SELF APPRAISAL REPORT (2011-12 To 2015-16)

Submitted to National Assessment & Accreditation Council, Bangalore - 560 072.



II Shikshan Haach Dharma II S. A. P. D. JAIN PATHASHALA'S (JAIN MINORITY INSTITUTE)

KASTURBAI COLLEGE OF EDUCATION, SOLAPUR.

Seth Walchand Hirachand Marg, Ashok Chowk, Solapur - 413 006. (Maharashtra)

Phone - (0217) 2651705, Fax - (0217) 2391744 email - kcesolapur@gmail.com, website - www.kcebed.org

SELF APPRAISAL REPORT (NAAC Re-accreditation- Third Cycle)

OF



Shri A. P. D. Jain Pathashala's KASTURBAI COLLEGE OF EDUCATION, SOLAPUR

Affiliated to Solapur University, Solapur

Walchand Hirachand Marg, Ashok Chowk, Solapur-413 006 (Maharashtra) (http://www.kcebed.org) Track ID:

Submitted to

The National Assessment & Accreditation Council

Bengaluru-560 072, Karnataka, India (November -2016)

Principal's Message

I feel extremely happy in submitting Self Appraisal Report for the third cycle of accreditation. Kasturbai College of Education, Solapur is managed by the Trust, Shri Aillak Pannalal Digambar Jain Pathashala, Solapur. The Trust was founded in 1885 by Seth Hirachand Nemchand with a view to nurture and promote "Shraman Culture" and to boost value-based education. The Pathashala has been catering to the educational and cultural needs of the society for the last 131 years with a motto of "Shikshan Haach Dharma". i.e. Education is Commitment. The Pathashala keeps pace with time in the changing scenario of the educational field, both at national and international levels. The Trust runs different schools and educational institutions viz. Arts, Science, Commerce, Teacher Education, Engineering, M.B.A., BCA, BBA, Microbiology, Nanotechnology and MSW.

Kasturbai College of Education, Solapur is one of the Pathshala's institution which was established in June 1970 with an aim to create competent teachers which in future course would be an important component in building the nation. Prof. B.R. Kanegaonkar was the first Principal of our College. Our College has produced a number of scholars over last several years, who have occupied prominent positions in various schools, colleges & Govt. Education Departments. The Mission Statement adopted by our College aims at imparting quality education in teacher education. We are committed to produce competent teachers to serve the society. Our College has completed recently 46 years of its fruitful existence. The first assessment by NAAC was completed in August 2004 and our Institution was accredited B+. The second assessment by NAAC was completed in March 2011 and our institution was re-accredited B with CGPA score 2.43. During the next five years and later, our faculty and staff have made sincere efforts for overall development of the College.

Some of our initiatives in quality enhancement and sustenance are given below:

- Recognized Research centre of Education faculty affiliated to Solapur University, Solapur.
- Two new teacher education programmes have been introduced during last five years.
- Maximum stress on the development of research attitude among the faculty and student teachers.
- Separate specious college building with all necessary Infrastructure & Curriculum laboratories. Automation of office and library.
- Involvement of different stakeholders like alumni, heads of the practice teaching schools, NGO's and GO's in institution activities.
- Strengthening of physical infrastructure, ICT and common facility centre for effective teaching-learning and research activities.
- Research culture is peaking with substantial number of publications in high impact factor journals. All faculty members have got UGC Minor Research Projects.
- Increased numbers of placements for student teachers through campus interview.

We commit to strive harder for bringing a more transparent, dedicated and collaborative functioning in institution. I feel very proud while sending this SAR in compliance of our LOI requirement and look forward to welcome the Peer Team.

Place: Solapur **Date:** 25/11/2016

Prin. Dr. S. S. Ganapur

Shri.A.P.D.Jain Pathashala's

Kasturbai College of Education, Solapur

Seth Walchand Hirachand Marg, Ashok Chowk, Solapur – 413 006

(Maharashtra)

STEERING COMMITTEE

(NAAC Accreditation: Third Cycle)

Sr. No.	Name	IQAC Cell
01	Dr. S.S. Ganapur	Principal and Chairperson, IQAC Unit
02	Dr. A.K. Bondarde	Coordinator, IQAC Unit
03	Dr. B.G. Ahire	Member
04	Shri. A .J. Teke	Member
05	Dr. Smt. A. M. Rangrej	Member
06	Dr. B. S. Bhave	Member
07	Dr. D. S. Waghmare	Member
08	Dr. Smt. U.Y. Bodhe	Member
09	Shri. R. G. Gosavi	Member
10	Shri. J. V. Kambhoj	Office Superintendent
11	Shri Waghmode Nitin	Student Representative

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Part I: Institutional Data

A. Profile of the Institution

1. Name and address of the institution	:KASTURBAI COLLEGE OF EDUCATION, SETH WALCHAND HIRACHAND MARG, ASHOK CHOWK, SOLAPUR – 413 006. (MAHARASHTRA)
	SOLAPUR – 413 006. (MAHARASHTRA)

- 2. Website URL : http://www.kcebed.org
- 3. For communication : As Below

Office:

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Principal	0217	2391744	dr.ssganapur@gmail.com
Self - appraisal Co-ordinator:	0217	2391744	ashwin.bondarde@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Principal	0217-2303059	07875669859
Self - appraisal Co-ordinator	0217-2341293	09960194507

4. Location of the Institution:

Urban	V	Semi-urban	
Rural		Tribal	
Any other (specify and indicate)			

 5. Campus area in acres:

6. Is it a recognized minority institution?

7. Date of establishment of the institution:

- 8. University/Board to which the institution is affiliated:
- 9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

Month	&	Year

MM	ΥΥΥΥ
01	1976

Month & Year

12B	MM	ΥΥΥΥ
120	01	1976

10. Type of Institution

a.	By funding	i. Government	
		ii. Grant-in-aid	V
		iii. Constituent	
		iv. Self-financed	V
		v. Any other (specify and indicate)	

Month & Year

No

٧

Yes

2f

56520.10 Sq. Mtrs.

MM	YYYY
06	1970

SOLAPUR UNIVERSITY, SOLAPUR

	b.	By Gender	i. Only for M	Ien	
			ii. Only for W	Vomen	
			iii. Co-educat	ion	V
c.		By Nature	i. University	Dept.	
			ii. IASE		
			iii. Autonomo	ous College	
			iv. Affiliated	College	V
			v. Constituer	nt College	
			vi. Dept. of E	Education of Composite	
			College		
			vii. CTE		
			Viii. Any oth	er (specify and indicate)	
11.	Do	bes the University / State Educ	cation Act have	provision for autonomy?	
		Yes	V	No	
	If	yes, has the institution applied	l for autonomy	?	
		Yes		No	V

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

SR. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary	Nursery Training Self- Financed	VIII th Pass	Certificate	01 Year	Marathi
ii)	Primary/ Elementary	D. El. Ed. Self- Financed	XII th Pass	Diploma	02 Year	Marathi & English
iii)	Secondary/ Sr. secondary	B.Ed. Govt. Aided	Any Graduate fulfilling Govt. norms for admission	Degree	02 Year	Marathi
	Post Graduate	M.Ed. Self- Financed	B.Ed. /D. El. Ed. + Graduate Pass fulfilling Govt. norms for admission	Degree	02 Year	Marathi
iv.		M.Ed. (YCMOU) Vacation Self- Financed	B.Ed. Pass and Minimum 02 years' Experience	Degree	02 Year	Marathi
		M.A. Education (YCMOU) Vacation Self- Financed	B.Ed. Pass or B.A. Education	Degree	02 Year	Marathi
		M. Phil Education Self- Financed	M.Ed. with At-list 55 % marks	Degree	02 Year	Marathi
v.	Other (specify)	D.S.M. (YCMOU) Vacation	Any Graduate Teacher	Diploma	01 Year	Marathi
		M.A./ M.Com./ M.Sc. (Comn. &Dist. Edu.)	Any Graduate	Degree	02 Year	Marathi
vi.	Research Centre	Ph. D Education	As per University Norms	Doctorate	Min. 03 Years	Marathi or English

(Additional rows may be inserted as per requirement)

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre-primary	D. El. Ed. Marathi Medium	WRC/2-32 / 122198 /73/ 2005/4596 Dt. – 14/06/2005	Permanent	50
Primary/ Elementary	D. El. Ed. English Medium	WRC/APW01229/122198/ (change of medium)/ 204 th / 2014/17371 Dt.: 22/04/2014	Permanent	50
Secondary/ Sr. Secondary	B.Ed.	WRC/OAPW0452/113039/ 2015/ 149105 Dt.: 31/05/2015	Permanent	50
Post Graduate	M.Ed.	WRC/APWO2222/125027/ 2015/183826 Dt. 08/10/2015	Permanent	50

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

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision

Mission

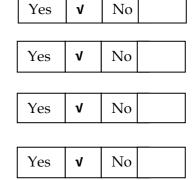
Values

Objectives

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

If yes,

a) How many programmes?



Yes	v	No	
			_

b) Fee charged per programme (Per Year)

M. Ed.	: 32890/-
M. Phil	: 4670/-
D. El. Ed.	: 15000/-

2. Are there programmes with semester system

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

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

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

Programme name	Method	Electives
B.Ed.	07	05
M.Ed. (Full Time)		06
M.Ed. (Vacation)		02
M.A. Education (Vacation)		02
M. Phil		03

- 5. Are there Programmes offered in modular form
- 6. Are there Programmes where assessment of teachers by the students has been introduced

Yes	٧	No	
Numbe	er	0	1

7. Are there Programmes with faculty exchange/visiting faculty

Yes	٧	No	
-----	---	----	--

Number	

01



No

08

Yes

٧

Yes	No	٧	

Number

Yes

- 8. Is there any mechanism to obtain feedback on the curricular aspects from the
 - Heads of practice teaching schools
 - Academic peers
 - Alumni
 - Students
 - Employers

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

- 10. Has the institution introduced any new courses in teacher education during the last three years?
- 11. Are there courses in which major syllabus revision was done during the last five years?

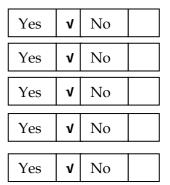
12. Does the institution develop and deploy action plans for effective implementation of the curriculum?

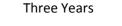
No

13.	Does the	institution	encourage	the faculty	y to prepare	course outlines?
-----	----------	-------------	-----------	-------------	--------------	------------------

v

Page 11





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No

03

Yes

Number

Yes

Number

No

01

Criterion II: Teaching-Learning and Evaluation

- 1. How are students selected for admission into various courses? Through an entrance test developed by the institution a) b) Common entrance test conducted by the ٧ University/Government c) Through an interview d) Entrance test and interview Merit at the qualifying examination e) f) Any other (*If more than one method is followed, kindly specify the weightages*)
- 2. Furnish the following information (for the previous academic year): 2015-16

Sr. No.	Particular	B.Ed.	M.Ed.
01	Date of start of the academic year	01 July 2015	01 July 2015
02	Date of last admission	10 October 2015	05 October 2015
03	Date of closing of the academic year	15 May 2016	15 May 2016
04	Total teaching days	188	188
05	Total working days	241	241

3. Total number of students admitted **2015-16**:

Programme		Numbe studei		I	Reserv	ved		0]	pen
	Μ	F	Total	Μ	F	Total	Μ	F	Total
B.Ed.	13	37	50	10	21	31	03	16	19
M.Ed.	06	13	19	04	10	14	02	03	05

4. Are there any overseas students?

Yes		No	v
<u> </u>	•		

If yes, how many?

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

B.Ed. (2015-16) a) Unit cost excluding salary component b) Unit cost including salary component 226545/ M.Ed. (2015-16) a) Unit cost excluding salary component 33671/ b) Unit cost including salary component 99603/

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

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

	C	Open		erved
Programmes	Highest	Lowest	Highest	Lowest
	(%)	(%)	(%)	(%)
B.Ed.	69.88	51.63	66.63	52.25
M.Ed. (Full Time)	67.07	61.20	67.73	52.67

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

Yes



8. Does the institution develop its academic calendar?

No

Yes

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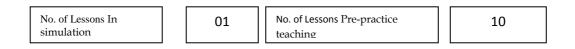
9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	19%	28%	53%
M.Ed.	50%	13%	37%

- 10. Pre-practice teaching at the institution
 - a) Number of pre-practice teaching days
 - b) Minimum number of pre-practice teaching lessons 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

lessons given by each student

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

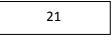


13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes 🔽	No	
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B.ED. 12 Days

B. ED. 11 Lessons







14. Does the institution provide for continuous evaluation?

No

Yes

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

Programmes	Internal	External
B.Ed. First Year	61.63 %	38.37%
B.Ed. Second Year	71.91%	28.09%
M.Ed. First Year	53.33%	46.67%
M.Ed. Second Year	45%	55%

16. Examinations

- a) Number of sessional tests held for each paper
- b) Number of assignments for each paper 0

0

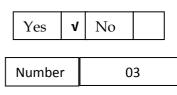
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-	· · ·	
17. Access to ICT (Information and Communication Technology) and technology	chnology	•

	Yes	No
Computers	Yes	
Intranet	Yes	
Internet	Yes	
Software / courseware (CDs)	Yes	
Audio resources	Yes	
Video resources	Yes	
Teaching Aids and other related materials	Yes	
Any other (Laptops, Projectors)	Yes	

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



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

	Yes	v	No	
--	-----	---	----	--

If yes, is it offered as a compulsory or optional paper? (till 2015)

Compulsory	٧	Optional
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Criterion III: Research, Consultancy and Extension

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

Number	08	percentage	80 %

2. Does the Institution have ongoing research projects?

Yes	V	No	
-----	---	----	--

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

Funding	Name of Faculty	Amount	Duration	Collaboration,
agency		(Rs)	(years)	if any
UGC	Shri Arvind Teke	65000/-	2013-15	
UGC	Dr. Rekha Patwari Project Truncated due to demise	100000/-	2013-15	
UGC	Dr. Datta Waghmare	65000/-	2013-15	

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



05

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

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

- 6. Number of research degrees awarded during the last 5 years.
 - a. Ph.D. 12
 b. M.Phil. 12
- 7. Does the institution support student research projects (UG & PG)?
 - v

Yes

Yes

No

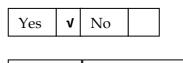
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8. Details of the Publications by the faculty (Last five years)

No

International journals	Yes		09
National journals – referred papers	Yes		63
Non referred papers			128
Academic articles in reputed magazines/news papers	Yes		13
Books	Yes		04
Any other (specify and indicate)		No	

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



07

Number

Number

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

	Faculty	Students
National seminars	151	76
International seminars	18	02
Any other academic forum	21	06

11.	What types of instructional materials have been developed by the institution?
	(Mark \checkmark for yes and χ for No.)

	Self-instructional materials	\checkmark
	Print materials	\checkmark
	Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	\checkmark
	Digitalized (Computer aided instructional materials)	\checkmark
	Question bank	\checkmark
	Any other (specify and indicate)	X
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	
	Are there NSS and NCC programmes in the institution? Yes No Are there any other outreach programmes provided by the institution?	
	Yes 🖌 No	
15.	Number of other curricular/co-curricular meets organized by oth agencies/NGOs on Campus	er academic
16.	26 Does the institution provide consultancy services?	
In c	Yes \checkmark No sease of paid consultancy what is the net amount generated during last three	years.
	20400)/-

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

Local level	YES
State level	YES
National level	YES
International level	YES

Criterion IV: Infrastructure and Learning Resources

1.	Built-up Area (in sq. mts.)	4173.66	4173.66 Sq. Mts.		
2.	Are the following laboratories been establis	shed as per I	NCTE Norm	is?	
a)	Methods lab	Yes	\checkmark	No	
b)	Psychology lab	Yes	\checkmark	No	
c)	Science Lab(s)	Yes	\checkmark	No	
d)	Education Technology lab	Yes	\checkmark	No	
e)	Computer lab	Yes	\checkmark	No	
f)	Workshop for preparing teaching aids	Yes	\checkmark	No	

- 3. How many Computer terminals are available with the institution?
- 4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year? (2014-15)
- 5. What is the Amount spent on maintenance of computer facilities during the previous academic year? (2014-15)

15200/-

172500/-

46

7.

