ Addressing the grievances from the female trainees ➤ Providing protection and security to female trainees
XI	Anti-ragging squad Committee	KF	STN AKA SH	2	<ul style="list-style-type: none"> ➤ Addressing the ragging grievances ➤ Taking action against the guilty ➤ Providing protection and security to all the trainees
XII	Educational tour and excursion Committee	KZM	SIR MAB SFS	2	<ul style="list-style-type: none"> ➤ Planning for the educational tour ➤ Planning for the excursions related to different practicum ➤ Maintenance of budget ➤ Maintenance of records
XIII	Cultural Committee	AKA	KZM SKA NT	2	<ul style="list-style-type: none"> ➤ Planning and organizing the guidance session ➤ Planning and conducting cultural programmes on various occasions ➤ Motivating the students to participate in different cultural programmes
XIV	Games and Sports Committee	SIR	MAB MDA SFS	2	<ul style="list-style-type: none"> ➤ Planning two days sports activities (indoor and outdoor games) ➤ Motivating the students to participate in inter collegiate sports competition
XV	Distribution of learning resources Committee	MAB	KZM KTH SIR MDA SFS	3	<ul style="list-style-type: none"> ➤ Maintaining the learning resources of the college ➤ Providing the students with learning resources like science material / LCD / maps / charts / specimens etc
XVI	IQAC	SIU	KF SIR STN KTH AKA MAB SHA KAR SKA	2	<ul style="list-style-type: none"> ➤ Planning for the activities to be held ➤ Maintaining record and units of the meetings ➤ Organizing programmes and activities other than the curricular activities ➤ Preparing AQAR report annually ➤ Analyzing the activities organized in the college ➤ Organizing various committee and extension services committees ➤ Motivating the faculty for research work ➤ Planning for digitalization of library ➤ Maintaining the quality and excellence ➤ Planning for the feedback of various activities conducted
XVII	Alumni and Placement Committee	SKA	MF SIR KTH SFS NT	2	<ul style="list-style-type: none"> ➤ To arrange Alumni get together and to collect data of all in proper format. ➤ To run placement service more effectively. ➤ To interact and share innovative ideas with present teacher trainee and faculty.
XVIII	Extension	KF	AKA STN SKA SIR MDA NT	2	<ul style="list-style-type: none"> ➤ Organizes committee awareness programmes ➤ Organize the working with community activity ➤ Conducting various environmental awareness programmes ➤ Teacher trainees will be divided into groups. ➤ Decision was taken regarding instruction to be

					<p>iventotheteachertrainees.</p> <ul style="list-style-type: none"> ➤ Equal distribution of teacher trainees in each group. ➤ Professors will help the teacher trainees to survey the village during the working with committee.
XIX	Subject Committee	Paper Coordinator	All teachers	4	<ul style="list-style-type: none"> ➤ Planning for units to be taught, ➤ Discussion of the practical regarding the subject, ➤ Discussion regarding the question papers for tutorials, ➤ Discussion regarding the syllabus progression. ➤ Discussion regarding the question papers for prelims exams.

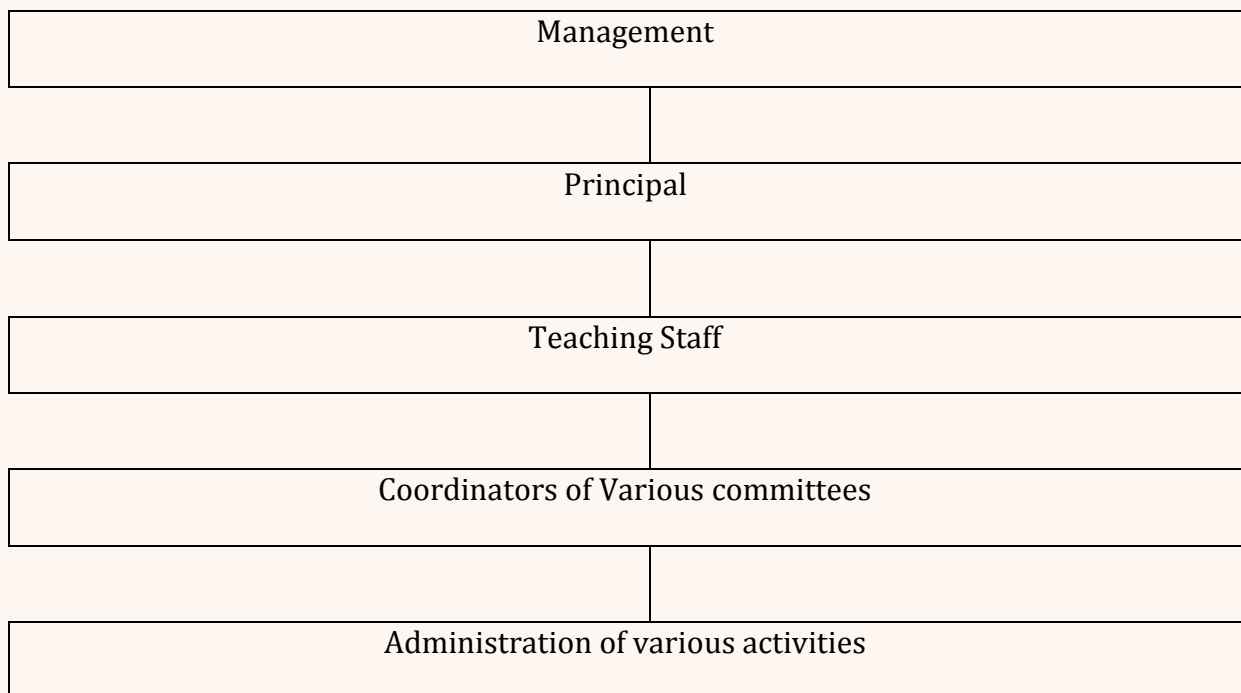
Give the organizational structure and the details of the academic and administrative bodies of the institution

The academic and administrative bodies of the institution refer to the managements, staff, Academic Committee, Examination Committee, Grievance Redressal Cell, Purchase Committee, Library Advisory Committee etc. are formed with the representation of both the teaching and non-teaching staff, managements, student council along with the principal of the institution. Every committee is constituted with the chairman followed by its members and the convener being true representative in nature from the structure of organization.

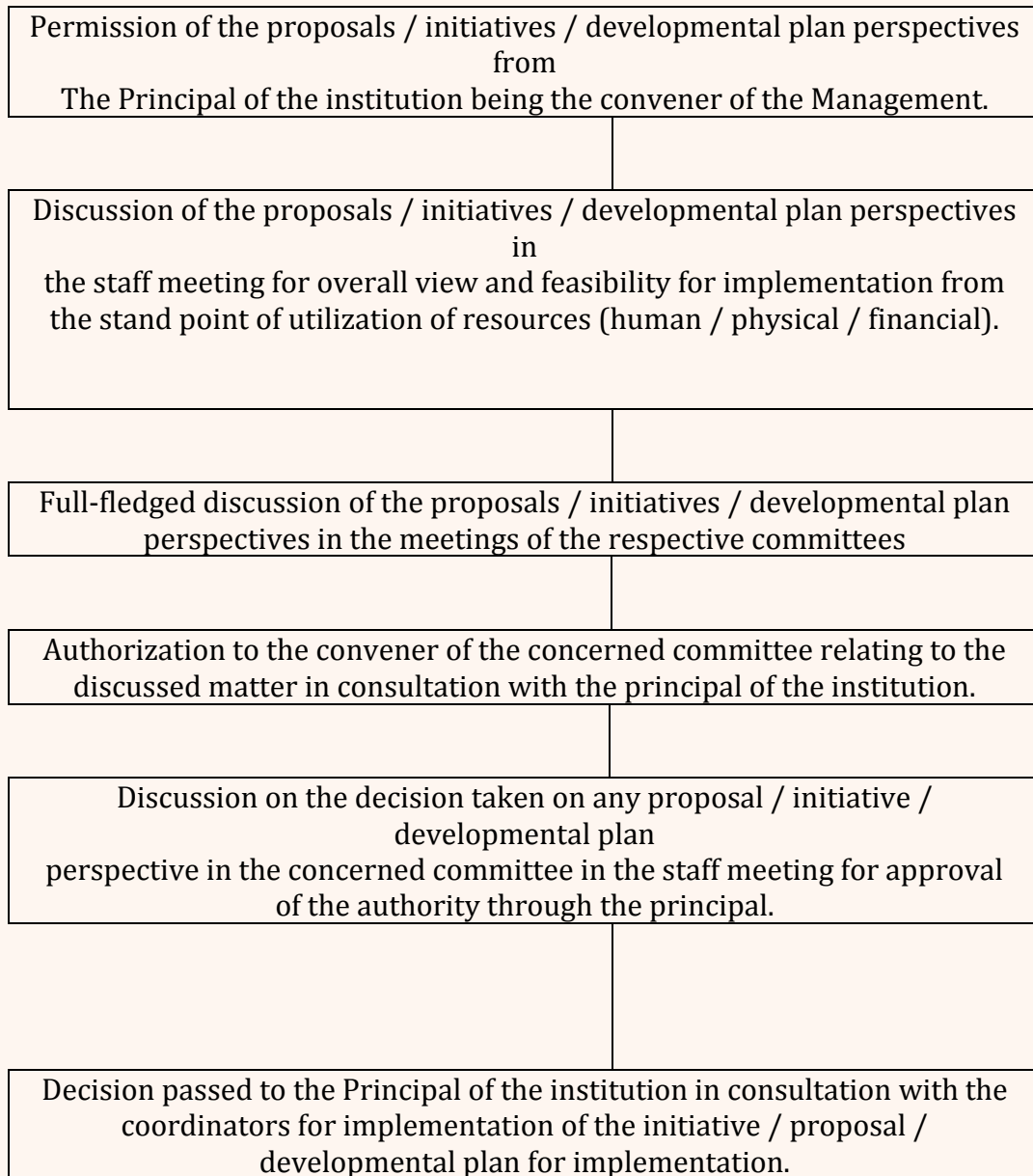
To what extent is the administration decentralized? Give the structure and details of its functioning?

The administration of the institution is decentralized, the structure of decentralization is given below in sequential order

ORGANIZATIONAL STRUCTURE



The organizational structure built up can be better understood as follows :

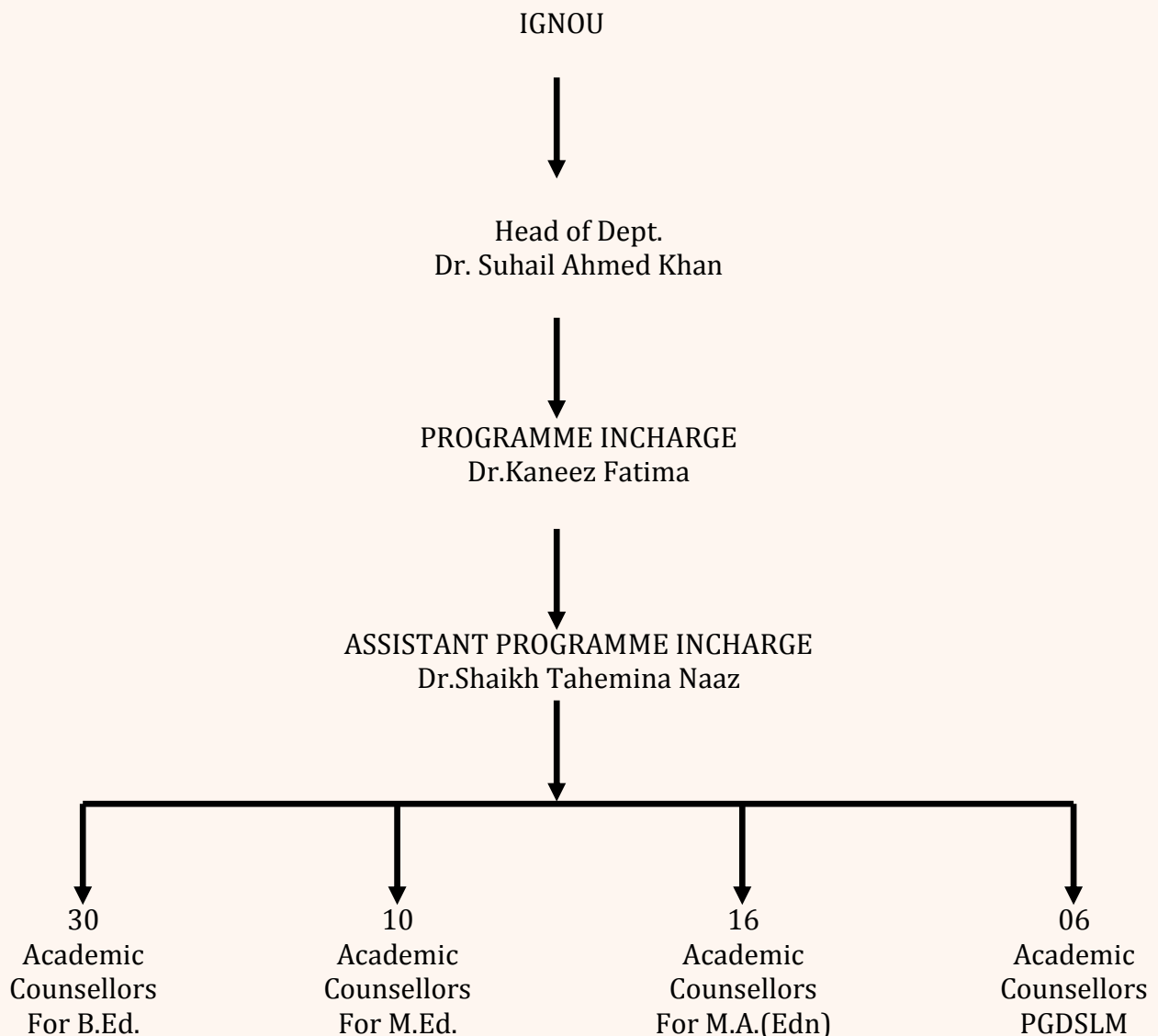


This sequence of proceeding in taking decision for implementation of any proposal /initiative in the institution indicates the true decentralization of the administration in its Structural standpoint. From the functional standpoint of the decentralization of administration, all the initiatives or proposals are carried out through the involvement of all as per their position in the institution with the distribution of assignment discussed in the concerned committee and then