Yes

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

What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year? (2014-15)

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

No

9. Total number of posts sanctioned

10. Total number of posts vacant

- Teaching Non-teaching
- 11 03 02 01 08 ___ 01 --Reserved Μ F

F

Reserved

М

F

	e	
Non	toophing	

Teaching

Non-teaching

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

Profes

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

	Open		Reserv	ved
	М	F	М	F
Lecturers				
		r		
Readers	М	F	М	F
Professors		I		
1 1 0105501 5	М	F	М	F

8		
	O	pen
	М	F
	01	

Open

М



	М	F	М	F
Lecturers	05	02		
	М	Б	М	Б
Readers	М	F	IVI	F
	01			
	М	F	М	F
Professors	01			

153818/-

40970/-

c. Number of teachers from

				l]
		Other sta	ates			01	
12. Teacher studen	t ratio (program-wise)						
	Programme	Teacher	r stud	ent ra	tio		
·	B.Ed.		1:14				
·	M.Ed.		1:05				
13. a. Non-teaching	g staff		Op	en	Rese	erved	
	Pern	nanent	М	F	Μ	F	
			07		01		
							1
	Tem	porary	M	F	M	F	-
]
			М	F	M	F	
b. Technical As	ssistants Pern	nanent		_			
			02]
	Tom	porary	M	F	M	F	
	1 cm	porary					
14. Ratio of Teachi	ng – non-teaching staf	f		B.Fc	l.: 08:1	0	
15. Amount spent of (% of total expe	on the salaries of teach enditure)	ing faculty	during	g the p	reviou	s acade	mic session
` I	,			Ed.: 82			
			Μ	.Ed.: 86	58480/-		
16. Is there an advi	sory committee for the	library?					
Yes 🗸	No						
17. Working hours	of the Library						
On working day	ys			1	0 AM t	o 6.00 F	'M

Same state

On holidays

During examinations

10 AM to 6.00 PM

09.30 AM to 6.30 PM

09

	Yes	✓	No	
19. Total collection of the following in the library				
a. Books	25707			
- Textbooks	8	983		
- Reference books	16	5724		
b. Magazines		17		
e. Journals subscribed				
- Indian journals		16		
- Foreign journals		01		
f. Peer reviewed journals		02		
g. Back volumes of journals	2	66		
h. E-information resources				
- Online journals/e-journals	6	000		
- CDs/ DVDs		189		
- Databases		11		
- Video Cassettes				
- Audio Cassettes		89		

20.	Mention the	
	Total carpet area of the Library (in sq. mts.)	174.73
	Seating capacity of the Reading room	75
21.	Status of automation of Library	
	Yet to intimate	
	Partially automated	\checkmark
	Fully automated	
22.	Which of the following services/facilities are provided	in the library?
	Circulation	\checkmark
	Clipping	\checkmark
	Bibliographic compilation	
	Reference	\checkmark
	Information display and notification	\checkmark
	Book Bank	\checkmark
	Photocopying	\checkmark
	Computer and Printer	\checkmark
	Internet	\checkmark
	Online access facility	\checkmark
	Inter-library borrowing	\checkmark
	Power back up	\checkmark
	User orientation /information literacy	\checkmark
	Any other (Google Site)	\checkmark

- 23. Are students allowed to retain books for examinations?
- 24. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained

by students

by faculty

Maximum number of books permitted for issue

for faculty
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

for students

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

	(20)	I 12-13)	II (2013-14)		III (2014-15)	
	Number	Total cost	Number			Total cost
		(in Rs.)		(in Rs.)		(in Rs.)
Text books	173	4064/-	140	3353/-	160	4034/-
Other books	464	61683/-	213	56672/-	521	115426/-
Journals/	36	20517/-	35	30281/-	33	14883/-
Periodicals						
Any others						
specify and						
indicate						
(Additional rows/columns may be inserted as per requirement)						

Yes	~	No	
-----	---	----	--

81	

05	
15	

04
20
902
1:49

0.40%

Criterion V: Student Support and Progression

Programmes	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15
B.Ed.	00%	2.5%	3.75%
M.Ed. (Full Time)	00%	00%	00%

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

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

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

3. Does the institution offer Remedial instruction?

	43		
Yes	~	No	

√

Yes

Г

No

٦

Yes	No	✓

4. Does the institution offer Bridge courses?

5	Examination Results	during nast three years	(provide year wise data)
5.	L'Aummunon Results	aums pust mot yours	(provide year wise data)

	UG			PG		
		B.Ed.		M.Ed.		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Pass percentage	90	86.25	91.25	100	91.66	78.57
Number of first classes	36	34	33	14	06	06
Number of distinctions	03	08	00	05	03	00
Exemplary performances (Gold Medal and university ranks)				university ranks	university ranks	university ranks

Number of students who have passed competitive examinations during the last three years (provide year wise data)
 2012-13
 2013-14
 2014-15

year wise data)	2012-13	2013-14	2014-1
	01	02	02
NET			
	01	02	01
SLET/SET			
Any other (TET/MPSC)	00	02	07
	1		

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

Financial Aid	Ι	II	III
	2012-13	2013-14	2014-15
Free ship	B.Ed.: 09	B.Ed.: 10	B.Ed.: 11
	M.Ed.: 05	M.Ed.:	M.Ed.:
Scholarship	B.Ed.: 36	B.Ed.: 50	B.Ed.: 35
	M.Ed.: 12	M.Ed.: 08	M.Ed.: 09
Fee concession	M.Ed.: NIL	M.Ed.: NIL	M.Ed.:
			1,45,000/-
Loan facilities			
Any other specify and	B.Ed.: 14	B.Ed.:09	B.Ed.:19
indicate (PTC/STC/EBC)			

(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?

If yes, number of students residing in hostels

Women

Men

11. Does the institution provide indoor and outdoor sports facilities

Sports fields
Indoor sports facilities

Gymnasium

12. Availability of rest rooms for Women

13. Availability of rest rooms for men

14. Is there transport facility available?

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

16. Give information on the Cultural Events (Last year data) in which the institution participated/organized. (2015-16)

	Organized			P	articipat	ed
	Yes	No	Number	Yes	No	Number
Inter-collegiate		No		Yes		04
Inter-university		No		Yes		01
National		No			No	
Any other (specify and indicate)		No			No	

(Excluding college day celebration)

cilities?			
Yes	~	No	
Yes	~	No	

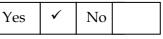
No

	Yes	~	No	
--	-----	---	----	--

Yes

Yes	✓	No	
-----	---	----	--

Yes	No	✓



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	Outcome	
	(Numbers)	(Medal achievers)	
State			
Regional			
National			
International			

18. Does the institution have an active Alumni Association?

If yes, give the year of establishment

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

	No

20. Does the institution regularly publish a college magazine?

No

Yes

21. Does the institution publish its updated prospectus annually?

No

Yes

V

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

	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15
	(%)	(%)	(%)
Higher studies	B.Ed.: 30.00	B.Ed.: 26.25	B.Ed.: 27.50
	M.Ed.: 40.00	M.Ed.: 16.66	M.Ed.: 26.66
Employment (Total)	B.Ed.: 32.50	B.Ed.: 37.50	B.Ed.: 33.75
	M.Ed.: 50.00	M.Ed.: 66.66	M.Ed.: 40.00
Teaching	86.12	89.47	84.84
Non-teaching	13.88	10.53	15.16

Yes	~	No			
2003					

No

Yes

V

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

2012-13	2013-14	2014-15
02	02	33

- 24. Does the institution provide the following guidance and counselling services to students? Yes No
 - Academic guidance and Counseling \checkmark
 - Personal Counseling
 - Career Counseling

Criterion VI: Governance and Leadership

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

Yes	√
105	

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No
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2. Frequency of meetings of Academic and Administrative Bodies: (last year) 2015-16

	Dates
Governing Body/management (Local Management Committee)	27/10/2015
IQAC	07/09/2015
	02/05/2016
Internal Administrative Bodies contributing to quality improvement of the	06/10/2015
institutional processes. (mention only for three most important bodies)	18/04/2016
1. Library Committee	
	29/12/2015
2. Grievance Committee	04/05/2016
	15/07/2015
3. Research Committee	12/05/2016

What are the Welfare Schemes available for the teaching and non-teaching staff of the 4. institution?

Loan facility	Yes 🖌 No
Medical assistance	Yes 🖌 No
Insurance	Yes 🖌 No
Other (Faculty Welfare Fund)	Yes 🖌 No

5. Number of career development programmes made available for non-teaching staff during the last three years 2012-13 2013-14 2014-15

03	03	03
	00	00

Furnish the following details for the past three years 6.

a. Number of teachers who have availed the Faculty Improvement Program of the UGC / NCTE or any other recognized organization 05

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

National	00
International	00
c. Number of faculty development programmes organized by the	Institution:

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

learning, Assessment, etc. organised by the institution

e. Research development programmes attended by the faculty

f. Invited/endowment lectures at the institution

Any other area (specify the programme and indicate)

2016

02







How does the institution monitor the performance of the teaching and non-teaching 7. staff?

a. Self-appraisal

- b. Student assessment of faculty performance
- c. Expert assessment of faculty performance
- d. Combination of one or more of the above
- e. Any other (specify and indicate)

Grant-in-aid

Fees

Donation

7. Are the faculty assigned additional administrative work?

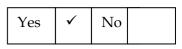
Self-funded courses (M.Ed.)

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

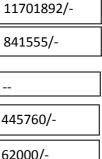
Provide the income received under various heads of the account by the institution for 8. previous academic session (2014-15)

Any other (Conference/ Seminar Grant)	62000/-	
9. Expenditure statement (for last two years)	2013-14 20)14-15
Total sanctioned Budget	12323500	12164000
% spent on the salary of faculty	82.78	68.14
% spent on the salary of non-teaching employees	18.16	17.95
% spent on books and journals	0.23	0.13
% spent on developmental activities (expansion of building)	00	0
% spent on telephone, electricity and water	0.70	1.13
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.14	0.92
% spent on maintenance of equipment, teaching aids, contingency etc	c. 0.10	0.14
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	2.36	1.09
% spent on travel	0.10	0.5
Any other (specify and indicate)	1.93	2.05
Total expenditure incurred	13124735	11140206

Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes		No	✓
Yes		No	✓



04 Hours



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

	Surplus in Rs.	Deficit in Rs.
	2012-13	
B.Ed.	341969/-	
M.Ed.		927926/-
	2013-14	
B.Ed.		1416546/-
M.Ed.		4456/-
	2014-15	
B.Ed.		979498/-
M.Ed.		736457/-

- 11. Is there an internal financial audit mechanism?
 - Yes

No

No

12. Is there an external financial audit mechanism?

Yes

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

Administration	Yes	~	No	
Finance	Yes	✓	No	
Student Records	Yes	~	No	-
Career Counselling	Yes	✓	No	-
Aptitude Testing	Yes		No	
Examinations/Evaluation/	Yes	~	No	
Assessment			· I	

Any other (specify and indicate)

Yes	No	✓
-----	----	---

✓

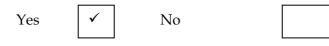
14. Does the institution have an efficient internal coordinating and monitoring

mechanism?

No

Yes

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



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



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

Yes	✓	No
-----	---	----

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

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

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

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

No

No

Yes	✓	

		_
		_

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

Yes	~	No
-----	---	----

Criterion VII: Innovative Practices

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

Yes

No

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

Yes	~	
-----	---	--

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

No

	Category	Men	%	Women	%
a	SC	02	4.65	06	13.95
b	ST	00	00	00	00
c	OBC	03	6.97	10	23.25
d	Physically challenged	00	00	00	00
e	General Category	03	6.97	14	32.55
f	Any other (specify)	04	9.30	01	2.32

B.Ed. (Aided Section) 2015-16

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

B.Ed. (Aided Section) 2015-16

	Category	Teaching staff	%	Non- teaching staff	%
a	SC	01	5.26	00	00
b	ST	00	00	00	00
c	OBC	03	15.78	01	5.26
d	Women	02	10.52	00	00
e	Physically challenged	00	00	00	00
f	General Category	05	26.31	07	36.84
g	Any other (specify)	00	00	00	00

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

Category	At Ad	mission On completion		At Admission		of the course
	Batch I	Batch II	Batch I	Batch II		
	2013-14	2014-15	2013-14	2014-15		
SC	18	11	17	11		
ST	01	00	01	00		
OBC	24	19	24	19		
Physically challenged	00	00	00	00		
General Category	18	34	18	32		
Rural	22	21	22	21		
Urban	58	59	57	57		
Any other (specify)	19	16	19	16		

B.Ed. (Aided Section)

M.Ed. (Non-Aided Section)

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
	2013-14	2014-15	2013-14	2014-15
SC	03	00	03	00
ST	00	00	00	00
OBC	02	01	02	01
Physically challenged	00	00	00	00
General	04	06	04	06
Category				
Rural	00	03	00	03
Urban	12	12	12	12
Any other (specify)	03	08	03	08

Sr. No.	Name of the Department (B.Ed.) Aided Section	Education
1	Year of Establishment	1970
2	Number of Teachers sanctioned & present position	06:06
3	Number of Administrative Staff	09
4	Number. of Technical Staff	02
5	Number of Teachers & Students	06:100
6	Demand ration (No. of Seats : No. of Applications)	80: 240
7	Ratio of Teachers to Students	01: 14
8	The year when the curriculum was revised last	2015
9	Number of students passed NET/SELT (last five years)	27
10	Success rate of the students (Current Year – 2015- 16)	100%
11	University Distinction/ranks (last Five Years)	00
12	Publications by faculty (last 5 years) [Books]	12*
13	Awards and Recognition received by Faculty (last 5 years)	08*
14	No. of Faculty who have Attended State/National /International Seminars	387*
15	(last 5 years)Number of National /International Seminars organized (last 5 years)	12*
16	Number of Teachers engaged in consultancy & revenue generated	06
	(Consultancy as subject experts to various institution at free of cost)	20400/-*
17	Number of ongoing projects & It's total outlay	02*
18	Research Projects completed during Last two years & its Outlay	05*
19	Number of inventions & patents	
20	Number of Ph.D. thesis guided during (2011 – 16)	12*
21	Number of Books including reference books in the Library, If any ?	25707*
22	Number of Journals & periodicals	33*
23	Back volumes of periodical	266*
24	Encyclopedia	18*
25	Number of Computers	49*
26	Annual Budget As per budget statement	As per budget statement

C) Profile of the Department: Information on Academic Year 2015-16

* These items are common to all courses / programmes.

Sr. No.	Name of the Department (M.Ed.) Un-Aided Section	Education
1	Year of Establishment	2007
2	Number of Teachers sanctioned & present position	10: 01
3	Number of Administrative Staff	01
4	Number. of Technical Staff	00
5	Number of Teachers & Students	01: 15
6	Demand ration (No. of Seats : No. of Applications	01: 01
7	Ratio of Teachers to Students	01:05
8	The year when the curriculum was revised last	2015
9	Number of students passed NET/SELT (last five years)	27
10	Success rate of the students (Current Year – 2015- 16)	100%
11	University Distinction/ranks (last Five Years)	07
12	Publications by faculty (last 5 years) [Books]	12*
13	Awards and Recognition received by Faculty (last 5 years)	08*
14	No. of Faculty who have Attended State/National /International Seminars	387*
15	Number of National /International Seminars organized (last 5 years)	12*
16	Number of Teachers engaged in consultancy & revenue generated (Consultancy as subject experts to various institution at free of cost)	06 20400/-*
17	Number of ongoing projects & It's total outlay	02*
18	Research Projects completed during Last two years & its Outlay	05*
19	Number of inventions & patents	
20	Number of Ph.D. thesis guided during (2011 – 16)	12*
21	Number of Books including reference books in the Library, If any ?	25707*
22	Number of Journals & periodicals	33*
23	Back volumes of periodical	266*
24	Encyclopedia	18*
25	Number of Computers	49*
26	Annual Budget As per budget	As per budget statement

C) Profile of the Department : Information On Academic Year 2015-16

* These items are common to all courses / programmes.

PART II: EVALUATIVE REPORT A. EXECUTIVE SUMMARY

INTRODUCTION:

Kasturbai College of Education, Solapur is managed by the Trust, Shri Aillak Pannalal Digambar Jain Pathashala, Solapur. The Trust was founded in 1885 by Seth Hirachand Nemchand with a view to nurture and promote "Shraman Culture" and to boost value-based education. The Pathashala has been catering to the educational and cultural needs of the society for the last 131 years with a motto "Shikshan Haach Dharma". i.e. Education is Commitment. The Pathashala keeps pace with time in the changing scenario of the educational field, both at national and international levels. The Trust runs different educational institutions; Solapur College of Education is one of the Pathashala's institution which was established in June 1970 with an aim to create competent teachers which in future course would be an important component in building the nation. In 1980 Solapur College of Education, Solapur was renamed as Kasturbai College of Education Solapur in memory of Hon'ble Late Smt. Kasturbai wife of Shriman Seth Walchand Doshi.

The Institution imparts today quality education in all the courses in Teacher Education i.e. from KG to PG viz. Nursery teacher training course, D. El. Ed., B. Ed., M. Ed., M.A. (Edu.), M.A., M.Sc., M.Com Communication, DSM, M. Phil. & Ph. D research center. The institution which was initially having only B.Ed. Course & M.Ed. vacation Course has now covered all the areas in teacher education. The Post Graduation in Education i.e. M.Ed. regular course was initiated in 2007 with a view to enable the students of this region to pursue higher studies in Education. In addition, the D. El. Ed. Course was started in 2005 so as to full-fill the demand of the Primary Education sector. In keeping with the Goals and Objectives of the Trust, the Institution runs these various programmes. The institution runs all the courses in view to make all-round development of the students so as to become confident, competent teachers for fulfilling the needs of the knowledge society.

The management of the Institution has been consistent & is taking continuous efforts for development, improvement & enhancing the performance of the Institution. The motivation of the management with efficient staff, perfect infrastructural facilities, innovative teaching, professional & job oriented courses etc. has resulted in making Kasturbai College of Education as renowned comprehensive teacher education institute in Maharashtra.

Criterion-I: Curricular Aspects

• Around 40% of teachers contribute in Design and Development of University Curriculum as Chairman/Sub-committee Members on Board of Studies (BOS), Solapur University, Solapur and other Universities.

• Faculty members hold positions and have represented as members in Local Inquiry Committee (LIC), Research and Recognition Committee (RR) and as Subject Experts. These members play important role in curriculum design and update through interactions and suggestions received through various meetings.

• The UG, PG, M.Phil. and Ph.D. programmes offer enough flexibility and vertical mobility in learning to the student teachers. Curriculum of all courses are updated under

semester, CGPA and CBCS schemes introduced by the University. Regular feedback on curriculum is obtained from students and stakeholders. College level BOS '*Vidya Samitee*' takes feedback from students and external stakeholders for curriculum updates. These suggestions are conveyed to University BOS. Substantial number of staff has participated in 'Workshops on Revised Syllabus'.

• The Management has taken effective steps for curriculum delivery and transaction through establishment and provision of Language Laboratory, Smart Classroom and Video Conferencing facility, Projectors, Television Sets, Strengthening of Research Infrastructure and curricular laboratories.

• The institution conducts at the beginning of the semester the orientation programme for students to understand better the content of theory course, Practical work & evaluation procedure.

• The institution has establishment of Science Club, Mathematics Club, Social Sciences Club, Language club to strengthen learning experiences.

• The institution arranges Self-awareness and cultural programmes are conducted to promote self confidence and self realization among the students

Criterion-II: Teaching-Learning and Evaluation

• Student diversity and accommodation is possible due to higher proportion of students from economically weaker sections, reserved category, minorities and more than 50% students as girl students.

• Admissions are as per Government, university rules, based on merit and common entrance examination for all the courses.

• 80% teacher educators possess Ph.D. degree in Education and 30% faculty are NET/SLET qualified.

• Teacher educator's contributions are recognized at regional, state, national level with awards and honors.

• Introduction of semester and CBCS pattern allows for continuous evaluation of students. Additionally, in the college unit tests are conducted for internal evaluation. Evaluation methods involve class assignments, tutorials, oral examinations, project submission etc.

• Teachers use ICT enabled teaching-learning process by way of e-resources, power point presentations, software's, smart classroom. The institute organizes a large number field visits, excursion, School visits, skill development programmes and special counselling, lecture sessions for effective delivery of course curriculum.

• The teachers are also engaged in social work with membership of various organizations such as Lions Club, Family Planning Association of India.

• Average passing percentage for last five years is above 90% for B.Ed. and M.Ed programmes.

Criterion-III: Research, Consultancy and Extension

• College Research Committee promotes and monitors the progress of research work. 08 Minor Research Projects are undertaken and five are successfully completed. Total outlay of Minor Research projects was Rs.4,88,000/- during 2011-15.

• Our institution is recognized as a research Centre by Solapur University. There are 05 University recognized research guides in the institution. Under the guidance of our faculty members 34 students have been successfully awarded Ph.D. degree and 31 students are pursuing their Ph.D. research work.

• Faculty conducts interdisciplinary and inter-institutional research work and the outcomes are visible through substantial number of publications in various peer reviewed journals.

• The Institution receives various grants for B.Ed. course from U.G.C. New Delhi & DHE Maharashtra State.

• More than 151 research articles were published during 2011-15, out of which 07 are published in International Journals, 36 in National Journals and 108 in proceedings. Some of our faculty has publications in high impact factor journals. 12 books with ISBN numbers were published during last five years

• Formal MOU is established with 16 various different organizations. Consultancy Cell exists and offers formal and informal consultancy. In last five years through consultancy services our college has raised Rs. 20400/-. Consultancy services are offered to Schools, Teacher Education Institutions and research students in areas of Research, Psychology, Library development, Government Policies and NAAC work.

• Creativity and personality development cell, various subject clubs and Women Empowerment cell conduct wide range of extension activities on an average 10 activities were organized annually to address issues on Gender, Environment, Save Girl Child, Water Conservation, Wild Life, Blood Donation, Tree Plantation, Cleanliness, Problems of Slum area etc.

• Most of the faculty members serve as resource persons in various institutes as a part of their social responsibilities towards community.

• The faculty members have received honors and recognition for their research work. Four teachers have received awards for their educational contribution. Students participation in national and international conference is encouraged.

Criterion- IV: Infrastructure and Learning Resources

• Adequate infrastructure is provided for Teaching, Learning, Research, Extension, Sports and Cultural activities. Laboratories are well equipped for curriculum implementation.

• College Management has provided separate hostels for Girls and Boys. Other facilities include Library, Computer, Ladies Room, Recreation Hall and sufficient Parking Area.

• Management has utilized adequate funds for maintenance and creation of modern facilities through establishment of Smart Classroom, CCTVs, RO Water, Language Laboratory, Rainwater Harvesting Unit, Solar Panels, Newer Furniture and Repairs, Purchase of modern Equipment's. The Building Maintenance, Annual Maintenance Contracts (A.M.C.) are assigned by the management to various agencies.

• The Library has 25707 books of which 16423 are reference books. Additionally, 6000 e-journals, 33 journals and magazines, CDs/DVds, e-databases on books, notes, power points presentations prepared by faculty, collection of books on Competitive Examination and partially automated library with Internet and Reprography facility.

• Library has a student's reading rooms with seating capacity of 75 students, IT Zone, staff reading zone and research scholar zone. College library provides Interlibrary Connectivity, Book-bank Scheme and Senior Citizen Book Scheme. Library organizes annually Book Exhibition for new arrivals.

• All Departments have net connectivity through LAN. While, Wi-Fi facilities is provided at Boys and Girls hostel.

• An auditorium with 400 seating capacity, 02 Seminar Halls, 01 Playgrounds, Gym, outdoor and indoor game facility, canteen, separate Boys and Girls Hostel, Mess, RO Water facility, Generator Backup, Guest House and Quarters are available on sharing basis.

Criterion-V: Student Support and Progression

• Percentage of students progression in B.Ed. Course is high with 30% students opting for higher education. Dropout rate is less than 3%. Various types of scholarships, free ships are timely distributed to SC/ST/OBC and other students.

• The Institution publishes magazine "Kasturi" every year. Teachers & students are given scope to publish their work, articles, poems, views etc. in the magazine.

• The college provides financial support to the students through SAF.

• The college offers opportunities for advanced learners through various forums like Science Club, Mathematics club, Cultural Unit, Social Science club and Language club etc.

• Our Management publishes a magazine *Global Connect* to highlight academic achievements of the colleges run by the trust.

• The college has outstanding performance in extension, social outreach activities. A large number of students have won University level and State level prizes in individual events.

• The institution has developed SET/NET guidance center and about 53 students have cleared the SET/NET examinations under the guidance of our staff members.

• Social Service Camp is an integral part of the institution. Camps are organized in villages for about two days on various themes.

Criterion-VI: Governance, Leadership and Management:

• Shri.A. P. D. Jain Pathashala is one of the oldest and well known educational trusts in Maharashtra and caters to the needs of inclusive higher education in Arts, Science, Social Sciences, Education, and Engineering faculties. The Management is committed and has clear vision of present and future growth in education. Principal and IQAC act as a bridge between Local Management Committee (LMC) and Governing body.

• Organizational hierarchy is well defined with Governing Council guiding and Principal coordinating and monitoring down the line. College level Committees work intensively and have necessary freedom to implement decentralized governance. Some of the important committees have 'Student Representative's the strategies are developed collectively through the involvement of coordinators of various Departments and student representations. Student Council plays major role in smooth conduction of literary and cultural activities.

• IQAC Cell prepares short term and long term perspective plans and management considers most of our suggestions for implementation. Performance Appraisal of Staff is assessed regularly and timely promotion of the staff is done under the Career Advancement Scheme (CAS).

• Employee Credit Co-operative Society provides varied Loan Facilities and other saving schemes. Group Insurance and Medical Insurance schemes are availed by staff. Pension documents of retired staff are processed timely and service records are maintained up-to date. Most of the staff vacancies are filled. The Management has appointed same teachers on contractual basis for PG course.

• College makes available various Staff Welfare Schemes to the teachers and motivates them to avail participate in Orientation, Refresher, Summer and Winter Training, Short Term Training programmes. Necessary leaves are sanctioned for improving their academic and professional skills.

• Our college has received funding from various schemes of UGC and Balbharati.

• College has system for Internal and External Audit as per Government norms. The last audit report is received in 2015 & carried no major concerns. Office and financial work is fully automated with CMS Software.

• IQAC acts as a template between Management and College and provides inputs for sustenance of quality in each sphere of college activity. IQAC prepares annual AQAR report for timely submission to NAAC, Bengaluru.

Criterion-VII: Innovations and Best Practices

• More than 40% of students belong to SC/ST/OBC/Minority category. Security is provided through Close Circuit Cameras, security personnel and compound wall to the whole campus.

• Research work of many staff has led to novel findings in areas of School Education, Teacher Education, Educational Government Policies and Society.

• Effective steps are taken to re-use the rainwater through installation of Rainwater Harvesting. Steps are taken to save energy through use of *CFL* and Fluorescent Tubes. Solar Panels are installed as a source of renewable energy. Efforts are made for 'Carbon Neutrality' through tree Plantation, practicing use of one-side blank pages for printing, zero waste and plastic free Campus. Most of the biodegradable waste is recycled in 'Vermicomposting Unit'.

SWOC Analysis of College

(1) Strengths:

• Solapur University Recognized Research center for Education Faculty.

• First Rank in Solapur University in Academic and Administrative Audit (AAA) done by University.

- UGC 12 b, 2 f Recognized, Government Aided and NAAC Reaccredited with 'B' grade.
- Committed and Visionary Management.
- Academically encouraging and competitive campus atmosphere.
- Adequate Infrastructure for Teaching, Learning, Research and Extension activities.
- Strong research output.
- Strong academic performances by student teachers.
- Fully digitized library with rich collection of titles, journals, magazines, e-resources, OPAC and INFLEBNET.

• Library offers Book-Loan, Senior Citizen, Inter-library connectivity and Reprography facility.

• Enough opportunity for vertical and horizontal mobility with UG, PG, M.Phil., and Ph.D. programmes.

(2) Weakness:

- Higher proportion of students with diverse and linguistic backgrounds.
- English communication skill.
- Not enough academic flexibility due to implementation of University curriculum.

(3) **Opportunities:**

- Scope for improvement in sports activities.
- Scope for Inter-institutional student exchange programmes.
- Strengthening of campus placements.
- Augmentation of consultancy services.
- Strengthen Networking with alumni.

(4) Challenges:

- Honing students of rural background.
- Improvements in contents of curriculum as per the needs of Schools and society.
- Enhancement of interdisciplinary research

CRITERION I : CURRICULUM ASPECTS

1.1 CURRICULAR DESIGN AND DEVELOPMENT:

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

The institution is run by SAPDJ Pathashala and the moto is "Shikshan Hachh Dharma"

Our vision and mission is,

Vision: Imparting Quality Education in Teacher Education which leads to

Inculcating national values,

Creative reconstruction of knowledge,

Acquire competencies and expertise in the field of teacher education,

Inculcating research culture among the student teachers.

Mission: To mould student teachers into rational thinkers, competent teachers and socially aware Citizens.

Our institution is run by Shri. A. P. D. Jain Pathashala, Solapur which has motto "Shikshan Hachh Dharma" which shows the parent institution's perceptions about education. Naturally we on the guidelines of our parent institution always work hard to march with the motto. We are academic community committed to academic excellence in the field of Teacher Education. The institution arranges various activities such as conferences, seminars, workshops, research and extension, field visits, consultancy, collaboration and use of constructivist and advanced pedagogy approaches which mould student teachers to become rational thinkers and competent teachers.

The educational goals are achieved with help of sensitive environment necessary for preparing quality teachers to serve the community. The institution aims to increase the access and participation in mission by attracting students from all classes of the society and with different societal background. The institution offers all courses in teacher education to full fill the need of the society and ultimately the nation.

In order to promote our vision and mission of the institution it is made known to the student teachers and stakeholders by means of website, booklets, pamphlets and college magazine and also the vision and mission statements are displayed in the entrance corridor of the college.

Objectives of the Institution:

1. To inculcate national values and goals among the student teachers.

2. To cultivate rational thinking and scientific temper among the student teachers.

3. To foster creative thinking among the students for reconstruction of knowledge

4. To help student teachers to acquire competencies relevant to stage–specific pedagogy, curriculum development, its transaction and evaluation.

5. To help student teachers to make effective use of community resources as educational inputs.

6. To develop skills for guidance among the student teachers which will help the student teachers to be aware about diversity and inclusion.

7. To bring awareness among the student teachers about national and international issues such as environment, population, gender equality, ICT literacy

8. To make student teachers competent in teaching, administration and leadership.

9. To make the student teachers competent to live in modern society and information age.

10. To promote student teachers for placement with the use of competencies and skills needed for becoming an effective teacher.

The objectives of the institution are achieved in the following way:

- Establishment of 9 courses in Education.
- Offering of courses (UG, PG, M. Phil., Ph.D., Certificate and Diploma) specialized in all the levels of Teacher education.
- Inculcating national values, goals through curriculum, guest lectures, celebration of days and workshops.
- Organization of workshops on curriculum development and research.
- Organization of National level conferences and seminars relevant to global trends and demands.
- Participation of faculty members in Curriculum formation workshops of Solapur University.
- Through quality education to students by offering relevant courses and programmes facilitating the creation of knowledge capital, knowledgeable and skilled human resource to accept the social and scientific challenges and responsibility at regional, national and global level.
- The institution carries projects and research on environmental issues.
- Extension activities like rallies, social service activities, Jagar Janivache abhiyan, Systematic Voter Education and Electoral Participation (SVEEP) and Field visits.
- Diversity and inclusion awareness programmes are arranged.
- Computerization of library, examination work and database management.
- Dissemination of information through Institutional Website.
- INFLIBNET, OPAC and other ICT facilities in the Library.
- Provision of computer education, Internet, usage of ICT tools in teaching learning and evaluation works, 15 computers are made available for administration and academic work and computers are provided in ICT/ET laboratory.
- As per Govt. reservations 50% seats are filled and 50% seats are filled from Jain Minority students. If the minority seats remain vacant seats are filled through Govt.
- Placement cell is working for the student teachers empowerment.

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

The steps undertaken by the institution in the curriculum development process:

• **Feedback on curriculum taken from faculty:** At the end of the academic year, by we take the feedback on curriculum from all the faculty members.

• Feedback on curriculum taken from Student teachers: At the end of the academic year, by we take the feedback on curriculum from B.Ed. & M.Ed. students.

• **Feedback on curriculum from academic experts:** During the reconstruction of curriculum, we take the feedback on curriculum from academic experts.

• Feedback on curriculum taken from Alumni: In the Alumni meeting, we take the feedback on curriculum, from all the alumni.

• **Feedback on curriculum taken from parents:** In the PTA meeting, we take the feedback on curriculum, from all the parents.

• Feedback on curriculum taken from Head of the Practice teaching schools: During the internship, the respective teacher educator takes the feedback on curriculum, from all the Head of the Practice teaching schools and experienced school teachers.

• Workshop conducted on Curricular Development: The Workshop on Curriculum Development for M.Ed. Curriculum was conducted by Solapur University & our Institute collaboratly.

• Participation of faculty on curriculum development programme conducted by the University: Solapur University conducted the Workshop on Curricular Development of B. Ed. All the Faculty members were actively participated in that workshop.

• The college has its own Institutional BOS. It suggests modifications and additions, deletions in the curriculum.

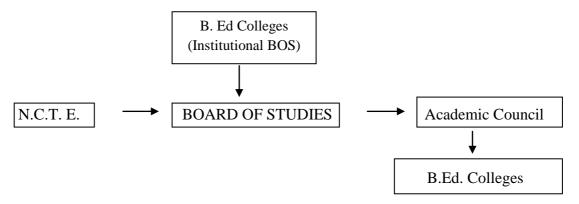
• Our faculty member Dr. A. M. Rangarej is Dean of education faculty.

• Dr. A. K. Bondarde is invited member of sub-committee of BOS for curriculum development of B.Ed. and M.Ed. courses.

• Our faculty member Dr. A. K. Bondarde and Prof. A. J. Teke delivered expert lecture in the curriculum development workshop.

• Our faculty member Dr. A. K. Bondarde worked as a coordinator of M.Ed. curriculum development workshop twice (2012-13 & 2015-16).

• Our faculty gives their suggestions about curriculum development and conveys the same to BOS.



Solapur University has the "Board of Studies (BOS) for the Education Department. Whenever the curriculum is to be changed it is discussed in the board first. The Board prepares the curriculum by forming different committees. These committees study the norms laid down by N.C.T.E. and prepare the curriculum. Committee welcomes the suggestions from different colleges and community. In the next phase it is discussed in the "Education Faculty". The faculty may suggest new changes and after the satisfaction, the committee sends the curriculum to the "Academic Council" for final approval. After the approval by Academic Council of the University, it is sent to the Colleges. The Colleges implement the new approved curriculum. The curriculum has been revised from the academic year 2010-2011, 2012-13 and two year B.Ed. programme was started from 2015-16 and this was the major revision. **Curricular design**: (2011-2015): One year B.Ed. and M.Ed. programme

Sr. No.	Particulars	Details		
01	Number of	09		
	Programme	Govt. Aided COURSE:		
	options	1. B.Ed.		
		Self-Financed COURSES:		
		1. Nursery Teacher 2. D. El. Ed. (REGULAR)		
		3. M. Ed (Regular) 4. M.Phil. (Edu)		
		Ph.D. (Research Center)		
		YCMOU: (Extension)		
		1. M. Ed, 2. M.A Edu.		
		3. D.S.M. 4. M.A./M.Com./M.Sc. (Communication & Dist. Edu.)		

Curriculum design: (2011-2015): One year B.Ed. and M.Ed. programme * NO. OF SUBJECTS TAUGHT IN THE INSTITUTION:

	B. Ed Degree :		
SR. NO.	NAME OF THE SUBJECT		
1	Philosophical foundation of Education		
2	Sociological foundation of Education		
3	Psychology of learner's development		
4	Psychology of teaching and learning		
5	Development of Indian educational system		
6	Secondary Education		
7	Essentials of Educational Technology		
8	School Management		
9	New trends in Education		
10	Population Education		
11	Information Technology		
12	Marathi Methodology		
13	Hindi Methodology		
14	English Methodology		
15	Mathematics Methodology		
16	History Methodology		
SR. NO.	NAME OF THE SUBJECT		
17	Geography Methodology		
18	General Science Methodology		
TOTAL	18		

• M.Ed. Degree :			
SR. NO.	NAME OF THE SUBJECT		
1	Philosophical & Sociological foundation of Education		
2	Educational Psychology		
3	Educational Research Methodology		
4	Teacher Education		
5	Educational Measurement and Evaluation		
6	Educational Technology & Information Technology		
TOTAL	06		
• M.Phil. Degree :			
SR. NO.	NAME OF THE SUBJECT		
1	Research methodology and Information Communication Technology		
2	Recent Trends in Education		
3	Modern Topics in Education		
4	Advanced Development in Education		
TOTAL	04		

Curriculum design: (New from 2015-16): Two year B.Ed. and M.Ed. programme *** NO. OF SUBJECTS TAUGHT IN THE INSTITUTION:**

B. Ed Degree :			
SR. NO.	NAME OF THE SUBJECT		
1	Childhood and Growing Up		
2	Contemporary India and		
3	Language across the Curriculum		
4	Understanding Disciplines and Subjects		
5	Learning and Teaching		
6	Assessment for Learning		
7	Knowledge and Curriculum –Part I		
8	Gender, School and Society		
9	Knowledge and Curriculum –Part II		
10	Educational Management		
11	Value Education		
12	Guidance and Counseling		
13	Educational Technology		
14	Environmental Education		
15	Pedagogy of a School Subject : Marathi		
16	Pedagogy of a School Subject : Hindi		
SR. NO.	NAME OF THE SUBJECT		
17	Pedagogy of a School Subject : English		
18	Pedagogy of a School Subject : Mathematics		
19	Pedagogy of a School Subject : History		
20	Pedagogy of a School Subject : Geography		
21	Pedagogy of a School Subject : Science		
TOTAL	21		

• M.Ed. Degree :			
SR. NO.	NAME OF THE SUBJECT		
1	Psychology of Learning and Development		
2	History and Political Economy of Education		
3	Educational Studies		
4	Introduction to Research Method		
5	Philosophy of Education		
6	Sociology of Education		
7	Curriculum Studies		
8	Teacher Education – I		
9	Advance Research Method		
10	Teacher Education – II		
11	Elementary School level status, issues and concerns		
12	Elementary School level Curriculum, Pedagogy and Assessment		
13	Secondary School level status, issues and concerns		
14	Secondary School level Curriculum, Pedagogy and Assessment		
15	Psychological Foundation of Education		
16	Educational Management and Planning		
17	Environmental Education		
18	Inclusive Education		
19	Education and Peace		
20	Indian Constitution and Education		
21	Guidance and Counseling		
TOTAL	21		
	• M.Phil. Degree / Ph.D. course work:		
SR. NO.	NAME OF THE SUBJECT		
1	Educational Research Methodology & ICT		
2	New Trends in Education		
3	Teacher Education		
TOTAL	03		
	• D.S.M. Course :		
SR. NO.	NAME OF THE SUBJECTS		
1	Educational Management : New Approach		
2	Educational Management		
3	Office Management		
4	School Financial Management		
SR. NO.	NAME OF THE SUBJECTS		
5	School Building and Physical facilities		
6	Student Service/ and Quality Development of student		
7	Human relationship Management in Educational management		
TOTAL	07		

	• M.Ed. (YCMOU) :			
SR. NO.	NAME OF THE SUBJECTS			
1	Philosophical & socio-cultural perspectives of education			
2	Psychological perspectives of education			
3	Instructional system design			
4	Research methods and use of statistics			
5	Assessment and evaluation			
6	Communication modes in education			
7	Educational measurement and administration			
8	Adult and continuing education			
9	Educational planning			
10	Non-Formal education			
11	Science education			
12	Language Education			
TOTAL	12			
M.A. Education (YCMOU) :				
SR. NO.	NAME OF THE SUBJECTS			
1	Philosophical & socio-cultural perspectives of education			
2	Psychological perspectives of education			
3	Instructional system design			
4	Research methods and use of statistics			
5	Assessment and evaluation			
6	Communication modes in education			
7	Educational measurement and administration			
8	Foundation of Adult and continuing education			
9	Educational planning			
10	Non-Formal education			
TOTAL	10			
SR. NO.	M.A. / M.Com./ M.Sc. communication & Distance Education			
01	Curriculum of environment			
02	Instructional system design			
03	Research Methodology			
04	Human Rights I			
05	Human Rights II			
06	Assessment evaluation			
07	Communication modes in Education			

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

Global Trends in the curriculum: The curriculum of B.Ed. and M.Ed. contains relevant topics suited to global trends. Considering the global trends in Education some theory courses, practical and activities are included in curriculum apart from pedagogy courses.