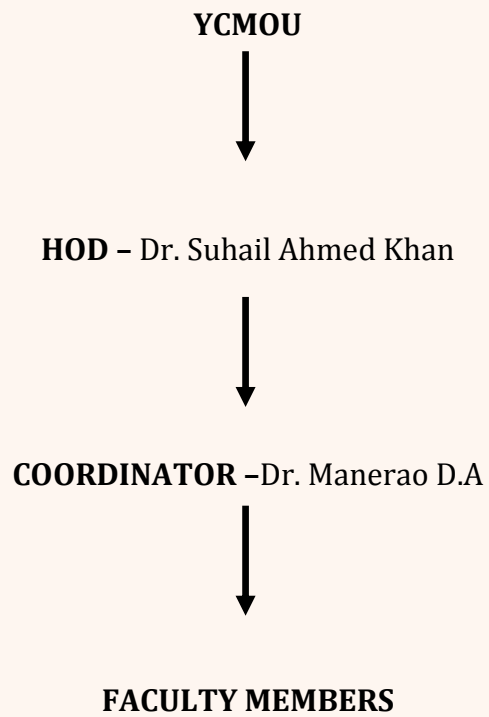
placed in the staff for approval with the consent of all. After that the decision of the staff is sent to the management by the principal for information and necessary action in case of administrative bearing of the decision. In case of academic matters, the academic committee headed by the principal is empowered to take final decision with informing the matter to the management if feels its necessity.

Organizational structure of other programs offered at the institution is as follows:

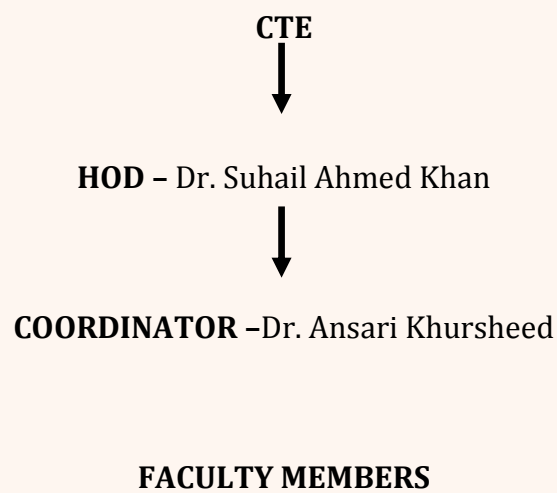
(1) IGNOU



(2) YCMOU



(3) CTE



How does the institution collaborate with other sections / departments and school personnel to improve and plan the quality of educational provisions?

The institution in collaboration with many local schools of the city and conducts the community outreach activities for partial fulfillment of the requirements of the B. Ed Programme neighboring rural areas and community based awareness programmes as extension activities beyond the B. Ed Curriculum. The institution collaborates with the schools for internship programme conducted by the students in the schools by keeping and maintaining healthy rapport with the school authorities. In addition to this, the institution also collaborates with the members of the Board of Studies(BOS) ,Dr. Babasaheb Ambedkar Marathwada University, Aurangabad University, top officials of IGNOU in order to share with their planning, execution, supervision, follow-up etc. regarding any programme relating to academic development of the students and professional development of the faculty members of the institution.

Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details?

The institution uses the various data and information obtained from the feedback in decision-making and performance improvement in the following ways.

- (a) Information with feedback obtained from the students through and “feedback sessions “ relating to the academic transaction and practice teaching,

- (b) Information obtained from the school heads where the trainee-teachers are engaged for their internship and practice teaching work
- (c) Supervision of classroom teaching of faculty members by principal of the institution
- (d) Supervision of the class room performance of the faculty member by the external expert and the principal jointly.
- (e) Information with feedback received from the inspecting officers who visit to our institution,
- (f) Feedback obtained from the members of both the teaching and non-teaching staff
- (g) Information given by the external examiners appointed by the Dr. Babasaheb Ambedkar Marathwada University, Aurangabad University, Aurangabad, who come to our institution for conduction of university practicum examination.
- (h) Information given by the educationist member of the management and educationally interested persons of the community, provides guidelines in decision – making and performance improvement of the institution. It results in the development and betterment of the students, teachers, non-teaching staff etc.

What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment)

The institution initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty through the following ways:

- Staff academy – Before commencement of the session every faculty does a presentation by using innovative methods of teaching on topic of its interest which is attended by our faculty members. After presentation frequent discussion takes place among the faculty members.
- Equal work distribution policy.
- Organization of seminars, workshops and conferences for sharing of knowledge and innovations.

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).

Organization of community outreach activities as per in the syllabus, community based awareness programmes, Blood Donation Camp, Health Orientation Programme, Organization and Participation in the seminars, workshops, conferences, participation in the research based workshops, orientation and refresher courses, acting as judges in various cultural and literary activities in the institution and in the community, participation in the cultural programmes of the internship conducted schools, annual sports meet etc. are considered as the institution's initiatives in promoting co-operation, sharing knowledge, innovations and empowerment of the faculty.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT:

Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

The institution has an MIS in place, to select, collect, align and integrate data and information on academic and administrative aspects of the institution. This is done through the information of the members of both the teaching and non-teaching staff, proceedings of the meetings of the staff, academic committee and other committees, website of the institution being functional in nature, office records, log book maintained by the principal, maintenance of Information – cum- Bulletin Board, academic performance records and performance in co-curricular activities records etc.

How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The institution allocates financial resources through the preparation of budget focusing on the immediate requirements of the institution as per the NCTE norms from time to time. It appoints human resources as the teaching and non teaching staff as per the requirements. The financial resources are utilized through proper need assessment followed by the meeting of the management, staff council, academic committee etc. focusing on the staff salary, building maintenance , library books, journals, magazines, periodicals, maintenance of laboratories with equipments, basic requirement of the trainee-teachers, organization of faculty improvement programme, organization of co-curricular activities etc.

How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

The institution runs grant-in-aid and non-grant courses. The grant-in-aid course includes B.Ed. Urdu medium (150 seats) and B.Ed. (Marathi medium 40 seats),

the non-grant courses like B.Ed. English medium (100 seats), B.Ed. Marathi medium (40 seats) and M.Ed. (105 seats) are run under the self-finance. The institution collects the fees from the students and fulfills all the requirements for the same. The grant-in-aid is included under the 2F and 12B of UGC Act and has received permanent affiliation from Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?

Academic plan of the institution is developed through discussion in the academic committee, staff meetings and is approved by the Principal of the institution as the Executive head of the Management. While preparing the academic plan, top most priority is given on the suitable period for the school and of the institution during which the school internship will be conducted. As a result, the students will not be suffered from the task of course completion and also the schools incompleteness of their courses. However, the following procedures are adopted while developing the academic plan for an academic session through involvement of practice teaching school teachers , faculty and administrators in the planning process .

It can be understood as follows;

- In the beginning of every academic year, the principal of the institution of academic organize a meeting for the planning and preparation of the academic calendar.

- First the syllabus given by the University and the norms laid down by the NCTE are taken into consideration. Accordingly the proper weightage and periods are allotted to theory courses and practical work such as micro teaching, bridge lessons, practice lessons, ICT workshop, Internship programme, social service scheme, co-curricular activities and course related practical works.
- The practice lesson and internship department organize the meetings of head master and teachers of the concerned schools where the convenient dates for lessons are finalized. This plan is submitted to the coordinator for further procedure.
- In the 'Annual Plan' meeting with the faculty and principal, the coordinator integrates all the given plans. The principal in coordination with the IQAC finally approves this annual plan which is then ready for implementation. The annual plan is thus developed in a democratic and decentralized manner.