Environmental education	Research in education
Inclusive education	Value Education
Peace education	Human Right
Constitution and Education	Population Education
Education for international understanding	Guidance and counseling
Diversity and Education	Constructivist lessons
ICT based lessons	Yoga Education
Life skills	

Meeting the emerging needs: The curriculum of B.Ed. and M.Ed. contains relevant topics suited to global trends. In new two year B.Ed. course three areas are identified viz. Perspectives in education, Curriculum and Pedagogy studies & Engagement with the field. Considering the global trends for Enhancing Professional Capacities various topics are included in the curriculum viz. Understanding the self, Critical understanding of ICT, Drama and art in education, Reading and reflecting on text. In M.Ed. new course two specialization courses are identified for third semester and six specialization courses are identified for third semester and six specialization courses are identified for third semester and six specialization courses are identified for third semester and six specialization courses are identified for third semester and six specialization courses are identified for third semester and six specialization courses are identified for third semester and six specialization courses are identified for third semester and six specialization courses are identified for third semester and six specialization courses are identified for third semester and six specialization courses are identified for third semester and six specialization courses are identified for semester four.

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

Environment:

- Optional subject Environmental Education is available in the institution for B.Ed.
- Specialization course in Environmental education for M. Ed includes three papers viz. sustainable development, Disaster management, Pedagogy and current issues in Environment.

• National issues like environmental education and Core elements are included in the curriculum.

• There are topics related to global warming, effects of population on human life, environmental movements and environmental acts.

• Inclusion of Projects related to environmental issues in the curriculum.

Value Education:

- Optional subject Value Education is made available to the student teachers.
- Optional subject Peace Education is made available to the student teachers.
- The activities like participation in Social Service, special school visits, are arranged.

• There are topics related to Social justice, discrimination and marginalization, child right, prevention of terrorism in the curriculum.

- Inclusion of Projects related to value education.
- Compulsory paper "Gender, School and Society" is in the curriculum.
- Value oriented lessons are part of practicum in internship.

ICT:

• In the new curriculum under EPC-2 major thrust is on Critical understanding of ICT and there are 50 marks for this work. The curriculum of this EPC has four units comprising of Introduction to computers, System & Application software, Internet and MS

Publisher and various concepts. The student teachers are required to perform 8 practical out of 16, so academic flexibility is also maintained.

The various practical under this EPC are as mentioned below:

- 1. Preparation of Resume/Bio-data Using MS-Word
- 2. Use of spread sheet for school work
- 3. Use of MS-Power point for preparing presentations for practice lessons
- 4. Sending ,receiving e-mails
- 5. Preparing website/evaluation of website
- 6. Preparing ICT project related to e-crime
- 7. Prepare PPT show for observance of special day
- 8. Prepare news-letter / Brochure
- 9. E-publication of article
- 10. Prepare evaluation tool
- 11. Prepare students profile (DBMS)
- 12. Arrange guest lecture on ICT
- 13. Video conferencing lecture
- 14. Create e-forum
- 15. Create e-portfolio
- 16. Educational Blogs creation and application

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

The institution makes use of ICT for curriculum planning activities in following manner:

- Unlimited internet access
- Updated college website
- Partially automated library and office
- Inflibnet facility to all
- Library Google site
- For preparing year plan, Unit plan and evaluation procedures
- For research purpose
- For online references
- For preparing grades, maintenance of academic records of student teachers
- For forwarding academic messeges through e-mail
- For preparing e-port folios, e-forums by the student teachers
- For planning and preparing the lesson plans, power point presentations by the student teachers
- For planning and implementation of cultural activity by the student teachers

1.2 ACADEMIC FLEXIBILITY:

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

• The activities are designed to mould the student teachers into creative, competent and committed teachers. Teachers take maximum efforts to give practical experience for strengthening theory.

- The institute organizes workshops on Enhancing Teaching Skills, in the workshop the recording of the lesson is done and shown to the students so as to make improvements.
- Ample opportunity is given to the student teachers to carry out various activities like Integrated/Simulation Lessons, Constructivist Lessons, Block Teaching Lessons, value oriented lesson, Content Cum Methodology, Models of Teaching Lessons, ICT based lessons, Innovative and Inexpensive Teaching aids workshop.
- After School internship the student teachers school experiences, activities are presented in-front of class by the student teachers and the documents, photographs related to internship experiences are submitted and shared.
- Group presentations, wall paper presentation, poster presentation sessions are arranged under co-curricular activities.
- The Personality Development Programmes and other relevant programmes are arranged in the institution.
- To provide better experiences, the demonstration lessons are organized and presented by the teacher educators. The discussion on the same is held which helps to develop competencies and skills for becoming an effective teacher.
- The skills of using projected and Non-projected Audio-visual Aids and power point presentations are integral part of the demonstration lessons.

Thus various curricular and co-curricular activities are planned and executed to full extent so as to make the teaching practice reflective.

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

Varied learning experiences to the student teachers in the campus:

Curriculum orientation programme	Constructivist lesson	
Enriching teaching skills workshop	Value oriented lesson	
Integrated lessons	Content cum methodology workshop	
EPC (Enhancing Professional Capacities)	Models of teaching workshop	
ICT based lessons	Action research workshop	
Seminars	SUPW activities	
Quiz competitions	Varied teaching methods	
Subject club activities	Co-operative learning experience	
Creativity and personality development programmes		

Varied learning experiences to the student teachers in the field:

Practice teaching	Participation in rally's and events		
Internship programme	Excursion/ Study Tour		
Social service camp	Practicum work related to courses		
Research and extension activities Psychological tests consultancy			
Field visits to Science centre, Fort, NTPC, Special schools, Orphanage organization, and			
innovative schools for experiential learning.			

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

In the last three Years, college has organized following value added courses and activities. **Communication skills:**

Spoken English	ETS	
Use of Language laboratory		

ICT skills:

• EPC: Critical Understanding of I.C.T. Workshop

Life skills:

- Orientation and Lectures on life skills
- Assimilation of Life skills from observation and Experiences from School teachers **Community orientation:**

Legal literacy programme by "Vidhi	Nodal Officer for awareness of voters right and
Seva Pradhikaran"	voting
Voters registration orientation (SVEEP)	Jagar Janivancha Abhiyan
Anti-Corruption Awareness Campaign	Street Play
Save Water Campaign	Women orientation programme (Mahila Melava)
Social Posponsibilitios:	

Social Responsibilities:

Tree Plantation	Literacy survey
Family survey	Blood donation camp
Community awareness Rallies like child	abuse Aids Organ donation population

Community awareness Rallies like child abuse, Aids, Organ donation, population, environmental issues, Water literacy

Financial and emotional assistance to orphanage organization

Student Welfare Activities:

Student Aid Fund	Concession in tuition/college fees
Women Empowerment programme	Free medical and health checkup
Guest lecturers of eminent personalities	Provide hostel facility for financially weaker
	students
Assistance and timely communication for getting free ship, minority scholarships and	
other scholarship to the students	

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

i) Interdisciplinary/Multidisciplinary

- The teachers make students aware of Philosophical, Sociological, Psychological, Administrative aspects of Education through their lectures.
- Educational Researches on school education, sociology, psychological aspects, and management problems are carried out by M.Ed. students and for B. Ed students action research is required to be carried out.
- Guidance and counseling and other elective courses such as Educational management, value education, environmental education, population education, Inclusive Education,

Education and peace, Indian Constitution and Education and Educational technology are included in the curriculum.

- Lectures of eminent resource persons are also organized for overall development.
- The college has Science club, Mathematics Club, language club, Social science club and the activities by these clubs are arranged for all the students.
- The college has social science laboratory, language laboratory, ET/IT laboratory and Psychology laboratory so as to meet the pedagogy studies in curriculum and the electives studies.

ii) Multi-skill development:

- Group discussions and seminars for the students.
- Debates on different issues of Education are organized.
- Arranging competitions like Essay writing, Late Shriman Bhausaheb Gandhi elocution competition
- SET/ NET Guidance
- TET Training programme
- Physical Education
- Creativity and personality development
- Training programmes and lectures under EPC Drama, painting, singing ,dance, arts
- Group scene competition

iii) Inclusive education:

- The College follows norms and conditions laid down by the Govt. which includes, Equal opportunity in the admission procedure, teaching learning process and extension activities.
- To make the student teacher aware of inclusive education the unit is included in the B.Ed. syllabus and a separate specialized course Inclusive Education is introduced in M.Ed. syllabus in fourth semester.
- The institution arranges visits to special schools so that the student teachers get aware of needs of disabled students.
- Nearby practice school allotment to differently abled student teachers.
- The film "Tare Zammen Par" is shown to students to get aware of the needs of special children.

iv) Practice teaching:

Content Analysis:

- Students are made aware of pedagogy of their subjects.
- The students analyze the contents accordingly.

Developing the core teaching skills:

• ETS/ Micro-teaching workshop is arranged so as to enrich the teaching skills.

Lesson Planning, Workshop & Demonstration:

• Student teachers are introduced with the different stages of preparing Lesson plans in lesson planning workshop.

• The demonstration lessons of the faculty are arranged in different schools so that the student teachers get aware of the procedures and problems in actual execution of lessons.

Practice teaching in schools (Class room teaching):

- The institution has identified 23 schools for practice teaching. Every student teacher has to take 30 lessons which include Constructivist lessons, Value oriented lesson, ICT based lesson, CCM lessons, Models of teaching lessons, stray lessons and block teaching lessons.
- The lesson department prepares lesson schedule and displays it on the notice board a week before and a copy of the same is sent to identify schools, then the student teachers bring the unit from the subject teacher in the school and prepare lesson note then after guidance makes it fair before taking actual lesson.
- The teacher educators observe the lessons with observation chart and communicate the instructions for improvement. The peers and the school teachers also observe the lessons and give their feedback for improvement.

v) School experience / internship:

- There is 66 days school internship in the curriculum.
- Each student has to take 30 lessons during the course. Lesson department prepares the schedule of Internship programme and displays it on the Notice board and also conveys the same to respective schools.
- All types of lesson preparation workshops are conducted.
- The time table is prepared for in advance Block teaching, Models of teaching, ICT based lessons, Constructivist lessons, CCM lessons and stray lessons.

• The student teachers take the lessons after guidance and preparation of lesson plans.

There is ample scope for practicum course in the curriculum: The students have to complete following activities in practical during the school internship and prepare the report:

Interview of experienced school teacher	Team Teaching
Prepare student profile	Psychological test administration
Arranging activities like RSP/NCC	Tool for CCE and administration
Arranging Physical education period	Action research
Arranging Paripath	Case study
Co-operative learning	Preparation of teaching aid and study effectiveness
Collect information about the human	resources, physical facilities, office, library,
laboratories available in the school	

vi) Work experience /SUPW

Teaching aids workshop.	Candle preparation
Poster preparation.	Greeting cards preparation
Campus Cleaning campaign	Akash Kandil
Music, dance and drama related activities Social service and health education program	
Painting, coloage making, warily painting, paper cutting	

vii) Any other (specifies and gives details)

• **Co-curricular activities:** Various co-curricular activities such as Group scene competition, debate, elocution competition, poster presentation, wall paper publication,

hand out preparation, seminar book, Poem reading, sport competition, celebration of national and international days are arranged.

• School survey: School survey is done under the guidance of the practice teaching department and various information about physical and human recourses is collected.

• Village survey: Village survey is done in the activity of social service camp and relevant various information about the population, literacy rate, financial and social status of the people in the village & major problems of the village is collected. The information with the report is given to the "Sarpanch".

• **Participation in external competitions:** Our institute always motivates and encourages our student-teachers for participating in external competitions. Our students have participated in University & state level Avishkar (Research Competition), State level Elocution, Yuva mahostsav, quiz competitions, essay competition and won prizes.

• **Participation in rally's:** Our student-teachers and faculty participate in various social rally's which include Aids awareness, Jal Saksharta, Population day, Organ donation importance awareness, Environmental issues rally, child abuse prohibition.

• Extension and Research activities: The institution has arranged various programs under extension activity, some of the important activities include Jagar Janivancha Abhiyan, Tree plantation, Voter awareness programme, Swaccha Bharat Abhiyan, Social service, Street Play, Mahila Melawa, Smart city survey.

The institute runs 9 courses and almost for all courses research is compulsory so the institution is always engaged in research work. The institution faculty has arranged and participated in conferences and seminars and published about 151 research papers.

1.3 FEEDBACK CURRICULUM:

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

- Feedback from the student teachers about curriculum is taken and analysed.
- At the time of school internship the feedback on curriculum are taken from the Head masters of practicing schools. Their suggestions are taken into consideration and are discussed for the improvement of the student teachers in other practicum activities within the curriculum. The feedback is completing discussed in institute faculty meet.
- The feedback on curriculum from academic peers is taken and is discussed in the faculty meet and suggestions are given while framing new curriculum.
- Meeting of the Local Managing committee is held twice in a year in the meeting feedback on curriculum is taken and the same is used to plan further activities.
- The institute gets feedback from alumni and the parents regarding the curriculum in PTA and alumni meet.
- The feed backs are discussed in the institutional BOS among the faculty members and the suggestions are communicated to university BOS.

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

Feedback on Curriculum: The institution has formed vidya samittee (Institutional BOS) which takes the review of the curriculum in the meetings and determines the major considerations and improvements in the curriculum.

- The institution has organized the M.Ed. Curriculum development workshop twice in collaboration with Solapur University.
- The feedback from students, alumni, Heads of the schools, Teachers, Parents and the faculty is analyzed by the committee. The outcomes are communicated to the BOS through the College.
- Our faculty members work as chair person, resource person in the curriculum development workshops.
- Our faculty member Dr. A. M. Rangrej has worked as Dean of Education faculty and Dr. A. K. Bondarde is invited member of BOS sub-committee of university so the feedbacks and major considerations and revisions necessary in the curriculum are raised in the BOS meeting by both of them.
- Our faculty members Dr. A. K. Bondarde and Dr. B. S. Bhave have worked in curriculum formation of D. El. Ed. (New) course.
- Our faculty member Dr. B. S. Bhave has worked as BOS member of Education faculty of State Board Pune.

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

- The institution has organized the M.Ed. Curriculum development workshop twice in collaboration with Solapur University.
- The institution has organized the B.Ed. Curriculum development workshop in collaboration with Solapur University.
- The teachers from the institution have worked as members of BOS in developing the curriculum.
- All the teachers have participated in the workshops of curriculum construction and development arranged by Solapur University, Solapur.
- The faculty members have also worked as chair-persons/resource persons in these workshops.
- In the formation of B. Ed. & M. Ed. Two year curriculum our faculty member and dean of education faculty of Solapur university Dr. A. M. Rangrej and invited member of BOS subcommittee Dr. A.K. Bondarde have played major role in the process.

• The institution has formed Institutional BOS which takes the review of the feedbacks on the curriculum. Feedbacks are analyzed by the committee in the meetings and determines the major considerations and improvements in the curriculum. The outcomes are communicated to the BOS through the College.

1.4 CURRICULUM UPDATE:

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

- The curriculum was changed in 2010-11 and semester pattern was started for B.Ed. and M.Ed. courses & some revisions were made in 2012.
- In the year 2012 For B.Ed. course Information and Communication Technology and for M.Ed. ET/IT and Methodology of Educational Research have undergone major revisions. Due to these changes the quality of practice lessons and ICT skills among the students are improved. The PG students got more aware about new trends in educational research and IT/ET. Due to improvements in ICT syllabus the students got more acquainted with information access and dissemination through networks. In the other subjects some revisions were made.
- As per NCF 2005, SCF 2010, NCFTE 2010 directives NCTE revised the curriculum in 2014. After that in 2014-15 all universities developed their Two year B.Ed. and M.Ed. curriculum and was implemented from 2015-16.
- Major changes in Two year B.Ed. and M.Ed. curriculum:
- Introduction of Choice base credit system
- Classification of curriculum in different areas such as perspectives in education, Curriculum and pedagogy, engagement with the field for B.Ed.
- Classification of curriculum in different areas such as perspectives in education, specialization of branches, internship/ field attachments, research leading to dissertation for M.Ed.
- Change in number of theory courses, titles, transaction modes
- Introduction of EPC
- Increase in duration of internship
- Introduction of constructivist, value based, ICT based and block teaching practice lessons.
- Introduction of Internal sessional work for every course
- Action research and seminars for B.Ed. student teachers.
- Introduction of UA and CA evaluation system (formative and summative evaluation) * SUBJECTS IN WHICH MAJOR SYLLABUS REVISION WAS DONE:

	YEAR (Semester Pattern)		Two year B.Ed. / M.Ed. (CBCS)
PROGRAMME	FORMULATION	REVISION	FORMULATION (Major revision)
UG (B. Ed)	2010-11	2012-2013	2015-16
PG (M. Ed)	2010-11	2012-2013	2015-16

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

The strategies adopted by the institution for curriculum revision:

The need of students is considered from the feedback. The information about curriculum revision and update is collected. The feedback from practicing schools, teachers, parents and alumni are also considered. The collected information is analyzed and discussed in the faculty meet and curriculum development workshops of the university. The outcome is communicated to Solapur University through BOS.

The strategies adopted by the institution for curriculum update:

The faculty members are encouraged to seek information and books related to the new contents in the revised curriculum from websites of various educational institutions like NCERT, NCTE, RIE and MSCERT.

1.5 BEST PRACTICES IN CURRICULUM ASPECTS:

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

• Formation of Institutional BOS.

• All the teacher educators have participated in curriculum orientation programmes and related workshops.

• The teacher educators have also worked as a resource persons in syllabus formation work.

• Orientation of various aspects of curriculum prior to actual implementation at every mode of transaction.

- MOU with schools & special schools
- Field visits related to curriculum
- Use of ICT to maximum extent by teacher educators and student teachers
- INFLIBNET and OPAC facility in library

• Development of well equipped Curriculum Laboratories for Mathematics & Science, Social Sciences for quality sustenance.

- Development of Language Laboratory.
- Music/Art rooms to suit new curriculum.
- Unit tests & preparatory examinations are organized in the institution.

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

4 Title of the practice: Curriculum Orientation Programme

1. The context that required initiation of the practice:

The students taking admission to B.Ed. course are from various faculties and subject backgrounds. The B.Ed. curriculum is totally different from the other graduation & post graduation level curriculum. It has major linkage with various aspects of schools and school subjects. The institution has taken this initiative keeping the perspective of making the students aware of the major distinction of B.Ed. curriculum from other UG and PG courses. After the principal address immediately the institution arranges curriculum orientation programme. In this programme the students are made aware of all the theory and practicum components of different foundation courses and the pedagogy subjects. Once the students realize the exactness and overall expectations he/she gets prepared in advance for the startup of the course.

2. Objectives of the practice:

• To enable the student teachers to get acquainted with the major distinction of the B.Ed.

course curriculum with other courses.

- To enable the student teachers to understand the linkages of the course with school issues and pedagogical significance of the course.
- To enable the student teachers to understand the availability of various resources for curriculum transaction.
- To enable the student teachers to get idea of the overall potential of the course.
- To ensure the overall preparedness of the student teachers for the course.

3. The Practice:

Following activities are arranged under Curriculum Orientation Programme:

- Orientation about the objectives of the courses
- Orientation about various theory courses with UA and CA components
- Orientation about various practicum including practice teaching and internship along with UA and CA components
- Orientation of curriculum laboratories.
- Orientation & demonstration (if required) of each and every activity before commencement.
- Orientation about library facility.
- Orientation about diary, observation book, various journals

4. Obstacles faced if any and strategies adopted to overcome them:

The activity is arranged in well planned manner hence no obstacles are faced by the institution as such but after getting realized about the distinction of the course, very few times the students get anxious.

5. Impact of the practice:

- Student teachers become well prepared mentally for this course. They become more careful & confident to handle situation.
- Student teachers get aware of the expectations of the institute.
- Student teachers become more sensible towards the diverse needs of the course.
- It helped the student teachers to become desirous and keen for doing various activities.
- The student teachers got notice of the available resources and its usefulness for curriculum transaction.

6. Resources required:

• Arrangement of time slots for various orientations, LCD, Computer Laptop, internet

7. Contact person for further details: Prof. A.J. Teke, Assistant Professor, Mob.: 09325270423 e-mail.: teke_arvind@yahoo.com

4 Title of the practice: Development of Curriculum Laboratories

1. The context that required initiation of the practice:

This is an information age. There are many new technologies emerging every day. In the B.Ed. course the major thrust is on pedagogy subjects which has direct link with school subjects. The practice teaching is the key aspect of B.Ed. course. In practice teaching the students should be able to make the use of different teaching aids and modern technologies to optimum extent. Accordingly so as to make the student teachers competent and proficient it is necessary that he/she must get maximum support while planning the practice lessons. The B.Ed. curriculum mainly focuses on new trends and approaches in education field. To enhance the quality of teaching various resources are necessary and in accordance with that the institution has initiated in development of various curriculum laboratories. The student teachers are required to make optimum use of these laboratories and resources in their practice teaching and other practicum.

2. Objectives of the practice:

• To enable the student teachers to get familiar with the various instructional material and resources available in curriculum laboratories

• To enable the student teachers to know the importance of various instructional resources for strengthening teaching learning process.

• To ensure the overall preparedness of the student teachers to make use of the resources.

• To enable the student teachers to become proficient in using the instructional material and resources in practice teaching

• To ensure the quality sustenance in curriculum transaction

3. The Practice: Following activities are arranged under Development of Curriculum laboratories:

• Initiatives for development of Mathematics/Science laboratory, Social science laboratory, Language laboratory, ET/IT laboratory and Psychology laboratory so as to meet the pedagogy studies in curriculum and the electives studies.

• Orientation about the different instructional material and resources available in the curriculum laboratories

• Orientation about usefulness of different resources in various situations

• Guidance & motivation to every student teacher for using the laboratory resources to maximum extent for their practice lessons and other practicum.

4. Obstacles faced if any and strategies adopted to overcome them:

The laboratories are developed in planned manner and enriched with lot of resources hence no obstacles are faced by the institution as such.

5. Impact of the practice:

- Student teachers have become competent to use the resources from laboratory in their teaching
- Student teachers get aware of the expectations of the institute.

• Student teachers have become more sensible towards the usage of teaching aids and other instructional material.

• It has improved the performance of student teachers in practice lessons and other practicum

6. Resources required: Various instructional material and other resources. Need for maintenance and updating of curriculum laboratories.

7. Contact person for further details: Dr. A. K. Bondarde, Assistant Professor,Mob.: 09325270423e-mail. - ashwin.bondarde@gmail.com

Compliances:

1. The College offers only three electives.

In the new syllabus of semester pattern adopted in 2010-11 and two year B.Ed. course was introduced in 2015-16. The college offers all the electives as mentioned below:

B.Ed. Course:

Value Education	Educational Technology
Environmental Education	Educational Management
Guidance and Counseling	

M.Ed. Course:

Educational Management and Planning	Indian Constitution and Education
Environmental Education	Guidance and Counseling
Inclusive Education	Elementary Education
Education and Peace	Secondary Education

The students so as to choose any one for each year.

• In ETS / microteaching total 5 groups of micro skills are there and from these five groups sub- skills in any one group are to be studied and total 6 skills are taken.

• In models of teaching Role playing, Concept attainment, Inductive thinking, AO, Simulation etc. five models are offered and the students have to select any two models.

• In CCM all methods of teaching for various school subjects are offered and the student has to select any two methods for CCM.

2. Value added components are yet to be introduced.

In the last three Years, college has organized following value added courses and activities.

Paripath	Orientation and street plays on social issues
Unit tests activities	Social Awareness Programme
Dhvaja Nidhi	Swachha Bharat Abhiyan
I.C.T. Workshop and I.C.T. Practical	Financial assistance to Pakhar Sankul Orphanage children
Student Welfare Activities: Financial assistance to students through SAF	
Social Service Camp Activities: Tree Plantation, Local History report, Family survey, Literacy	
survey, Blood donation camp, Aids awareness Programme, Chuppi to do Abhiyan.	

3. Curriculum feedback is yet to be analyzed and used for improving the teaching learning process.

Analysis of curriculum feedback is started from 2012-13.

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 ADMISSION PROCESS AND STUDENT PROFILE:

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

For the optimum use of physical and human resources, the institution runs nine educational courses.

The available courses in the institution are as follows -

1) B.Ed., M.Ed., M. Phil., Ph.D. and Pre-primary teacher training Course are affiliated to Solapur University. Solapur.

2) M. A. (Education), M.Ed., M.A./M.Com./M.Sc.in Communication & Distance Education, Diploma in School Management are affiliated to Y.C.M.O.U., Nashik.

3) Diploma in Elementary Education (D. El. Ed. / D. T. Ed.)- {Marathi and English Medium} is affiliated to MSCERT, PUNE.

1. Admission process:

The college has an admission committee consisting of a Chairperson (Principal), one Faculty member as a coordinator and other members. The process of admission is solely managed by the committee.

• The Government of Maharashtra has established State Common Entrance Test Cell for admission to various courses which include B. Ed. and M.Ed. The B.Ed. and M.Ed. centralized admission process (CAP) is online which is governed by the Director of Higher Education. All the information is available on the website: - http://www.bed.mhpravesh.in

• B.Ed. and M.Ed. course: The admission of students for B.Ed. and M.Ed. in the college is done by the State Government Education Department (Central Admission Cell). The allotment of 50% seats is made by Govt. as per their reservation norms. Remaining 50% seats are filled from Minority as per the merit and regulations of the state government of Maharashtra.

2 Admission policies:

• Admission Policy for Bachelor in Education (B. Ed 2012 pattern)

Duration –I year

Intake Capacity- 80 Students per year (50% students from CAP round and 50% students from Minority, if the minority seats remains vacant the seats are surrendered to the Govt. admission authority, and they fill the seats as per their norms.)

• Admission Policy for Bachelor in Education (B. Ed 2015 pattern)

Duration – Two years

Intake Capacity: 50 students for I Year as a Basic Unit & as a natural growth 50 Students for II Year. (50% general and 50% Minority students from CAP round)

• Admission Policy for Master in Education (M. Ed 2012 pattern)

Duration - One year

Intake Capacity- 35 Students per year (50% seats from MVAMS association CET and 50% seats from Minority, if the minority seats remains vacant the seats are surrendered to the admission authority, and they fill the seats accordingly)

• Admission Policy for Master in Education (M. Ed 2015 pattern for2016-18) Duration –II years

Intake Capacity: 50 students for I Year as a Basic Unit & as a natural growth 50 Students for II Year. (50% seats from the common Entrance Test conducted by Director of Higher Education, Pune and 50% seats from Minority, if the minority seats remains vacant the seats are surrendered to the admission authority, and they fill the seats accordingly)

• Admission Policy for M. Phil. (Education): - The institution conducts the M.Phil. programme of Solapur University, Solapur

The admissions are governed by Solapur University, Solapur University conducts the entrance examination followed by interview and then the list of admitted candidates is sent to the research centers. Solapur University, Solapur follows all the rules of UGC research regulation 2009 and State Government. The admissions are on the basis of CET and M.Ed. merit.

• Admission Policy for Ph.D. (Education): The College is recognized as a Research Centre for Education faculty by the Solapur University. Six senior faculty members have been recognized as research guides. The students are selected through University held entrance examination (PET) followed by an interview conducted by DRC and admission is done based on their performance in examination and interview.

The SET/NET qualified and M.Phil. Candidates are exempted from this PET exam but an interview is compulsory for them. Care is taken to see to the equity aspects by reserving seats for different categories of students as per the regulations of the State government as well as University. All the rules and norms of UGC research regulation 2009 are followed for the Ph.D. admissions.

• YCMOU, Nasik governs the admissions of M.A.(Education) M.Ed., M.A./M.Com./M.Sc.in Communication & Distance Education and Diploma in School Management (DSM). The admission process and other related information, schedule and minimum qualifications for admission of the program are mentioned in the printed prospectus or prospects on the related website http://www.ycmou.digitaluniversity.ac

As the admissions to various courses are done strictly by adhering state government, university bodies so naturally equity, access, transparency are adequately maintained by the institution.

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

The various programmes available in the institution are brought to the notice of the prospective students in the following manner:

Institutional website: The institution has its website **http://www.kcebed.org** The following information is made available through the institutional website.

Course Information	Admission procedure	
Course Syllabus	Faculty information	
Intake capacity	Learning Facilities available in the institution	
Fee structure	Curriculum Laboratories information	
Student teachers achievements and results		
Institutional Prospectus:		
Information about our parent institution S. A. P. D. Jain Pathshala, Solapur.		
Information about the College Fee structure		

miormation about the contege	
Infrastructure facilities	Financial Assistance Schemes for the student teachers
Available Courses	Teacher trainee's Welfare Schemes
Assessment pattern and procedure	Academic Achievements

The Institutional magazine:

Available courses	Institutional Achievements
Details of faculty members	Available infrastructure
Management periodical "Global Connect":	

Intake capacity for minority

Available courses

Faculty and Alumni:

• One of the important aspects of Kasturbai College of Education is that, the information about various courses and other facilities in the institution is disseminated through our faculty and alumni by mouth publicity.

Newspaper Advertisement:

• The institution publish the information through notifications, advertisement in daily newspapers.

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

• For admission of B.Ed. and M.Ed., an admission committee is formed consisting of Principal, coordinator and all faculty members.

• The documents of each candidate are verified by the admission committee coordinator according to the rules and norms laid down by the state government.

• If lacunae are found, the case is referred by the Principal to the concerned authority of Admission.

- The documents of each student are re-verified by the office staff.
- Having checked and verified the documents, the candidates undergo counseling by the principal and the principal finalizes the admissions.

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

Strategies adopted by the institution to retain the diverse students: Strategies for economically diverse student teachers: • **Incentives:** The institution gives financial assistance in different ways. The institution takes immense care to make financial assistance to the needy students.

• **Provision to pay fee in easy installments:** In order to enable the student teachers to pay the fee without any burden, provision is made for them to pay the fees in easy installments.

• Fee concessions: The management offers merit based fee concessions for M.Ed. students.

• **SAF:** The institutional faculty manages to contribute individual funds to SAF. The amount accumulated in SAF fund is distributed to economically diverse student teachers after due consideration and verification of their needs.

• **Government EBC Scholarships:** The institution provides assistance for getting EBC scholarships to the student teachers from government agencies.

Strategies for cultural diverse student teachers:

• Celebrations of special days and cultural festivals: The institution encourages celebrating the festivals and special days of all communities to make student teachers from diverse culture feel at ease and also learn the tenet of other communities and to realize the harmony in all communities.

• **Co-curricular and extra-curricular activities:** Competitions like culture depiction, singing of patriotic songs in different languages, different cultural dances and Cultural orientation programmes also put the student teachers in multi-cultural environment.

Strategies for religious diverse student teachers:

Minority scholarships: The institution provides assistance to the student teachers for getting minority scholarships from government agencies and Minority commission.

Strategies for gender diversity:

• **Co-Education Institution:** The institution is a co-educational institution. There is an increase in female student teachers taking admission for the courses. The problems faced by the girls are discussed with the female faculty and solved accordingly.

• Under Personality Development programs the institution conducts sessions on "Gender Equality", "Gender Sensitization" and "Jagar Janivancha".

• In day to day interaction and work distribution there is no discrimination on the part of gender. Both boys and girls are given equal opportunity to work with each other.

• The institution has fully functional Grievance Redressal cell and Women's Grievance redressal cell which caters to the needs of the student teachers as and when required. Last six year's admissions (Gender wise distribution):

Sr.	Year	Male	Female	Total	Sr.	Year	Male	Female	Total
No.					No.				
1	2010-11	33	46	79	1	2010-11	07	28	35
2	2011-12	25	54	79	2	2011-12	08	13	21
3	2012-13	25	55	80	3	2012-13	01	19	20
4	2013-14	24	56	80	4	2013-14	02	10	12
5	2014-15	37	42	79	5	2014-15	04	11	15
6	2015-16	13	37	50	6	2015-16	06	13	19

B. Ed

M. Ed

• **Flexibility in selection of medium:** The institution offers Marathi medium but students are given option to choose the medium of examination English also. Lectures are given both in English and Marathi. Both medium books and other study material are available. The Book Bank facility is provided medium wise. Especially English medium student teachers are given opportunity take practice lessons in Semi English classes.

• Flexibility to linguistic diverse student: Solapur city has multilingual culture. Majority of languages spoken are Marathi, Kannada, Hindi, Urdu and Telugu. The student teachers from various linguistic backgrounds facing problems in communication and expressing themselves are given motivation to speak in Marathi, Hindi and English ignoring the impact of their mother tongue in their communication transaction.

• Strategies for physically challenged Students:

The number of physically challenged students taking admission is very less for this course. However, the necessary provisions are made for them so that they could attend daily classes, practicum and examination in the institution without any problems.

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

YES, there is a provision for assessing student's knowledge / needs and skills before the commencement of teaching programs.

The institution is one of the old & renowned teacher-education institutions in Maharashtra and is known for its excellence.

1. Self-Introduction Programme: In the self-introduction programme every student teachers are given opportunity to introduce themselves. The student teachers share the information about their education, hobbies, skills, strengths, competencies & expectations from the course.

Aptitude Test:

The institution arranges aptitude test for assessing the student teachers aptitude towards teaching profession. The test is analyzed by the faculty members and the discrepancies are identified and used for development of student teachers.

Orientation Program:

The orientation programme is conducted before the commencement of teaching programme. It includes orientation regarding theory papers, Practicum, infrastructure, library. The student teachers needs and expectations are discussed and understood through these orientation programmes.

2.2. CATERING DIVERSE NEEDS

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

The institution provides an effective and conducive learning environment to student teachers for their learning and overall development including social, moral, cultural and academic aspects.

The institution has suitable environment that would facilitate learning and overall development of the students.

Institutional Infrastructure:

1. Curricular Laboratories: The institution has curricular laboratories which are well equipped to meet student teachers learning needs and expectations. The institution organizes workshops and lectures for student teachers in the curricular laboratories. The institution has following curriculum laboratories:

Science & Mathematics laboratory	ICT and ET laboratory
Social science laboratory	Language laboratory
Psychology laboratory	

Library:

• Library is partially automated through software namely Library Management System (LIBMAN) from Master Software, Nagpur. All types of library activities are managed through software.

- The library has 6926 number of titles and 25707.
- There are five computers in the library.
- INFLIBNET- NLIST facility for e-books and e-journals is provided to users.

• OPAC (Online Public Access Catalogue): The institution has linked the library with parent institutes other colleges through LAN. This provides open access for our student teachers to books, reference books, and other learning resources of those institutions.

• There is a Google Site of the library for fulfilling the information needs of the users. (address: http://sites.google.com/site/kasturbaibedcollegelibrary/)

• Reprography Facility is made available to the student teachers.

2. Sport Infrastructure:

- Physical Education room & Gym facility (Shared)
- Sport materials
- Recreation hall (Shared)
- **3.** Common rooms: There is a separate common room facility for girls and boys in the institution. The boys and girls use these common rooms for their personal endeavor.

4. Other facilities:

• **Classrooms:** - The classrooms are spacious with a seating capacity of fifty student teachers. Besides these classrooms there is a classroom well equipped with LCD, PAS with seating capacity of 200. When there are combined programs such as orientation, guest lectures, workshops, seminars, presentations, CPD and discussions these norms is utilized. Each room is well ventilated with sufficient natural light which makes the atmosphere pleasant for learning.

• **Multipurpose Hall:** - There is a multipurpose hall namely Walchand Sabhagruha to carry out various elocution competition, co-curricular activities, cultural programs, annual gathering function and prize distribution. It is also useful for conducting various lectures, workshops, seminars, symposium and conferences.

5. Innovative learning activities:

• Exposure to New Trends and researches in Education: The faculty members update themselves in new trends and researches in education and transmit the same in their

• **Social service Camp**: Field experiences are given to the student teachers which gives them opportunity to apply and reflect on their content. Every year all the faculty and student teachers go for community experience in some rural area.

• In two days stay in the village during the social service the student teachers experience and realize the rural life scenario. Programs related to plantation, village survey, mahila melava, education & health, human rights are organized. A remarkable variety entertainment program is organized for the villagers by our student teachers. Social service camp is most memorable event for the student teachers.

• **Visit to special school**: Student teachers and faculty visit to special schools like handicapped children, dumb and deaf children, orphanage children which makes the student teachers aware of special children learning problems.

• Various Competitions: Student teachers are involved in variety of school based activities like organizing Quiz, Essay Competition, Handwriting Competition, Speech Completion, Singing Competition, Dance Competition and Debate. Group scene Competition is the specialty of our institution. It is mandatory to all the student teachers to come on the stage and present the group scene.

All the above happenings in the institution makes the entire environment and atmosphere conducive to learning and overall development of the students.

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

The institution adopts following strategies to cater the diverse learning needs of the student teachers:

During the proceeding of the course the student teachers progression, participation, overall attitude and interest is observed and accordingly the student teachers diverse learning needs are catered. The institution arranges following activities and programmes to serve them.