How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development.

The individual employee's contributions in relation to the fulfillment of the objectives for institutional development are assured in the following ways

- (a) Distribution of assignments to the teaching staff with the formation of committees in the staff council meeting,
- (b) Distribution of classes along with the subject papers focusing on the areas of interest and specialization leading to the preparation of time table,

- (c) Maintenance of records of taking classes by the faculty members through preparation of teachers journal and year wise performance appraisal report by the faculty members.
- (d) Record of the significant performance of the members of the teaching and non teaching staff in an academic session in the Annual Report of the institution.
- (e) Submission of the annual report to the management with highlighting the activities performed by both the members of teaching staff and non-teaching staff- participation in and presentation of papers in the seminars / workshops / conferences, participation in the training / orientation programme, performance in the organization of games and sports , cultural programmes , extracurricular activities, community based activities etc.
- (f) Meetings of non-teaching staff to distribute the nature of work and areas of cleanliness.
- (g) The office appoints cleanliness incharge to check and keep vigilance regarding the cleanliness of the campus

How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised ?

The vision , mission and implementation plans are monitored, assessed and revised properly in the following manner –

- (a) Focusing and monitoring the active participation of the students in teaching- learning process,

- (b) Stress on the micro-teaching skills development in every student teacher of the institution
- (c) Supervision of the teaching-learning transaction process along with the organization of the co- curricular and extracurricular activities by the head of the institution
- (d) Inspiring and sparing the faculty members for participation in the seminars/conferences / workshops with the presentation of the papers ,
- (e) Interaction with the students by the principal in regular intervals to know their learning progress and learning difficulties and others ,
- (f) Discussion on the principal with the members of the teaching staff regarding the learning difficulties to be faced by the student in the academic committee meetings conducted from time to time ,
- (g) Discussion with the conveners of different committees for solving the problems and grievances if any of the students,
- (h) Principal of the institution being motivated by the management stimulates the faculty members to publish more research papers and enhance their research activities,
- (i) Discussion of the principal with the management regarding the grievances of the students and organization of more extension activities ,
- (j) To maintain and accelerate the net working of the institution with the national level educational agencies – IGNOU, CTE, YCMOU, etc for transparency and quality in teacher education,
- (k) To motivate the faculty members for consultancy services for their academic exposure and enrichment with maintaining the name and fame of the institution.

How does the institution plan and deploy the new technology?

The institution plans and deploys the new technology in its curricular and co-curricular transactions in the following ways;

- (a) Sending faculty and non-teaching staff for attending use of technology related programmes organized by various educational agencies.

- (b) Facilitating the faculty to use technology in the form of using the O.H.P, PowerPoint Presentation in their teaching, Computer Laboratories when requires.

- (c) Focusing with repetition on the use of technology both for the teaching and nonteaching staff for systematization of the teaching-learning transaction, systematic organization of various activities and systematic and smooth management of the office.

- (d) Facility to the students for the use of Computer Laboratories for fulfilment of their learning requirements.

- (e) Inspiring and facilitating the students for presentation of papers in theseminars/workshops /conferences through the use of LCD projector.

- (f) Internet facility in computer lab., office, each staff room with all the computer accessories required,

(g) Teachers provide web addresses to the students to download the learning material for study.

Our future plans for the use of new technology in the T-L Process:

- (a) Digitalization of library,
- (b) Fixing LCD in each class rooms,

6.4 HUMAN RESOURCE MANAGEMENT

How do you identify the faculty development needs and career progression of the staff?

The Institution Management and principal has always given the priority to training and orienting the staff ,and take all necessary efforts to keep the faculty updated, efficient and modernized and encourage them in their professional growth. Teachers are motivated in every meeting by the principal to attend UGC sponsored refresher courses and orientation courses conducted by the Academic staff colleges to ensure Human Resource Development and Total quality management. When there are revisions in the B.Ed. curriculum, teachers are directed to attend orientation programmes/ seminars to update and upgrade their knowledge. In the previous visit the NAAC Peer team has given stress for more research work and publication .Keeping in mind, the institution and management has given encouragement from time to time to the faculty members for research publications and professional growth. The non-teaching staffis also encouraged to attend courses conducted by government and other agencies.

No. of Ph.D. Guides

Year	No. of Ph.D. Guides
2011-2012	04
2012-2013	06
2013-2014	06

No. of International /national/state level conferences attended by faculty

Year	No. of Faculty	International level	National level	State level
2011-2012	Attended Seminars/	00	04	01
	Presented papers	00	00	00
	Resource Persons	00	01	01
	Attendance	--	--	--
2012-2013	Attended	--	--	--
	Presented papers	10	--	--
	Resource Persons	--	--	--
2013-2014	Attended Seminars	10	10	10
	Presented papers	05	10	10
	Resource Persons	-	02	-

Major Projects

Year	Sanctioned	Ongoing	Completed
2011-2012	nil	03	nil
2012-2013	nil	nil	03
2013-2014	nil	nil	nil

Minor Projects

Year	Sanctioned	Ongoing	Completed
2011-2012	nil	01	nil
2012-2013	nil	02	01
2013-2014	nil	02	nil

No.of books published

Year	Published With ISBN	Without ISBN
2011-2012	nil	nil
2012-2013	01	02
2013-2014	01	01

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 college has adequate mechanism for performance assessment of faculty and staff. The institution has an effective mechanism to use student feedback for quality enhancement. The students' feedback on teachers, courses, institution, etc are collected at the end of each academic year. A special committee of the management evaluates the performance of teachers periodically. Once in a year each faculty prepares and submit the self-appraisal report. The institution use the evaluations to improve teaching, research and service of the faculty and other staff. Personal interaction of the management committee for promotion, etc. are examples of performance assessment. For promotion, the committee verifies all the records pertaining to age, qualifications and service details of the teacher such as service books, self appraisal report for the last three years, teachers diary, work book, etc. The principal of the college and one member

nominated by the appointing authority from among the Principals, Heads of Departments and Professors of other colleges constitute the screening committee. The principal frequently conducts supervision of the lectures. The institution is constantly motivating teachers to take up research in Education. The thrust areas of research prioritized by the institution are, Teacher education, Educational Psychology, Educational Technology etc. Work allocation is done at the beginning of the academic year. The college has an inbuilt mechanism to check the work efficiency of the Non-teaching staff. All the official communications are countersigned by the principal. The senior clerks check the works of juniors before the final papers are sent for approval by the authority. Frequent meetings are convened by the principal to make an appraisal of the work done in the office by the members of the Non-teaching staff. Internal academic auditing is being conducted by the principal and the members of the management to check the smooth functioning of the college. Beside that the feedback regarding the syllabus and the activities is taken by the principal. During the tenure of the final examinations conducted by the university feedback is sorted from the external, chairman appointed by the university. Twice in a year feedback from the headmasters and teachers of practicing schools is taken and their suggestions are implemented for further improvement.

What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

- (a) The programmes and strategies adopted by the institution satisfy the needs of the faculty. The college has welfare programmes such as provision of loan facilities, credit society to both teaching and non teaching staff.
- (b) 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.