Strategies and methods used for student teachers:

• The institution adopts variety of strategies and methods in curriculum transaction. Viz. Brain storming, Panel Discussion, Group Discussion & Debating, Problem Solving Method, Experiential Learning Method, Projects, Discovery Method, Seminar, Supervised study, Revision, Individual Instruction, Constructivist Strategy, Peer Teaching, Cooperative learning.

Establishment of various subject Clubs:

• There is a lot of scope for arranging various activities like undertaking projects, organizing guest lectures, maintaining labs and campus, interviewing special guests, organizing quiz competitions, Field visits under the different subject clubs established in the institution viz. Science Club, Language club, Social science club and Mathematics club. For example: visit to science centre, fort, NTPC...

Availability of Books and Resource Materials according to interest of student teachers:

• Books and resource materials are made available in the library for student teachers with individual interest. These books and resource materials make the student teachers to learn themselves with their own pace and plan the activities accordingly.

ICT facility:

• The institution has strengthened its ICT infrastructure with sufficient software, hardware, internet, educational CD's which makes the student teachers to get fulfill their learning needs in variety of situations.

Language Laboratory:

• The institution has developed the language laboratory for development of the language skills and proficiency of student teachers in communication.

Administering Unit Tests, Tutorials and Preparatory examination:

• Tests are administered to help student teachers to know themselves about their continuous progress and their strengths and weaknesses in particular course.

Co-curricular and extra-curricular activities:

The institution arranges various co-curricular and extra-curricular activities to make the student teachers to get variety of experiences through performing and participation in these activities. Various activities are as appended below:

**				
Talent search programme	Social Service			
Cultural programme	Excursion			
Participation in different awareness rally's	Physical education work			
National and International Days celebrations	Educational field Visits			
Sports activities and competitions	Health Program			
Different Day's Jayanti's and Punyatithi's	Visit to special schools and orphanage			
celebrations	organization			
Various Abhiyan: Jagar Janivecha, Voter Registration, Beti Bachav				

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

The college is affiliated to Solapur University, Solapur and follows the curriculum prescribed by Solapur University, Solapur and it reflects the role of diversity and equity in the teaching learning. In this regard, the curriculum prescribed by Solapur University, Solapur has identified and incorporated several topics in the various subjects of B.Ed. and M.ED. Curriculum.

Various topics envisioned in the curriculum for ensuring and understanding of the role of diversity and equity are as below.

B. Ed:

Curriculum Theory courses:

The theory papers like Educational philosophy, educational sociology and educational psychology, Knowledge and Curriculum, Gender, School and Society, Creating an inclusive school and Teaching & learning mainly focus on the area of diversity and equity. In the course various basic concepts in relation to society, social interactions and social barriers are included. There are topics like individual differences, education for special needs, equality, equity in the curriculum. These topics lay the foundation and theoretical background with respect to diversity and equity in the teaching learning process. The curriculum enables the student teachers to understand the need, characteristics and importance of diversity and equity.

Practicum Curriculum: In the practicum curriculum, practice teaching lessons, workshops and activities are useful for student teachers to understand the role of diversity and equity in teaching learning process. Course related practical like Innovative school visits, special school visits, Orphanage organization visits, psychological experiments, case studies, projects related to society, constructivism workshops and EPC, develop the insight among the student teachers regarding the diversity and equity in teaching learning process and their role in practice teaching schools.

M.Ed.:

Curriculum Theory courses: The theory papers like Inclusive education, Guidance and counseling, Indian constitution and education, Human rights and education, Peace education, Foundation of Philosophy, Foundation of Sociology mainly focuses on the area of diversity, equity which leads to broader vision and applicability. There are topics like Education for special needs, Diversity and education, Education for peace, women rights, and child rights in the curriculum. The curriculum enables the student teachers to understand the need, characteristics and importance of diversity and equity in education.

Practicum Curriculum: In the curriculum research, workshops and activities are useful for student teachers to understand the role of diversity and equity in teaching learning process. Courses related practical like visits to Innovative & special schools and Orphanage organization, case studies, course projects, seminars and research dissertations related to society develops the broader vision and outlook among the students regarding the importance of diversity and equity in teaching learning process.

Research: Students are encouraged to take up research on topics like inclusion education, multi-cultural society and education, problems faced by students coming from vernacular mediums, different socio-economic backgrounds and religions. Students have the freedom of selecting the topic for the research.

B.Ed. and M.Ed.:

Administration of Psychological Tests: The procedure of taking, administering, interpreting psychological tests is taught to the student teachers and it is mandatory to administer a set of tests to the school students by the student teachers. These tests reveal the importance among the student teachers about the need to focus on equity and the procedures of handling the problems of equity as well as diversity.

Internship for B.Ed.: In the internship programme the student teachers get experienced from following activities which enable them to understand the scope and importance of diversity and equity.

- Interview of experienced school teacher
- Prepare student profile
- Collect information about the human resources, physical facilities, office, library, laboratories available in the school
- Arranging activities like RSP/NCC
- Arranging Paripath

- Psychological test administration
- Tool for CCE and administration
- Action research
- Case study

Internship for M.Ed.: M. Ed students go for internship in secondary schools and B. Ed colleges and they conduct lectures and practical for B. Ed student teachers. During this process they interact with the teacher educators, observe their lessons and learn about their role as future teacher educators.

Thus the students acknowledge the importance of diversity and equity from the topics envisioned in the curricula.

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

The institution makes deliberate attempts to ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse students needs in following manner:

Participation in professional development programmes: The faculty members imbibe the knowledge through participation in various professional development programmes which enables them to act sensibly while catering diverse student needs.

Faculty meeting interactions: Faculty meetings interactions are the important source for getting information about diverse needs of the students. In these meetings the teacher educators whole heartedly share their expertise and enlighten mutually the rest of the faculty members about problems and expectations of students with diverse needs. Such cases are resolved by exchanging the teacher educators' ideas and views in that matter.

Library work: The institution ensures the maximum use of library resources by the teacher educators. The teacher educators use the library recourses such as research journals, INFLIBNET, which makes the teacher educators aware of recent trends and practices to serve student with diverse needs.

Presentation of Papers at National and International Conferences: Ample opportunities are provided to present papers at national and international conferences. The teacher educators are expected to prepare and present papers in this context.

Publications of Teacher Educators: Teacher Educators are encouraged to publish articles related to diversity and diverse needs.

Interaction with Educationalist: Numbers of eminent personalities in education field visit the institution as resource persons for special lectures, seminars, workshops, conferences. The faculty members exchange the views with the educationalist and get guidance from them in this regard.

Interaction with parents: Interaction with the parents is held during PTA and other regular visits of parents with the principal and faculty makes us aware about the needs of the student teachers.

Interaction with alumni: During alumni meet in the interaction with the alumni, the views of alumni about improvement in different activities, sessions are taken, so as to serve diverse needs of students.

Student's feedback: Student's feedback is taken on prescribed Performa regarding teaching of all faculty members. Positive and negative conclusions of the feedback are conveyed to the related faculty members by the principal. Faculty makes necessary improvements accordingly in his further planning and execution of activities.

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

The institution provides a wide variety of such practices which enables student teachers to be knowledgeable and skillful related to diversity and inclusion. Some practices are:

1. Curriculum: B. Ed:

Curriculum Theory courses: The theory papers like Educational philosophy, educational sociology and educational psychology, Knowledge and Curriculum, Gender, School and Society, Creating an inclusive school and teaching and learning mainly focus on the area. These topics lay the foundations and theoretical background with respect to diversity and inclusion in the teaching learning process.

M.Ed.:

Curriculum Theory courses: The theory papers like Inclusive education, Guidance and counseling, Indian constitution and education, Human rights and education, Pease education, Foundation of Philosophy, Foundation of Sociology mainly focus on the area. There is a topic like Education for special needs, Diversity and education, Education for peace, women rights, child rights are incorporate in the curriculum.

Practicum Curriculum (B.Ed. & M.Ed.):

- Innovative school visits
- Special school visits
- Visit to Orphanage organization
- Psychological experiments e.g. Intelligence, Perception, Imagination
- Case studies
- Projects related to society
- Constructivism workshops
- Enhancing Professional Capacities e.g. Understanding the self, Drama and Art in education.
- Research work & Action research
- Other Activities:

The following activities are arranged which makes student teachers aware of necessary skills through developing mental abilities such as sensitivity, adjustment, patience, positive attitude, cooperation, freedom of expression, social intelligence and emotional intelligence related to diversity and inclusion.

- Internship and Practice teaching in variety of schools
- Organization of Training programmes
- Visit to various diverse and inclusive schools
- Social service camp
- Guest and special lectures

2.3 TEACHING - LEARNING PROCESS:

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

Following practices in the institution give ample scope for engaging the student teachers in active learning.

Books	: 25707	e-books : 135000	
Journals	: 34	CDs related to various subjects : 489	
digital database	: 11	Thesis and Dissertations : 150	
e-Journals	: 6000	Encyclopedias : 140	

1. Library: The institution has partially automated library.

• INFLIBNET, OPAC and internet access help the student teachers to get updated with latest information and developments, innovations in different subject area. The student teachers are given individual ID & password to access information from INFLIBNET so the student teachers can surf the information at home or any other place as per their convenience.

• The student teachers are brought to notice about the new arrivals by way of display board and exhibition.

• The library has separate reading room with seating capacity of 60 students. The library has variety of books, literature, competitive examination preparation books these make the student teachers an active learner.

• The institution has launched its separate library google site (http://sites.google.com/site/kasturbaibedcollegelibrary/) for access to educational resources online.

2. Web site:

- The internet facility is provided to students in ICT/ET laboratory, Library, classroom, faculty room so the access to websites is possible in entire campus.
- The institution provides list of educational websites to the student teachers this helps them to search information required on the web.
- The teacher educators make the student teachers to get acknowledged with the websites to search information related to pedagogy subjects.
- The student teachers use web based material for their assignments, preparation of lesson plans, to prepare programs for different occasions (download songs, scripts, images, pictures, videos, articles, content), to prepare seminar papers, to collect additional information about various concepts in the syllabus.,

3. Curricular laboratories:

- The institution has established curricular laboratories with all types of learning resources, teaching aids, educational CD's.
- The student teachers prepare various types of teaching learning materials required for carrying out various academic activities under the guidance of pedagogy teacher educators.
- The student teachers demonstrate, experiment, conduct the activities prior to actual performing academic activity and practice lessons.

4. Focus group: The institution has established different subject clubs viz. Science Club, Language club, Social science club and Mathematics club. These clubs arrange, organize various activities like undertaking projects, organizing guest lectures, maintaining labs and campus, interviewing special guests, organizing quiz competitions, Field visits. These programmes keep the student teachers active.

5. Project Work: The student teachers are involved in number of individual projects assigned in different courses. Projects like environmental issues, case studies, critical study of educational reports, critical analysis of textbooks, comparative studies, development of study material, research article analysis, action research, contribution of eminent persons.

6. Simulation & peer teaching: There are activities such as Enhancing Teaching Skills (ETS), Models of teaching in the curriculum. In ETS every student teacher has to take six teaching skill lessons and an integrated lesson in front of the peer. In the workshops related to these activities the teacher educators and student teachers perform simulated lessons.

7. Role playing: The institution organizes role playing activities such as roles of historical personality, hot seating range in critical questions (KBC) under the EPC drama and art in education.

8. Internships: There was one week internship in first semester and one week in second semester and total 26 lessons for every student teacher in the old curriculum up to 2015. From 2015-16 B.Ed. & M.Ed. two year course was started and in that for B.Ed. total 66 days school internship programme is included. Every student teacher has to take total 30 lessons in the internship. The student teachers prepare Block teaching lessons, Models of teaching lessons, ICT based lessons, Constructivist lessons, CCM lessons, value oriented lessons and stray lessons. The student teachers take the lessons after guidance and preparation of lesson plans. The lesson department allots the lessons to the students and puts the allotment sheet on the notice board. The student teacher acknowledges his/her allotment and brings the teaching unit from the school. The pedagogy teacher educator guides for preparing the lesson note and the lesson note is made fare for final disposal. The student teachers take their lessons as per the schedule and the observer puts his/her remarks on the lesson note and also give verbal comments for improvement.

There is ample scope for practicum course in the internship programme. The students have to complete various activities in practical during the school internship and prepare the report. The various practicum activities are interview of experienced school teacher, prepare student profile, collect information about the human resources, physical facilities, office, library, laboratories available in the school, preparation of teaching aid and study effectiveness, arranging activities like RSP/NCC, arranging Physical education period, arranging paripath, team teaching, psychological test administration, tool for CCE and administration, action research, case study.

5. Practicum: The student teachers are engaged in preparing and completing various sessional practical work throughout the course for pedagogy and other courses.

• **EPC:** There are four EPC in the curriculum. They are understanding the self, critical understanding of ICT, drama and art in education and reading and reflecting on texts.

Under these EPC's the student teachers are required to work independently to complete the practicum.

• Workshops: There are various workshops like Lesson planning, content cum methodology, models of teaching, constructivist teaching, evaluation, action research, preparing teaching aids, ETS. In these workshops student teachers are required to develop and prepare their own learning resources.

• **Other practicum work:** The other practical work consists of social service, seminar, visit to innovative organization, physical education, educational tour.

6. Research activities: The B.Ed. student teachers are required to prepare and complete the action research and the M.Ed. students prepare dissertation report. The students also prepare and publish research articles in seminars and conferences.

7. Co-curricular and extra-curricular activities: Lot of co-curricular and extracurricular activities are required to be performed by the student teachers such as special guest lectures, awareness rallies & programmes, different abhiyan, Group scenes, academic completions and external academic activities. The student teachers are engaged in all these activities to perform and participate.

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

The curriculum is framed in such a way that it takes care of students' needs and interests. Learning is made 'student centered by utilizing Participatory teaching learning Strategies. Lectures, practical and field activities are student centered. Technological approach makes the learning student-centered. Various participatory activities like group discussion, seminar, workshop, practice teaching, assignment help the students for self management of knowledge. Students are provided with the experience of active learning i.e. they are exposed to learning resources like library, individual projects & psychological tests. Deliberate attempts are made to make the learning student centered. Number of activities are planned and executed in this regard.

Student centered strategies: The institution adopts student centered strategies in daily teaching learning process. The student centered strategies are as follows:

Experiential learning	Discovery learning
Constructivist approach	Case study
Interactive lectures	Active learning
Co-operative learning	Computer assisted instruction
Project learning	Collaborative learning

Student centered activities: The institution adopts student centered activities. The student centered activities are as follows:

Seminar presentations	Preparation of teaching aids
Group discussions	Cultural activities
Assignments	Sport activities
Field visits	Competitions
Subject club activities	

Enhancing Professional Capacities (EPC):

The objectives of EPC exclusively focus on student teachers self management of knowledge and skills development through the activities in Understanding of Self, Critical Understanding of ICT, Drama and Art in Education and Reading and Reflecting on Text.

Curricular laboratories:

Science & Mathematics laboratory	ICT and ET laboratory
Social science laboratory	Language laboratory
Psychology laboratory	

These laboratories help the student teachers to enhance his/ her proficiency and competencies.

Organization of various competitions:

Elocution	Group scene	Anchoring	Chess
Debate	Dancing	Hand writing	Poster presentation
Singing	Drama	Cricket	Best reader

Student participation in activities:

Field visits: The institution organizes various field visits to various places for student teachers to enhance their knowledge and skills.

Special school	Village visit
Orphanage organization	Rural primary schools
Innovative schools	Industries
Historical places	Social places
Science related places	Exhibitions
Museum	

Workshops: The institution organizes various workshops for student teachers for enhancing their knowledge and skills.

Models of teaching	Constructivism	
Preparation of teaching aids	Curriculum Orientation	
Enriching Teaching skills	Lesson planning	
Content Cum Methodology	Action research	
Evaluation Research		
Workshop on practice teaching and Internship		

Practice Teaching and Internship:

In practice teaching and school internship programme the student teachers develop the skills of planning, identification of academic resources, developing lessons, preparation of instructional material, development of evaluation strategies, managerial skills, as well as number of skills related to affective domain so as to deal with the school students in the classroom.

The internship program develops among the student teachers number of managerial skills of a teachers such as maintenance of records, conducting tests and examinations, preparing report cards, organizing programs and also the skills of managing challenging situations in schools.

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

The institution has developed and uses various instructional approaches for ensuring effective learning viz. Experiential learning, Constructivist approach, Interactive lectures, Co-operative learning, Project learning, Discovery learning, Case study, Active learning, Computer assisted instruction, Collaborative learning, Concept attainment model, Advance organizer model, inductive thinking model.

The institution gives following experiences for supporting effective learning:

Use of AV aids	Use of ICT equipment's
Field visits and survey	Excursion
Interaction sessions with experts and journalists	

The Innovative Approaches developed and used by institution:

• Use of Social networks:

The institution has developed platforms on social networks for lively interaction among the student teachers and faculty members. It enables dissemination of knowledge, ideas, views, notices, feedback in smooth manner.

Institutional Facebook page	Unlimited Internet access in the campus
Institutional E-forum (WhatsApp group: Team KCEd)	INFLIBNET and OPAC facility in library
WhatsApp group: KCE SOLAPUR	Institutional website
E- learning portfolio	Institutional Google site of library

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

Yes, the institution gives an additional training in models of teaching. The institution organizes the workshop on models of teaching for student teachers.

The nature of the workshop is as follows:

- Duration Four days
- Workshop activities are performed separately in different pedagogy classrooms
- Orientation of concept, classification and fundamental components of models of teaching
- Orientation about background, principals, steps, focus areas, lesson note preparation and educational implications & importance of Concept Attainment and Advance Organizer Model.
- Demonstration/simulation lesson of Concept Attainment and Advance Organizer Model
- Discussion on demonstration lesson with student teachers
- Preparation of models of teaching lesson note by student teachers
- Finalization of models of teaching lesson note by student teachers after setting guidance from teacher educators.

• Four lesson notes of models of teaching are required to be prepared by each student teacher. Every student teacher has to take at least one lesson of each model of teaching in the schools.

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

Yes, the student teachers use micro teaching technique for developing teaching skills (Enriching teaching Skills) by way of following activities.

The institution organizes the workshop in micro teaching/ ETS for student teachers.

The nature of the workshop is as follows:

- Duration Three week
- Workshop is planned and executed in different groups of 7 to 8 student teachers and group in-charge teacher educator.
- Orientation of concept and skills of micro teaching
- Orientation about sub skills of every teaching skills
- Demonstration/simulation lesson of each teaching skill
- Discussion on demonstration lesson with student teachers
- Preparation of lesson plan of micro teaching of each skill by every student teacher
- The student teacher takes the micro lessons (teaching) in a simulated set up.
- The student teachers used various teaching aids and e resources for micro teaching lessons
- Audio and video recording of same lessons is done.
- Discussion about student teachers recorded lesson and necessary improvements
- The student teacher again takes the micro lessons (Re-teaching/Re-teaching) in a simulated set up.

• The teacher educator gives written and oral feedback and the observations are written in the observation note book and observation charts by the peer and the peer give oral feedback also.