Teachers are involved in a variety of quality based activities directed towards the improvement of teaching and learning process. For academic excellence as well as professional enrichment, the institution conducts institutional level workshops. In an evolving knowledge society, constant updating of theory and practice of teacher education is a pre-requisite to improve the quality and in the university News.

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).

For appointing part time /Adhoc faculty we normally invite applications by advertising the posts in English/Marathi and Urdu Newspapers. No relaxation is given in the minimum educational qualifications to part time/ adhoc faculty. The difference between the regular and part-time /Adhoc faculty is in the payment of salary. While the regular faculty receive salary from the state Government, the

adhoc/part time faculty is paid by the management. There is no marked difference in the workload and other specifications

What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The institution has Research centre in which 06 faculty members are research guides and 02 has applied for research guideship. This research centre provides avenues for faculty and students in research work .Till now 115 students has obtained their PhD degrees .The institution takes special interest in the personal/professional career development of the faculty. Three members undertake the Major projects by UGC New Delhi and many faculty members also received Minor projects sponsored by UGC New Delhi and Dr.B.A.M. University Aurangabad. The institution encourages teachers to attend seminars/workshops. To attend National/International seminars the institution provides T.A/D.A from the amount received from the UGC. Duty Leave is provided and work arrangement is made. The faculty members are actively involved in various professional and community engagement programmes. Some of the faculty is being appointed as resource persons in nearby professional colleges and UGC coaching classes. Our faculty is competent to undertake consultancy service in the following areas

- Remedial teaching for learning disabled children
- Guidance and Counselling
- NET/SET Guidance
- Placement services etc.

Our institution has linkage with a number of international, national and regional agencies of academic and professional interest. Beside international and national linkages, the college has strong linkages with local schools of various cities of Maharashtra via IGNOU, YCMOU and CTE.

What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

We provide staff rooms that are well lighted, well ventilated and having all basic amenities like lockers, cupboards, water cooler, computers with high speed internet connections, printers etc. The facilities provided to the staff include parking facility for vehicles, telephone facility, refreshment facility, drinking water facility, etc. The college has instructional infrastructure like Library, Language Lab, Psychology Lab, Computer Lab, Technology lab, Career placement cell and guidance and Counseling centre. The College has a spacious and well equipped library with many International and National Journals, Magazines, advanced books, encyclopedia, periodicals, etc. Besides it the institution has a seminar hall, guidance room, work experience section, sports room Gym and a stadium for outdoor games.

What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

Faculty and other stakeholders can seek information through various means such as college website, Alumni News letter, notices issued from the college office, etc. The grievance redressal cell for faculty is also functioning in the college. And takes necessary action for redressing the grievances noted by the faculty. The grievance redressal cell comprises the, Principal and one nominee of the management. The Women Grievance cell also addresses the problem of women faculties and girl students. The College conducts two counseling session at the beginning of the academic year, organizes two meetings of parents teacher association in order to address any problems faced by the trainee during the training. Before and after the final viva-voce and practical examination meetings of the faculty and the examiners and chairman are arranged in order to plan, organize and seek feedback.

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.

A special diary (Teacher's Diary & Work Record) is maintained by each member of the staff in which a monthly abstract of the details of the work done - teaching, preparation for teaching ,Microteaching training ,Practice teaching guidance, Assignment correction, Testing/Exam, Tutorials, Internship, Library work, Laboratory work, practical work/workshop, Interaction with students, club

activities, cultural programmes, project/seminar/research guidance, own reading, notes preparation etc. are noted. Academic calendar is prepared in the starting of the Academic year only and as per plan timetable is chalked out at the beginning of each session after detailed discussion in the staff meeting. Different subject committees are formed to deal with the syllabus and check the progress. 19 different committees are formed in order to distribute the work load of the activities prescribed by the Universities. Frequent meetings are conducted in order to plan and evaluate the activities. Programs related to schools, community and extension services are chalked out in detail after discussion with the faculty and are implemented accordingly. Research and faculty improvement related information is provided to the faculty via notices.

The faculty also trained to teach through Power point presentation. The institution provides academic assistance through tutorial programme and remedial teaching to educationally disadvantaged students. Slow learners get more attention like repeated teaching, personal corrections, additional coaching, remedial programmes, etc. Our college is working as a study centre for IGNOU New Delhi and YCMOU Nashik. In IGNOU study centre courses like B.Ed, M.Ed, M.A Education PGD SLM courses are run whereas in YCMOU centre B.Ed, and M.A Education courses are run and our faculty members deliver lectures in different courses, They also act as Guide for M.Ed. students. They act as resource persons for Refresher courses and Orientation courses of Dr.B.A.M.University Aurangabad. The faculty also engaged in training students for Preparation of UPSC exam and MPSC exams under merge scheme of UGC New Delhi. Under merge scheme of UGC the Remedial teaching, Guidance and Counselling services, classes were also organized.

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

The Head of the institution is always eager to appreciate the work done by the members of the teaching and Non-teaching staff. The words of appreciation itself are a great factor of motivation which in turn will yield more fruits in future. The Principal also gives confidential report to the management regarding the work efficiency of the faculty. We conduct special meetings to congratulate the faculty when they publish books, when they acquire Ph.D. or any additional degree ,getting Major and Minor research project etc.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated

The Institution receives salary grant from the government for grant in section, where as for Non Grant section the funds are generated from the tuition fees of the students as decided by Shikshan Shulk Samiti.

Year	Grant in section	Non Grant in section
2011-2012	Rs.1,56,02465/-	-----
2012-2013	Rs.1,26,39496/-	-----
2013-2014	Rs.2,45,42,482/-	-----

What is the quantum of resources mobilized through donations? Give information for the last three years.

NIL

Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

The operational budget of the institution adequate to cover the day-to-day expenses. There is no deficit.

Head	2011-2012		2012-2013		2013-2014	
	Estimate	Actual	Estimate	Actual	Estimate	Actual
Salaries & Allowances	20000000	19351708	17000000	16497034	26500000	26026760
News Papers & Magazine	8000	7381	26000	24824	36500	32748
Electricity & Lighting	160000	148800	125000	122440	100000	98640
Telephone Expenses	7500	6330	15000	12804	70000	68114
Printing & Stationery	25000	23528	200000	188596	230000	220560
Postage	550	312	2500	1679	3000	2654
Affiliation Fees	45000	40000	16000	15000	40000	35000
Building Rent`	1037160	1037160	1037160	1037160	1037160	1037160
University Fees	25000	20710	48000	44785	40000	33050
Miscellaneous Exp.	24000	19646	30000	26779	12000	9697
Computer Exp.	0	0	27000	25910	35000	30173
Travelling Allowance	2200	1390	1300	11736	3000	2102
WWC	55000	51904	0	0	0	0
Book Binding	0	0	12000	10234	0	0
Gardening Exp.	15500	12744	18000	16966	135000	129137
Instructional Material	0	0	0	0	0	0
Audit Fees	15000	13500	15000	13500	17000	15720
Repairs to Furniture	20000	17670	0	0	23000	19278
Repairs to Road	21000	18030	35000	30200	16000	13406
Extra Curricular Activity	0	0	68000	62711	17000	13146
Laboratory Exp.	0	0	33000	30000	12000	9625
Uniform Exp.	0	0	3000	2500	0	0
T O T A L :	21460910	20770813	18711960	18174858	28326660	27796970