• The lessons given by each student teacher per skill are two thus every student teacher is required to take 10 lessons of six skills and finally two integrated lessons are taken.

• 'Plan – Teach – Feedback – Re-plan – Re-teach – Re-feedback' process is followed in the workshop

The following skills are in the curriculum out of these student teacher has to select five – six skills as per demand of content and pedagogy subject.

Set Induction	Loud reading	Asking Questions
Black Board writing	Experiment demonstration	Stimulus variation
Explanation	Reinforcement	Use of AV aids

Simulation Lessons: At the conclusion of micro teaching/ ETS workshop every student teacher takes the Bridge / integrated lesson.

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

In the process of practice teaching in the old curriculum there was provision of assigning stray lessons apart from the internships. In the new curriculum all types of lessons are integral part of internships.

Old Curriculum (2010-2015):

- One week internship in first semester and one week in second semester.
- Total 26 lessons for every student teacher. (10 lessons of each method, 02 model of teaching lessons, 02 CCM lessons and 2 annual lessons)

New Curriculum (2015-2017):

- One week internship in first semester and Three week in second semester.
- Six week internship in third semester and one week in fourth semester.
- Total 30 lessons for every student teacher. (08 block teaching lessons, 04 constructivist lessons, 04 ICT based lessons, 02 CCM, 02 Models of teaching lessons, 08 stray lessons and 02 annual lessons)

Process of practice teaching in schools:

• At the commencement of academic year in the faculty meeting practice teaching department in-charge is decided.

- The practice teaching department prepares the action plan.
- The orientation of practice teaching and demonstration lessons in practice schools is done.
- The lesson department allots the lessons and puts the allotment sheet on the notice board. The assignment of practical to be completed along with practice lessons in schools.

• The student teacher acknowledges his/her allotment and brings the teaching unit from the school.

• The pedagogy teacher educator guides for preparing the lesson note and the lesson note is made fare for final disposal.

• The student teachers take their lessons as per the schedule and the observer puts his/her remarks on the lesson note with verbal comments.

- No. of Lessons a student is given per day : 01
- No. of Lessons observed by the teacher educators per day: 03 to 04
- No. of Lessons observed by the peer per day: 02 to 03
- No. of Lessons observed by the school teachers per day: 01 to 02

* **Feedback mechanism:** The feedback mechanism for monitoring of lesson plans involves 10 rating scale items (5 point scale) as mentioned below.

1. Introduction and statement of aim	6. Personality / rapport with the class
2. Organization of the subject matter	7. Selection of use of teaching aids/ devices/techniques
3. Variety of learning experiences	8. Class management
4. Questioning	9. Evaluation and assignment
5. Black board work	10. Lesson note writing

• The teacher educator gives written and oral feedback and the observations are written in the observation note book by the peer and the peer give oral feedback also.

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

The Process of Block teaching program:

Previously the internship programme was of two weeks but in the new curriculum from 2015-2017, the internship programme is of 11 weeks and specially block teaching activity is added in the internship.

Organization of Block teaching workshop: In the institution two days block teaching orientation programme is arranged. In which concept, lesson note, nature of lessons of block teaching is included. In the block teaching workshop the pedagogy teacher educators guide the student teachers to prepare the block teaching lesson notes in their individual groups.

Nature of Block Teaching:

- Total 08 lessons for block teaching
- 04 lessons for each pedagogy (One lesson for introduction, Two lessons are for explanation, One lesson for Evaluation/ unit test)

Execution of block teaching lessons:

- Every student teacher prepares the block teaching lesson note in the workshop and finalizes the lesson notes after guidance from pedagogy teacher educators.
- In the third semester school internship programme the student teachers take the block teaching lessons.
- The teacher educators observe the block teaching lessons and give feedback immediately.
- The peers also observe the lessons and give feedback to the student teachers.

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

Yes, the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers in following manner:

Part I - Planning:

- The faculty members communicate with the Heads of the schools, supervisors to get permission, information about working days, time table and activities to be arranged in the schools.
- The time table for the practice lessons is prepared in such a way that the school activities are not disturbed.
- After allotment of lessons and planning of different activities the in-charge teacher educator assigned for the particular school makes consultation about activities and lesson units with the school/subject teachers before commencement of practice teaching sessions.
- The schools teachers take interest in discussion about the content topics with the student teachers and give motivation to them to select the particular content and give the units.

Part II- Actual Practice teaching:

- The schools teachers give advice to the student teachers about management of classroom.
- The school teachers help the student teachers in controlling the class.
- Some of the school teachers also give the innovative ideas and teaching aids to the student teachers for lesson execution.

- During the practice teaching, the school teacher, in-charge teacher educator, peer group of student teacher observe the lesson of the student teacher and give verbal, written feedback at the end of the lesson.
- During the internship the school teachers also cooperate for carrying out various practicum works along with practice lessons.

Open discussion with Head of the school and experienced school teachers: In the internship programme the respective teacher educator arranges the open discussion sessions with the Head of the school, supervisor and experienced teacher for sharing their experiences and knowledge with student teachers. The student teachers eagerly ask the questions to them and get cleared about their doubts.

Interaction with faculty: The school teachers interact with college faculty and give feedback about the lessons and suggest modifications if required. They also join the faculty members for post practice teaching meeting to help them to improve the program.

External examiners for Annual Lessons: The institution invites to the experienced school teachers for evaluating student teachers annual lessons. The school teachers always cooperate to observe and evaluate the lessons of the student teachers. The schools teachers feel proud to be an examiner of the annual lessons.

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

The institution prepares the student teachers for managing the diverse learning needs of Students in schools.

The Curriculum:

Curriculum Theory courses:

The theory papers like Educational philosophy, educational sociology and educational psychology, Knowledge and Curriculum, Gender, School and Society, Creating an inclusive school and Teaching & learning mainly focus on the area of diversity. As the school experiences of the student teacher progresses he/she realizes about the diverse needs of the students while conducting various practice lessons and other activities in the schools.

Orientation about status of schools and the school students:

Before commencement of actual practice teaching lessons and internship programmes the student teachers are made aware about status of the schools.

The student teachers are made aware of different factors to be considered while lesson planning in different schools. The student teachers are also told about the implications of various factors such as economic, social, cultural, linguistic, intellectual, family background on school student's behavior, perceptions.

The student teacher also realizes the importance of diverse learning needs of school students through following manner:

Special lectures	Lesson guidance session	
Discussion in pedagogy lectures	Internship for school observation	
Projects on diverse learning needs of Students in schools		

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

The major initiatives for encouraging student teachers to use / adopt technology in practice teaching are as follows:

Workshop on preparation of teaching aids: In the beginning of the academic year, the student teachers are given information about the various technological supports required in preparation of teaching aids. Theses includes internet facility, computer.

Use of technology in daily curriculum transaction by the teacher educators: The teacher educators make use of various technologies such as Laptop, LCD, Internet, OHP and Micro-epidiascope during their curriculum transaction session so as to set an example and thereby motivate, encourages the student teachers to use the same in their practice lessons.

Use of technology in demonstration lessons:

• The Demonstration Lessons are given by the faculty before the commencement of practice teaching. This demonstration lesson helps the student teachers to understand how technology can be used effectively in various phases of a lesson and also according to their respective methods.

• There is an open discussion among the staff members about use of technology by the student teachers in practice teaching. The student teachers also discuss with their pedagogy teacher educator on how technology can be use in a specific situation.

Availability of technology based teaching resources:

- ICT/ET laboratory
- Language laboratory
- Automated Library

Use of technology in co-curricular and extra-curricular activities:

• In every institutional co-curricular and extra-curricular activities the student teachers use the advanced technology like LCD, PAS, Laptops, Caller mike.

- The student teachers make use of the technology in the various competitions in the institution.
- The student teachers make use of technology in seminars and practicum presentations.

• In order to encourage students to use technology based material, the use of technology based teaching aid has been made compulsory during practice teaching.

Open access to technology resources: The institutional ICT/ET laboratory is open for all student teachers for the whole day. Any student teacher can make use of computer, printer, scanner, OHP, slide projector, LCD, micro epidiascope and internet facility as and when required this makes the student teachers efficient and enriched about following things:

- Internet browsing
- Using audio and visual material
- Preparing charts, maps, diagrams, models and other visuals
- Using mass media based material
- Collecting information from the web to prepare lessons
- Use of e-mail
- Using different technology based learning aids
- Collecting instructional material for lessons from print and web media
- Developing computer based material.

2.4 TEACHER QUALITY

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

Yes, the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers in the following manner:

Part I - Planning:

- The faculty members communicate with the Heads of the schools, supervisors to get permission, information about working days, time table and activities to be arranged in the schools.
- The time table for the practice lessons is prepared in such a way that the school time is not disturbed.
- After allotment of lessons and planning of different activities the in-charge teacher educator assigned for the particular school makes consultation about activities and lesson units with the school/subject teachers before commencement of practice teaching sessions.
- The schools teachers take interest in content discussion with the student teachers and give motivation to them to select the particular content and give the units.

Part II- Actual Practice teaching:

- The schools teachers guide the student teachers about management of classroom.
- The school teachers help the student teachers in controlling the class.
- Some of the school teachers also give innovative ideas and teaching aids to the student teachers for lesson execution.
- During the practice teaching, the school teacher, in-charge teacher educator, peer group of student-teachers observe the lesson of the student teacher and give verbal, written feedback at the end of the lesson.
- During the internship the school teachers also co-operate for carrying out various practicum works along with practice lessons.

Open discussion with Heads of the schools and experienced school teachers: In the internship programme the respective teacher educator arranges the open discussion sessions with the Head of the school, supervisor and experienced teacher for sharing their experiences and knowledge with student teachers. The student teachers eagerly ask the questions to them and clear their views.

Interaction with faculty: The school teachers interact with college faculty and give feedback about the lessons and suggest modifications if required. They also join the faculty members for post practice teaching meeting to help them to improve the program.

External examiners for Annual Lessons: The institution invites to the experienced school teachers for evaluating student teachers annual lessons. The school teachers always co-operate to observe and evaluate the lessons of the student teachers. The schools teachers feel proud to be an examiner of the annual lessons

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

The ratio:

During one year course the ratio of student teachers to practice teaching schools was 4 to 8 per practice teaching school. In case if 8 or more students are allotted for practice teaching school in that case two teacher educators were deployed.

During 2015-16 two year course is started and the ratio of student teachers to practice teaching schools is 7 to 10 Students per practice teaching school.

Before assigning student teachers, specific practice teaching school is also identified considering different criteria such as the availability of schools for practice teaching lessons, No. of allotments, The status of schools, Infrastructural facilities available, No. of student in the schools and per class, Distance of school from the institution, The expected co-operation from schools.

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

Feedback mechanism: The institution has developed feedback mechanism for giving feedback to students after every activity.

Feedback on practice teaching:

• There are ten aspects on which overall evaluation of the practice teaching lesson is made and the feedback is given to the student.

- The observer teacher educator puts his/her remarks on the lesson note.
- The teacher educator discusses and gives the student teachers suggestions for improvement.
- Also the student teacher is given motivation for his/her best practices.

Feedback on Test and assignments:

• A detailed feedback regarding their performance in the preparatory examination, tutorials, and unit test is also provided to student teachers by the individual subject and course teachers.

• This feedback helps the student teachers to get an insight about how to write answers with appropriate examples.

• At the time of distribution of answer sheets the respective teacher educator communicates his /her views about the major points expected in the answers and accordingly the student teachers take note of the same.

General Behaviour of Students:

• The general behaviour of the student teachers is keenly observed by the faculty and the Principal. Any misbehaviour found is immediately brought to the notice of the student teacher and inputs are given for improvement.

• The student teachers behaviour related to institutional code and ethics is also observed. In this student teachers punctuality, regular attendance, taking care of the facilities provided and other aspects are considered.

• Any aspect of the behavior which is not in keeping with teaching profession is pointed out and a change is affected.

Co-Curricular activities:

• After every co-curricular activity student teachers prepare the report with views and submit it. The teacher educator assesses the report with views and gives oral feedback to

the student teachers for the improvements in the next activity. The principal also give oral feedback after every activity as a chairperson of the activity.

Internship:

- During the Internship the student teachers are given oral feedback in addition to the written remarks at the end of each work.
- The school teachers also give valuable suggestions and feedback to the student teachers.
- The students after taking a lesson also have an oral discussion with the mentor as well as the school teachers.

• The teacher educators also take notice of the student teachers improvements with regard to the feedback while preparing for their successive lessons.

The feedback mechanism is strong enough to enhance and sustain the quality of student teacher.

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

The institution ensures that the student teachers are updated on the policy directions and educational needs of the schools in following manner:

Theory courses: The teacher educator during the transaction of the theory courses like Secondary Education, Educational management, Teacher education, Educational studies, curriculum studies, knowledge and curriculum Pedagogy subjects & gender, school and society mainly focus on the area of policy directions and educational needs of the schools. The policies reflected in the theory courses are constructivism, sarva shikshan abhiyan, CCE, Mid-day meal, life skills. Which are part of school policy and needs.

During practice teaching/Internship: During the practice teaching and internship programme the student teachers observe, experience the policy updates and the needs of schools in light of the actual theory practice. The student teachers verify the actual implementation of policies and also discuss about the constraints with the school teachers, supervisor as per the guidance of teacher educator.

Institutional workshops: In the evaluation workshop the student teachers get acquainted with the recent evaluation pattern being followed in schools. In this workshop discussion on Continuous Comprehensive Evaluation is done.

In the constructivist teaching workshop the teacher educators give information about concept, strategies, components, teacher's role, evaluation system, support system about constructivism. Preparation of the constructivist lesson note is the important aspect of this workshop.

Institutional Competitions: In the institution various competitions are arranged in which the subjects related to school policies, new trends in schools, school management, school issues, educational quality are given to the student teachers. The student teachers are required to go through various policies, practices and prepare themselves for participating the competition.

The institution arranges the state level elocution competition in memory of Late Shriman Bhausaheb Gandhi every year and participants from all over the state take part in the competition. The most of the topics in the competition are related to existing educational policies and expectations of the society. The participants express their views in this regard which make the student teachers to get realized and updated about the present scenario in education. Some of the topics discussed in this competitions are changing trends in higher education, Educational change: past, present and future, Privatization of education: right or wrong, New trends and innovations in education, Education system in India merits and demerits.

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

• The faculty keep pace with the recent development in the school subjects and teaching methodologies in following manner:

Participation in faculty development programme: The faculty members participate in various UGC sponsored faculty development programmes like orientation, refresher and short term course in which they get information about recent development in the methodologies. The refresher course on "Teaching skills and Methodology" was arranged in HRDC, Amravati and this refresher was attended by our faculty member.

Participation in International, National and State level Conferences and seminars:

The faculty members participate in various International, National and State level Conferences and seminars in which they get updated about recent development in the school subjects and methodologies.

Our faculty members present and publish conceptual and research papers on various school subject and methodologies like co-operative learning, concept mapping, Constructivism approach, constructivism teacher role, constructivist evaluation, collaborative learning, CAI, Comparative study about teaching methods, School infrastructure, school policies.

Representation in the Educational organizations: Our faculty members are members of various government educational organizations and subject organizations like:

MSCERT	Marathi Vidnyan parishad	MSSTEA
Balbharati	History association	SSC/HSC board

Work as a member of school committee: Our faculty members are the members of school administration like:

Survase High school	Saint Joseph school
Navodaya school	Samata vidyalaya

Work as a resource person: Our faculty members work as a resource persons in various primary and secondary schools, higher education institutions. In these visits the teacher educators gets recent updates in school subjects and methodology from discussion with the head master and other school teachers.

• The student teachers keep pace with the recent development in the school subjects and teaching methodologies in following manner:

Pedagogy lectures:

The student teachers are made aware of recent developments in the school subjects and teaching methodologies during pedagogy lectures and practicum related to pedagogy subjects.

Practice teaching and Internship:

The student teachers are made aware of recent development in the school subjects and teaching methodologies during preparation of practice lessons and guidance. During school internship student teachers perform various practicum in which they get acknowledged with recent developments.

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

The major initiatives of the institution for ensuring personal, professional, career development of the teaching faculty are:

Professional / career development of the teaching faculty:

Participation in faculty development programme: The institution takes initiatives to motivate faculty members to participate in various UGC sponsored faculty development programmes like orientation, refresher and short term courses.

Participation in International, National and State level Conferences and seminars:

The institution encourages the faculty members to participate in various International, National and State level Conferences and seminars. Our faculty members have presented their research and conceptual papers in International, National, State, University level conferences, seminars and workshops. All faculty members have presented 165 papers in the last five years. The institutions arranges for duty leave for their participation in conferences and seminars.

Minor research projects: Our faculty members have under taken 08 minor research projects during last five years. Out of that 05 minor research projects are successfully completed. The institutions arranges for duty leave for their MRP work.

Career Advancement Scheme (CAS): All the faculty members are given promotions in time as per UGC CAS norms, State Govt. rules and University provisions.

Organization of national level seminars and conferences: The institution organizes National level seminars and conferences in collaboration with UGC and Solapur University, Solapur.

• 2013-2014: "The emerging issues and challenges in Teacher Education" on 24th and 25th August 2013.

• 2014-2015: "Re-imaging the B.Ed. curriculum for future teachers in net generation" on 29th March 2015.

• 2015-2016: "Effective and sustainable collaborative approaches to New Teacher Education programme" on 27th March 2016.

Organization of curriculum development workshops: The institution organizes curriculum development programme of B.Ed. and M.Ed. in collaboration with Solapur University, Solapur.

• B.Ed.: 2011-2012: "Expectations and present scenario of B.Ed. Practical" on 12th November 2011.

- M.Ed.: 2013-14: "M.Ed. new syllabus according to NCTE and UGC" on 08th January 2014.
- M.Ed.: 2015-16: "Two year M.Ed. new syllabus according to NCTE framework 2014" on 27th April 2015.

Organization of National level Awareness training programmes: The institution organizes National level Awareness training programmes in collaboration with National Human Right commission, New Delhi. The management of the institution has given financial assistance up to Rs. Ten thousand for both the programmes.

- 2014-2015: "Human Rights training programme" on 13th July 2014.
- 2015-2016: "Child Rights training programme" on 10th December 2015.

Motivation for publishing articles in ISSN, ISBN and impact factor journals: The institution motivates the faculty for publishing the articles in journals. Our faculty members have published their research and conceptual articles in International, National, State, University level research journals. All faculty members have published 151 papers during last five years.

Organization of TET training programmes: The institution has organized twelve days TET training programme for the D. El. Ed. and B.Ed. students to be eligible for working as a school teacher. The students from Solapur district participated in this training programme. The entire expenses of this training programme were sponsored by the institution.

- 2013-2014: TET orientation programme on 26th November to 07 December 2013.
- 2014-2015: TET orientation programme on 18th to 29 November 2014.