What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

The institution received the grants from UGC, New Delhi under the following heads:

Head	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual
Salaries & Allowances	11300000	10089603	14500000	14076045	20000000	19351708	17000000	16497034	26500000	26026760
News Papers & Magazine	4000	3701	4000	3761	8000	7381	26000	24824	36500	32748
Electricity & Lighting	6000	5810	45000	43440	160000	148800	125000	122440	100000	98640
Telephone Expenses	5000	4863	600	386	7500	6330	15000	12804	70000	68114
Printing & Stationery	129000	124713	32000	29282	25000	23528	200000	188596	230000	220560
Postage	150	84	1000	917	550	312	2500	1679	3000	2654
Conveyance	600	400	0	0	0	0	0	0	0	0
Affiliation Fees	42000	40000	42000	40000	45000	40000	16000	15000	40000	35000
Building Rent	1037160	1037160	1037160	1037160	1037160	1037160	1037160	1037160	1037160	1037160
University Fees	22500	21385	22000	20710	25000	20710	48000	44785	40000	33050
Miscellaneous Exp.	6000	5676	7000	5448	24000	19646	30000	26779	12000	9697
Computer Exp.	1600	1489	2000	1200	0	0	27000	25910	35000	30173
Advertisement Exp.	92500	87560	65000	58560	0	0	0	0	0	0
Travelling Allowance	13000	11290	6000	4175	2200	1390	1300	11736	3000	2102

Head	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual
Cultural Activity	2000	1500	0	0	0	0	0	0	0	0
Working with Community	15000	12000	60000	51282	55000	51904	0	0	0	0
Book Binding	7000	6466	7000	6800	0	0	12000	10234	0	0
Gardening Exp.	9000	8570	0	0	15500	12744	18000	16966	135000	129137
Instructional Material	45000	43200	70000	63050	0	0	0	0	0	0
Audit Fees	12500	11736	27000	26500	15000	13500	15000	13500	17000	15720
Repairs to Furniture	0	0	0	0	20000	17670	0	0	23000	19278
Repairs to Road	0	0	0	0	21000	18030	35000	30200	16000	13406
Extra Curricular Activity	0	0	0	0	0	0	68000	62711	17000	13146
Laboratory Exp.	0	0	0	0	0	0	33000	30000	12000	9625
Uniform Exp.	0	0	0	0	0	0	3000	2500	0	0
T O T A L :	12750010	11517206	15927760	15468716	21460910	20770813	18711960	18174858	28326660	27796970

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 accounts are audited regularly. To monitor the financial expenditure, the college has an internal auditing system by the management and an external audit by the Government. Every year the college accounts are audited by government and management auditors. There is transparency in all transactions of the college. In finance management computerization is used. Salary bills are prepared on computers.

Has the institution computerized its finance management systems? If yes, give details.

The institution finance management system is partially computerized. The online salary disbursement is done to the faculty every month.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

What are the significant best practices in Governance and Leadership carried out by the institution?

At institutional level also every year the workshop is organized in order to upgrade the teaching material and to keep them abreast with the latest method.

Internal auditing of the teacher work is done in 360* angle so as to make them aware of their positive and negative points and to make them globally competent.

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

What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upto?

Being little weak in research work as stated by Previous NAAC Committee, The principal stressed urgent need of establishing the research and publication committee on priority basis this work has been promoted which resulted in motivating faculty and getting the Major and Minor research projects. The efforts were seen in the form of outcomes of publication work by the faculty. Teachers became vibrant in the field of research as active participation in the publication work was seen by the teachers. The infrastructural facilities were maintain in a better and enhanced manner with more up-gradation in ICT.

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?

- ❖ E-Learning and teaching programme initiated by the few faculties proved much fruitful for the pupil teachers.
- ❖ Library was fully computerized.
- ❖ Guidance and counsellingcentres and Remedial teaching introduced by the faculty proved an asset to the institution.

- ❖ Placement services were enhanced, Many CBSE and State board schools approached for campus interview resulted outcome in the placement of many students every year.
- ❖ Hostel vigilance committee is also formed which look after the hostellers discipline by visiting in the evening time from 7 pm to 10 pm .A schedule is prepared by the principal for the gents faculty who according to the schedule work and each faculty work for a day in a week from 7 pm to 10 pm.

CRITERION – VII

Innovations and Best Practices

01	Internal Quality Assurance System	
02	Inclusive Practices	
03	Stakeholder Relationships	

CRITERION - VII

INNOVATIVE PRACTICES INTERNAL QUALITY ASSURANCE SYSTEM

7.1 INTERNAL QUALITY ASSURANCE SYSTEM

Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

The institution established the Internal Quality Assurance Cell (IQAC) on 20th August 2004. Our institution Marathwada College of Education aims to provide quality training with commitment to excellence. The college work hard to impart value based education with efficient and competent faculty, excellent infrastructure and innovation in teacher training and research programmes in order to generate globally competitive and skilled teachers, researchers and thorough professionals.

The composition of IQAC is as follows:

Chairman (Principal)	:	Dr. Suhail Ahmed Khan.
Senior Administrative Officers	:	J.G. Shaikh
Faculty	:	1) Dr. Shaikh Imran Ramzan 2) Dr. Shaikh Tahemina Naaz 3) Dr. Ansari Khurshid 4) Dr. Muntajib Ali Baig 5) Mr. Khatik Abdul Raheem 6) Mrs. Shaikh Kashefa Anjum 7) Mrs. Khan Tanveer Habeeb 8) Miss Syeda Humera Anjum

Members of Management:	Dr. Maqdoom Farooqui,
	Mr. Dastageer
Nominee of the Society	: Mr. Syed Naseeruddin Hyder
Coordinator	: Dr. Shaikh Imran Usman
Secretary	: Dr. Kaneez Fatima

The major activities of the IQAC of this college are as follows:-

The institution is a teacher training institute affiliated to Dr. Babasaheb Ambedkar Marathwada University Aurangabad. The motto of the college is ***“Quality Training Commitment to Excellence”***. The syllabus framed by University is followed and all the curricular and co-curricular activities are planned according to the syllabus. On the first day of new academic year staff meeting is held in which the work load is distributed to the faculty. Also in-charges for each activity are assigned from the faculty. Each in-charge plans the activities under the guidance of IQAC. Micro teaching and practice teaching for method A and B and its planning and internship program is properly planned and effectively executed by the faculty. All other activities such as internal examinations, Social Service (SS) Psychology Experiments are also effectively planned and executed under the guidance of IQAC. The IQAC meetings are held frequently and discuss the quality enhancement programmes of the college and evaluate the functioning of various committees and activities. It suggests measures for the improvement of research, publication, teaching-learning process, evaluation methods, infrastructure, student support services such as guidance and counselling, placement, extension and community services, faculty

improvement programmes, etc. For the effective monitoring of these services the IQAC has constituted various committees for different activities.

The Internal Quality Assurance Cell is committed to the multi-dimensional development of the institution with respect to quality teacher education programme.

Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The evaluation mechanism of the institution for evaluation of the goals and the objectives is as follows:

- The final results are scrutinized and the number of successful candidates and failures are analyzed division wise and course wise (B.Ed. & M.Ed.) with the highest and the lowest scores achieved in the university exams.
- Every activity is evaluated and its evaluation is decided from initiation of the activity. e.g. microteaching, weekly tutorials and class tests by teachers after completion of a particular chapter.
- The students' internship at schools is evaluated by using an Evaluation Proforma prepared by the institution.
- Students' progress is tested and evaluated through regular tests assignments and seminars.
- The Micro-teaching, demonstration of lessons by eminent teachers, internship programmes etc. are some of the programmes for ensuring the competencies of the teacher trainees.
- The opinion and feedback regarding the teaching and administration of courses is collected from the teacher trainees at the end of the year. Based

on these suggestions for improvement and enhancement of quality are given by the principal from time to time.

- Frequent meetings and discussions are held about the planning and implementation of various activities. 4 meetings of IQAC members are conducted to monitor the teaching and learning processes.
- Awareness of faculty development programs held in institutions/outside the institutions is provided through notices.
- Teachers attain Orientation and a refresher course conducted by the university. It is helpful to teachers for maintaining the quality and excellence record is done at regular intervals.
- Academic Body and the Administrative body critically analyze the efforts and results made by the institution to evaluate the achievement of goal and objectives.

How does the institution ensure the quality of its academic programmes?

The institution ensures the quality of its academic programs through the faculty in the IQAC meetings. In addition to this, positive suggestions given by the students are reflected upon by the faculty and necessary changes are made in the curriculum transaction. In this way, the institution ensures the quality of academic programs.

The institution also ensures the quality of its academic programme by providing the needed resources; human resources, infrastructural and technical facilities. To ensure the academic quality, the management of the college is very particular in appointing qualified and committed teachers. The management encourages the faculty to participate in quality improvement programmes such conferences, orientation programmes, refresher courses, International, National and State

level seminars/conferences/workshops. Every year the college provides coaching classes for students preparing for NET, SET and other competitive exams.

How does the institution ensure the quality of its administration and financial management processes?

The college prepares the annual budget and it is discussed and ratified by the management committee. In the college office there is a Junior Superintendent and Head Accountant to look after the financial matters. All accounts are kept by them. ICT is effectively used in financial management. Students' scholarships are applied and disbursed on time. Salary of the teaching and non-teaching staff is done through bank accounts. The college office is well equipped with computers, printers, scanner, fax machine, etc. which are solely used for the office work. A broadband internet connection is also provided in the college office. Proper audits are done from time to time. All financial dealings are strictly based on the government norms, rules and regulations. The financial management processes and dealings kept transparent.

How does the institution identify and share good practices with various constituents of the institution.

The committees that have been constituted for the smooth functioning of the institution and to report about the details of the activities conducted to the Principal. The teacher educators and the teacher trainees who involved in the activities are given feedback. The IQAC also assesses the activities undertaken and provides suggestions if necessary. The good practices are brought to the

notice of the faculty members and are discussed in the faculty meetings. The report of all the good practices is brought to the notice of management.

7.2 INCLUSIVE PRACTICES:

How does the institution sensitive teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.

The topic of Inclusive Education has been included in the revised curriculum of M.Ed. level it is included in core paper i.e. Learner and Learning process as well as elective paper Special Education. The teacher educator who teaches the above topics ensures that trainee-teachers are sensitized to inclusive practices through discussions of the basic topics. The college offers SPECIAL EDUCATION as an elective paper for M.Ed. Visits to special schools, institutions for the mentally challenged, etc. are arranged as part of the practical part of the curriculum. B.Ed. curriculum is also focused on understanding the role of diversity and equity in teaching learning process which unit laid the foundation and theoretical background with respect to diversity and equity in the teaching learning process. Besides this various practical, practice teaching lessons, internship and social work activities are useful for the teacher trainees to understand the role of diversity and equity in the teaching learning process. Practice teaching as well as internship program gives trainee teachers 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.

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.

The institution takes care of the teacher trainees with diverse learning needs such as gifted teacher trainees, academically weak teacher trainees, physically challenged teacher trainees, socially and economically backward teacher trainees and the rural and tribal teacher trainees by using the following strategies as per the learner's needs. One of the faculty members completed a UGC Major Research Project on development of teaching programme for dyslexic children and wrote a book on "Yes I Can Read N Write".

Gifted teacher trainees: The gifted teacher trainees are identified by the teacher educators. They are given the responsibility of planning and execution of some programs and co-curricular activities in the institution as well as in the practicing schools during the internship program.

Academically weak teacher trainees: Special attention is given towards the academically weak teacher trainees. These teacher trainees are identified; their problems are diagnosed and solved at the teacher-educator level or principal level according to the nature of the problem. The institution provides special practice and guidance to these teacher trainees. They are also paired with the gifted teacher trainees to raise their level.

Disabled teacher trainees: For the visually impaired teacher trainees, writers are made available during the examination. Physically handicapped trainees are also taken care of teacher trainees with the assistance of peer group members and teacher educators for blackboard writing or demonstration.

Equality of gender: Equality of gender is observed as this is a co-educational institution. Equal opportunity is given to the students of both the sexes to participate in the college activities according to their abilities.

Economically and socially deprived- Students who are economically and socially deprived are allowed to pay fees in installments in case they are not eligible for any scholarships. The faculty members help the students who are from rural and tribal areas, to get adjusted with college atmosphere. All the deserving students are helped to attain different types of scholarships and fee concessions like minority scholarship, SC/ST scholarship, GOI scholarship, post metric scholarship, scholarships from various centre and state governing bodies.

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.

B.Ed. and M.Ed. syllabus some subjects are especially devoted to education of exceptional children, women education, and education of socially disadvantaged. This provision in the curriculum makes teachers' work easier to teach students about inclusion and exceptionalities as well as dealing with the problems arising out of gender differences and inequalities and their impact on learning. Through it awareness is created about the diversity in the Indian society and students. The teacher trainees have further opportunities when they conduct practice lessons. During the internship program, they have better opportunities for longer duration to sensitize them about inclusive education. A visit to special schools is a regular feature to familiarize the teacher trainees with the challenged students.

Every teacher trainee has several opportunities for social interaction. They come into contact with various personalities from all walks of life while completing the practice lessons and internship program. These programs provide them a real picture of their future responsibilities as a teacher. There are a number of activities, practicum, tests, co-curricular and extracurricular activities undertaken which lead to positive social interaction, active engagement in learning and self motivation. The important event for social interaction is working with the community which helps the trainee teachers to especially see the teaching learning environment at rural areas and make them to learn about the problems of society over there. The institution has proper infrastructure and an environment conducive to learning. The institution has adequate library facility, Internet facility and various laboratories that promote active learning and self learning. The institution also has the language laboratory, psychology laboratory and science laboratory to facilitate the student needs. The institution provides a good scope for academic competition, cooperation and adjustment. High achievers, meritorious students and prize winners of various competitions are felicitated. This creates self motivation and an urge for excellence.

How does the institution ensure that trainee-teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The institution provides maximum opportunities to its teacher trainees to have exposure to these diversities. The practice teaching lessons are assigned in different schools having different social strata. The lessons are organized in aided as well as unaided schools and the strata of students enrolled in these schools are also different. When the teacher trainees conduct their lessons in

such schools, they get exposure to the student's background, learning motivation, educational facilities and achievement levels of the learners. Thus, the trainees develop a reasonable proficiency to deal with students from diverse background.

How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

The institute provides adequate facilities to the physically challenged and differently able students. Every academic year, only two to three physically challenged and differently able teacher trainees are assigned and admitted to the institution. They generally include students who are blind, partially blind, physically and orthopedically challenged and hearing impaired. The faculties as well as the co-trainees take care of such students and offer them help and support in all activities. Extra time for writing in examination, writer for disabled and blind students are arranged and allowed. Their lessons are assigned in schools that are suitable to them.

How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The principle of equality is followed by the institute. Special care is taken to avoid any discrimination in allocation of duties to women students and usually mixed groups are constituted for different purposes. A healthy environment prevails on the campus. Male and female trainees are treated equally and allowed equal opportunities of development and progress. Women Cell is established with Dr. Shaikh Tahemina Naaz as the chairperson.

7.3 STAKEHOLDER RELATIONSHIP

How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The institute ensures complete transparency in its academic and administrative pursuits. Any stakeholder can get easy access to it. The institutional plans, performances, progress, strengths and weakness are openly discussed in the meetings. College results reports of all co-curricular and extra-curricular activities, the achievements of the institute, as well as the faculties and the trainees is also displayed on the notice-board and local newspapers.

How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The institution uses the information about the organizational performance that is the academic and administrative successes and failures as feedback for qualitative improvements. It helps in the improvement of faculty's curricular transaction. The principal also has oral discussions with the faculty member who needs to improve. In-charge ensures the participation of students in academic, cultural and social activities. Discussions and meetings are held with college administrative staff. Opinions, suggestions and views of all are welcomed and considered. Efforts are made to bring qualitative improvement.

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?

The members of the teaching and non-teaching staff meet under the leadership of the principal to discuss the information/data gathered by way of the various feedback mechanisms. The members of the staff together arrive at decisions to bring about qualitative improvement in the institution's functioning. The QAC and IQAC committees also meet from time to time to analyze the feedback received.

- Student evaluation of teachers
- Alumni feedback

The evaluation/feedback received is discussed in the staff meetings. The college prepares and gives a Proforma for evaluation of the teachers by students, curriculum and course evaluation, etc. Towards the end of the academic year written feedback from teacher trainees is collected for assessing the teaching competency of teacher educators.

The teacher trainees also express their feelings, opinions and expectations on the farewell function organized at the end of the academic year.

ADDITIONAL INFORMATION:

How are the core values of NAAC reflected in the various functions of the institution?

The college contributes to national development, by adding to the nation's repertoire smart young teachers who are well equipped to meet the changing needs of the times. The college ensures the all-round development of its students by providing them information and training in the latest developments in the field of education. The students get knowledge and first-hand experience of teaching in their areas of specialisation. The teacher education programme closely adheres to the syllabus of our university which primarily aims at preparing competent teachers who are capable of taking up the teaching profession in any part of the world. The entire programme has a sound value based edifice and is technologically updated. The college is founded on the sound bases of human values. The entire education programme aims at the practice and propagation of these fundamental values. The environment in the college is conducive to the practice of the values. Besides National festivals like 15th August, 26th January, national leaders' anniversaries, Hindi Divas, are also celebrated with enthusiasm. The teacher education programme provided in the college is IT based. Both members of the faculty and the students avail of the technological facilities in the college for conducting classes, seminars, project presentations and other co-scholastic activities. The free internet services help the faculty as well as the students in their research projects. In short, the institute is fully conscious of its role as an institute of Teacher Education and strives hard to fulfill its obligations in all spheres of Teacher Education and attach to the core values of NAAC in all activities.

Mapping of the academic activities of the institution

Mapping of Academic Activities of the Institution

B.Ed - 2013-14

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
Admission and Orientation																																			
Theory																																			
Tutorials/Seminars																																			
Sessional Work - Tests & Assignments																																			
Practical Work workshop T.A/TCT																																			
Preparation of Internship: Demonstration / Observation of lessons/ micro teaching/ simulations																																			
Practice Teaching/ Internship																																			
Co-curricular Activities																																			
Working with community/ project work																																			
End-Term Examination																																			

Note: A week is of six working days and a day is of six clock hours
The table should cover the entire academic session and may be extended as per the requirement

Mapping of Academic Activities of the Institution

M.Ed 2012-13

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
Admission and Orientation																																		
Theory																																		
Tutorials/ Seminars																																		
Sessional Work - Tests & Assignments																																		
Practical Work <i>workshop</i>																																		
Preparation of Internship: Demonstration / Observation of lessons/ micro teaching/ simulations																																		
Practice Teaching/ Internship																																		
Co-curricular Activities																																		
Working with community/ project work																																		
End-Term Examination																																		

Note: A week is of six working days and a day is of six clock hours
The table should cover the entire academic session and may be extended as per the requirement



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Marathwada College of Education

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Email : marathwadacollege@gmail.com, Visit us at www. mcea.ac. in
(Minority Institution)

Declaration by the Head of the Institution

I certify that the data included in this Self Study Report (SSR) are true to the best of my knowledge.

This SSR 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 SSR during the Peer Team visit.

Dr. Suhail Ahmed Khan
Principal

Date: 07.11.2014

Place: Aurangabad (M.S.)



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(Minority Institution)

Certificate of Compliance

This is to certify that **Marathwada College of Education** fulfils all norms.

- (1) Stipulated by the affiliating University and/or
- (2) Regulatory Council/Body (such as UGC, NCTE, AICTE, MC, DCI, BCI etc) and
- (3) The affiliation and recognition (if applicable) is valid as on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its university affiliation or recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Dr. Suhail Ahmed Khan
Principal

Date: 07.11.2014

Place: Aurangabad (M.S.)

English Letter

Dr. Babasaheb Ambedkar Marathwada University

AURANGABAD-431 004. (Maharashtra) (India)

NAAC Accredited A

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Web Site : www.bamu.net
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UNIVERSITY CAMPUS,
AURANGABAD-431 004
(Maharashtra) (INDIA).

Ref. No. ACAD/AFFI/YYS/2014-15/ **322-93**

Date: - 07-11-2014

TO WHOMSOEVER IT MAY CONCERNS

This to certify that Marathwada College of Education, Aurangabad is affiliated to the Dr. Babasaheb Ambedkar Marathwada University, Aurangabad since 1970 and recognized by the University Grants Commission and the following Programme/Courses are taught in the said College,

Programme	Courses	Duration	Affiliation	Validity Period
B. Ed. Grant-in-Aid-Course				
Under Graduate	B.Ed.	1 Year	Temporary	One year (1970-71)
Under Graduate	B.Ed.	1 Year	Temporary	One year (1971-73)
Under Graduate	B.Ed.	1 Year	Permanent	1974 Onwards
B. Ed. Non-Grant Course				
Under Graduate	B.Ed.	1 Year	Temporary	One year (2003-04 to 2013-2014)
Under Graduate	B.Ed.	1 Year	Permanent	2013-14 Onwards
M.Ed. Non-grant Course				
Post Graduate	M.Ed	1 Year	Temporary	One Year (2005-06 to 2013-14)
Post Graduate	M.Ed	1 Year	Permanent	2013-14 Onwards

Ref.Acad/Affi/VBT/2014-15
Date : 15-11-2014

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Director
Board of College &
University Development