Life members of various social, educational and cultural organizations: Our faculty members are life members of different National, State and local level organizations such as Family Planning Association of India, Solapur Branch, Maharashtra State Secondary Teacher Educator Association, Solapur University Principal Association, Digamber Jain Panchm Vikas Mandal, Solapur, Graduate Jain Association, Dakshin Sabha, Solapur Branch. While working with these organizations our teacher educators get inputs about new trends, changes in educational, social and cultural areas, which help them to develop themselves.

Motivation to pursue awards: The institution motivates the faculty members to pursue National, state and university level awards. The following faculty members are felicitated with different awards during last five years.

Sr.	Name of the	Name of the Award	Award Sponsored
No.	Faculty		_
1	Prof. Teke A. J.	Sevabhavi Shikshak	S. A. P. D. J. S. Credit society,
			solapur
2	Prof. Teke A. J.	Gunvant Shikshak	S.D.S.K.S. & Lions club of
			Solapur central
3	Prof. Teke A. J.	Dr. A. P. J. Kalam Inspired	Dream Foundation, Solapur
		Teacher	
4	Dr. Bondarde	Dr. Ravindra Devey	MSSTEA and YCMOU, Nasik
	Ashwin Kailas	Prerana Puraskar	
5	Dr. Bondarde	Samaj Bhushan	Digambar Jain Pancham Vikas
	Ashwin Kailas		Mandal, Solapur
6	Dr. Patwari R.V.	Dr. A. P. J. Kalam Inspired	Dream Foundation, Solapur
		Teacher	
7	Dr. Rangrej A. M.	Shikshak Ratna	Lokmangal, Solapur
8	Dr. Bodhe U.Y.	Shiksha Ratna Puraskar	Institute of New Delhi

Motivation for book publication: The institution motivates the faculty to publish books from State level publisher. Faculty members have published 12 books during last five years.

Promoting various activities: The institution motivates and promotes the faculty members for following activities:

Pursue higher studies	Consultancy work
Research guidance and Referee work	

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

Yes, the institution has a mechanism to reward and motivate staff members for good performance.

• Our S. A. P. D. Jain. Pathshala's Employee's Co-operative Society awards appreciation certificates and SHRIMAAN BHAUSAHEB GANDHI SEVBHAVI PURSKAR to the teachers, non-teaching staff and their meritorious wards. Our staff member Shri. Arvind J. Teke has got this award in 2013.

• The institute always motivates the staff members for their best performances and achievements. The distinguished teachers are felicitated after being awarded or recognized by the society.

2.5: EVALUATION PROCESS AND REFORMS:

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

The institution identifies the student teachers learning barriers in the following manner:

• The student teachers may face difficulties and problems in their day today learning because of various reasons. The student teachers are from various linguistic backgrounds such as Urdu, Telugu and Kannada. Our institution is Marathi medium institution so most of the lectures are in Marathi. The student teachers from varied linguistic backgrounds have same times problems in understanding particular Marathi terminologies. Our teacher educators solve these problems by giving parallel Hindi or English words and with more examples from day today life. Teacher educators at the time of guidance communicate with the student teachers in bilingual mode. Even though the main medium is Marathi the student teachers are given permission to write their papers, practical in English.

• The institution has language laboratory and smart room shared with Walchand College of arts and science So the student teachers face some problems few times. If these laboratories and rooms are engaged by other college in same incidental situations.

• The student graduates from Commerce, economics, political science, sociology, BCA, BBA and psychology take admission to B.Ed. course. These students are not directly related to school subjects. So these students may face difficulty in learning pedagogy subjects allotted to them. These student teachers are given pedagogy subject of their choice and institution faculty motivates the student teachers go through all textbooks of

school subjects related to their pedagogy. The teacher educators also encourage them to go through different reference books so as to enrich their content knowledge. The pedagogy teachers give individual guidance also.

• The student teachers with only basic knowledge of ICT may face problems in doing advance practical in ICT. The institution arranges demonstrations for enabling the student teachers get acquainted with advance skills in ICT.

• The institution ensures teacher educators quality by recruiting fully qualified teachers, giving them constructive feedback about their performance and by sending them for participating in faculty development programmes.

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

The various assessment / evaluation processes used in the institution are as follows:

Theory courses assessment / evaluation processes: The institution has developed its own assessment / evaluation mechanism for continuous monitoring of performance of the student teachers. The institution conducts the unit tests and preparatory examination for the same.

Unit Test: In the institution every compulsory and pedagogy subject's teacher carries out the unit test as soon as he/she completes a particular unit. The unit test is prepared by teacher educator and the test includes objective question, short answer type question and descriptive questions in accordance with the university question paper structure. The unit test is of 20-25 marks. The unit test is conducted in the regular period by the subject teacher educator. The teacher educator assesses the answers and in the next period gives feedback to the student teachers for improvement. In that period the teacher educator discusses about overall view about the answers written by the student teachers and actual expectations. The teacher educator motivates to the student teachers to improve their performance in the next unit test.

Preparatory examination: The institution conducts preparatory examination to assess the performance of the student teachers in all subject areas. A separate time table is prepared for this purpose. This examination is conducted before commencement of university examination. While setting the Examination paper the same university pattern and weightages are followed.

The teacher educator assesses the answers & gives feedback to the student teachers for improvement in the discussion at the time of distribution of the answer sheets. In that period the teacher educator discusses about overall view about the answers written by the student teachers and actual expectations.

Internal assessment / evaluation processes (CA): Marks and credentials for internal assessment are as per university guidelines. For every compulsory and pedagogy courses different types of tutorial, practical/projects are assigned. Apart from these there is separate internal assessment of various activities under curricular area C engagement with the field. The entire assessment of the evaluation process is as follows:

Tutorial (10/05 Marks each subject): The institution prepares consolidated list of questions for all subjects. The list is distributed to the student teachers at the beginning of

the every semester. Before actual tutorial the student teachers are required to prepare for three questions. Teacher educators assess the same and give suggestions for improvement. At the time of actual tutorial the student teacher has to write one question given by the teacher educator. The teacher educator assesses the tutorial puts marks and his/her remarks for improvement.

Practical/Projects (20/10 Marks each subject): For every compulsory and pedagogy course the student teacher has to complete one or two practical/project. The teacher educator assesses the practical/project submitted by the student teachers and gives his/her feedback. The marks are recorded in institutional format.

Workshops (75/50/25 mark each workshop): Various workshops viz. Enriching Teaching Skills (ETS), Lesson planning, Action research, Models of Teaching, Constructivism, Teaching Aids, content cum Methodology, Evaluation are conducted as per curriculum. In these workshops the student teacher has to prepare detailed report including the required content and feedback. The teacher educator assesses the practical/project submitted by the student teachers and gives his/her feedback. The marks are recorded in institutional format.

EPC (50 mark each EPC): In the curriculum major thrust is given on enhancing professional capacities of the student teachers. Accordingly various EPC such as Understanding the self, Critical understanding of ICT, Drama and art in education, Reading and reflecting on text are included in the curriculum. The student teachers perform the EPC activities and prepare report as per guidelines of teacher educators. The teacher educator assesses the EPC reports and gives suggestions for improvement. **Practicum (50/25 marks each practicum):** There is lot of practicum in the curriculum mainly Social work, seminar, visit to innovative organization, physical and health education, Educational tour. The overall performance of the student teachers in the respective practicum and the report submitted is observed by the teacher educator and feedback is given for improvement.

Internship and practice teaching (250/100/50 marks each internship):

In practice teaching and school internship 300 marks are for internship activities and 150 marks are for practice lessons. The school internship activities are assessed based on different criteria such as overall attendance of the student teachers, active participation, planning, preparation and execution of activities and entire report. The teacher educator observes all these factors and assesses the performance of student teachers in internship programmes. For assessment of practice teaching lessons five point scale with ten criteria is developed by the institution. The teacher educator observes the lessons, puts his/her written remarks and also notes the performance in five point scale check list.

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

The evaluation outcomes are communicated to the student teachers in the form of individual –oral and written feedback.

Classroom communication: The teacher educators distribute the assessed answer sheets and communicate the lacunae with the student teachers and give oral feedback. The teacher educators also discuss about the necessary improvements.

Individual communication: The teacher educators communicate with the student teachers in the form of mentor ward. They discuss with the student teachers about their progress in tests and practicum and give suggestions for improvement.

Written communication: The in-charge faculty member prepares the result sheet and displays on the notice board. The student teachers are asked to see their result and discuss about his/her queries with the concerned teacher educator.

PTA meet: In the PTA meet the in-charge teacher educator provides the information about overall progress of the student teachers in various exams and practicum. Informal communication is done with the parents about the low performance and absenteeism.

The teacher educators use the evaluation and assessment outcomes and make necessary changes in further curriculum transactions.

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

ICT is used in assessment and evaluation processes in following manner:

- Preparation of question papers
- Storage of previous question papers and access
- Internal marks Storage & retrieval
- Marks analysis & Graphical presentation
- Preparation of merit list
- Use of software for statistical analysis in research
- Feedback analysis and interpretations
- Communication of exam outcome through e-mail
- Preparation of grade list for CA

2.6 Best Practices in Teaching -Learning and Evaluation Process:

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

4 Title of the practice: Experiential Learning strategy

1. The context that required initiation of the practice:

Experiential Learning strategy makes the student teachers understand their accountability towards the society, value orientation and national development. Experiential Learning strategy is arranged for creating quality learning environments that foster positive social interaction, active engagement in learning and self-motivation to the student teachers. This strategy helps to develop national integrity, patriotism, communal harmony in student teachers.

2. Objectives of the practice:

- To enable the student teachers to get direct experiences.
- To enable the student teachers to develop the observation skill and logical thinking.
- To enable the student teachers to understand the views of social, cultural, economical and educational aspects of the society.
- To enable the student teachers to get aware about diversity and inclusive education.

3. The Practice:

Following programmes are arranged under the Experiential Learning strategy:

- Visits to Special Schools
- Visits to Innovative Schools (Constructivist Schools)
- Visits to Science center
- Visit to historical places
- Visit and services rendered in Orphanage organization
- Filed visit to pedagogy subject related places
- Excursion

4. Obstacles faced if any and strategies adopted to overcome them:

The activities are arranged in well planned manner hence no major obstacles are faced as such by the institution.

5. Impact of the practice:

• Student teachers received the diverse and inclusive education experiences. They became more confident to handle variety of situation in schools during practice teaching.

• Student teachers got acquainted with Educational, Social, cultural and Economic status through the field visits.

• Student teachers became more sensible towards social, cultural and educational aspects of society.

• It helped to develop the overall personality of the student teachers.

6. Resources required:

- Permissions from Government, Private and NGO's., Travel and other arrangements
- 7. Contact person for further details: Dr. Ashwin Bondarde, Assistant Professor

Mob.: 099 6019 4507 Email: ashwin.bondarde@gmail.com

4 Title of the practice: Use of ICT for Teaching, learning, Evaluation and skill development

1. The context that required initiation of the practice:

The institute always encourages the staff members and students for enhancing the teaching-learning process. ICT is the modern way to share the views, opinions and information with student teachers. The teachers of the 21st century must be qualified and able to handle the ICT equipment's, then only they will teach students in a better way. So to prepare the ICT trained teachers the institution executed the practice .

2. Objectives of the practice:

- To enable the student teachers to develop the ICT culture
- To enable the student teachers to develop the ICT skills
- To enable the student teachers to use the ICT equipments in teaching, evaluation and self-learning.
- To enable the faculty to use the ICT equipments in teaching, evaluation and self-learning
- To enable the faculty to develop the ICT infrastructure in the institution.

3. The Practice:

The institute has following facilities available for use of ICT in teaching, learning and skill development:

- Computer Centre with Internet facilities (IT LAB).
- Separate computers for all staff members in cubicles.

- Well equipped laboratories, class rooms, seminar halls with ICT facilities
- Hands on and training for preparation of presentations
- Internet facility in all places of institution
- Videoconferencing arrangements are proposed to promote e-resource and ICT.
- Language Lab is provided by the institution
- Laptops and LCD are available to all faculty members and students.
- ICT equipments like computer, still photography camera, handy cam and tape recorders are used in various workshops.

4. Obstacles faced if any and strategies adopted to overcome them:

No major obstacles are faced by the institution as such.

5. Impact of the practice:

- The culture of ICT is developed in the institution.
- The attitude of student teachers is positive towards ICT.
- Teacher educators use technologies during their instructional session so as to set an example and thereby motivate the student teachers to use the same in their practice
- The faculty members uses ICT equipments optimally in their teaching
- The digital camera and other technological resources are used at the time of Micro-teaching/ ETS, practical etc.
- The ICT infrastructure is developed. Computer Interfaced LCD's are provided to the faculty and students for Computer aided teaching / learning.
- Use of computers in classroom instructions by preparing the Power Point presentations, lesson plans and self learning materials, transparencies.
- Maximum student teacher uses the ICT resources for practice teaching process.

6. Resources required:

- ICT resource centre of the institution and ICT equipment's
- 7. Contact person for further details: Dr. Bhave B.S. Assistant Professor,

Mob.: 9765919690

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

Delivery of the best practices:

• Accessing digital libraries, online journals, teaching learning resources from internet to enrich the teaching –learning process.

• The institution has sustainable practices in use of technology for teaching-learning and evaluation, which have the greatest impact on performance, leading to quality enhancement in Teaching, Learning and Evaluation.

• Reflection is done through classroom discussion, staff appraisal, feedback, and observation of student's performance in various activities like microteaching, practice lessons, internship program, dissertation preparation, poster presentation and co-curricular activities.

• We highlight our programs, Achievements in Newspaper, college Magazines, Display board. Discrimination of information through ICT and networks.

- The visitors also come to acknowledge our students and give them good thoughts to enhance them. Use of social media for educational purpose.
- We conduct parents teachers meetings.
- Every year our college Publishes KASTURI magazine in which we highlight our achievements and other points related to education.
- Staff meetings are conducted after the program to take a review of the event conducted, strengths, major drawbacks and strategy to overcome the barriers
- Feedback from the students and peers regarding teaching and other activities is taken.

• The faculty analyzes the different feedback sources and prepares a reflective report of the activity and on the bases of it the further plan of action is decided.

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

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

The NAAC peer team made the following evaluative observation/ suggestions which were suitably attended as follows:

1. Strategy to assess the level of learning of students after admission is yet to be developed: After admission, the institution adopts methods for continuously assessing students' knowledge, needs and skills through activities. Student teachers core teaching skills are assessed by the faculty during Microteaching (ETS) workshop using a specified developed Performa. At the very beginning of the academic year institution organizes the talent search program for the B.Ed., M.Ed., and D. El .Ed The student teachers are given opportunities to display their skills by means of various activities. Need analysis is done to assess student teachers learning styles and multiple intelligences and accordingly the activities are planned in the session plan and conducted as per session plan and teaching skills.

2. Mechanism for mentoring students is yet to be evolved: The institution has adopted mentor ward system, this system is very useful to guide student teachers personally. The faculty guides student teachers from the ETS stage till the final examination to create confidence and a positive attitude towards engagement in the course and accordingly 8-10 student teachers are allotted to each faculty member. He/ She mentor the entire progress of the student teachers.

3. The college needs to organize more faculty development programs: The institution has arranged total 10 University level, State level, National level Workshops, Seminar and Conferences for sharing and updating of the knowledge. The institution always promotes the staff members for attending external academic development programs and our faculty regularly attends faculty improvement programs, various workshops, seminars, conferences, ,short term , refresher and orientation courses for the academic development and knowledge enrichment.

4. Continuous and comprehensive evaluation is yet to be operationalized: Continuous and comprehensive evaluation program is being carried out in the institute. The institute follows strictly and regularly the process of continuous and comprehensive evaluation. The process of

evaluation in each situation of the course is structured and completely validated by the faculty members of the college. The evaluation is comprehensive, in the sense that it takes into consideration both cognitive and non cognitive aspects. The institution has started more transparent internal assessment process so as to make discrimination among students. At the conclusion of every activity the evaluation is done immediately.

6. Students tests need to be conducted: In the institution Unit Tests are conducted. Every compulsory and pedagogy subject's faculty carries out the unit test as soon as he/she completes a particular unit. The unit test is prepared by teacher educator and the test includes objective questions, short answer type questions and descriptive questions in accordance with the University question paper structure. The unit test is of 20-25 marks. The unit test is conducted in the regular period by the subject teacher educator. He /She assess the answer sheets and returns to the student teachers with written and oral feedback for their further improvement. The teacher educator expresses his/her views about the answers written by the student teachers and actual expectations. The teacher educator motivates the student teachers to improve their performance in the next unit test.

7. Provision is to be made in the timetable for developing reasoning and critical thinking:

From the academic year 2011-12 a separate period for reasoning and critical thinking is included the timetable. The students appearing for different competitive exams, SET/NET exams are given guidance for developing thinking, reasoning & problem solving abilities. Our successfully qualified past students are called for sharing their experiences and proper guidance

8. Practice teaching may be strengthened with additional inputs as per NCTE norms:

Practice teaching is strengthened by giving much more stress on feedback, more discussion about the problems in practice teaching and the school teachers give their experienced and actual views and remarks about practice teaching. Every student teacher is required to take 30 practice teaching lessons and complete 22 activities during the internship. These activities are monitored by teacher educators and feedback is given to the student teachers within the groups.

09. Subject content competencies of admitted students may be developed with the faculty of sister institutions: The institute arranges Field visits and academic discussions with the faculty of sister institution .Our institutes calls them for guest lectures, work as volunteers in various competitions and examinations. OPAC (Open Public Access Catalogue) is provided to student teachers. Walchand College of Arts and Science, and Hirachand Nemchand College of commerce are our sister colleges in the campus. The libraries of these colleges are linked through network. This helps the students to develop their subject content competencies.

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

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

• For the sharing institutional events and activities, our parental Institution Shri A. P. D. Jain Pathashala, Solapur has started Management Periodical "Global Connect."

• In order to accommodate students to pay the fee without any burden, provision is made in the Institution for them to pay fees in easy installments

• Institutional Infrastructure is developed with various Curriculum Laboratories, which are well equipped to meet student teachers learning needs and expectations.

• The institution organizes workshops and lectures for student teachers in Science & Mathematics, Social science, Psychology, ICT and ET, Language laboratories.

• The institution has OPAC (Online Public Access Catalogue) systems which is linked with other sister colleges (Walchand College of Arts & Science, Solapur, Hirachand Nemchand College of Commerce, Solapur) libraries.

• INFLEBNET / N-LIST facility (Individual membership) for all faculty and student teachers.

• Google Site (address: http://sites.google.com/site/kasturbaibedcollegelibrary/) is launched for fulfilling the information needs of the users.

• According to N.C.T.E. Norms Two Year B.Ed. & M.Ed. Course was started from the Academic Year 2015-16.

• The institution adopts student centered strategies like Constructivist approach, Interactive lectures, Co-operative learning, Project learning, Discovery learning, Case study, Active learning, Computer assisted instruction, Collaborative learning & Experiential learning in daily teaching learning process.

• Student centered activities like Seminar presentations, Group discussions, Assignments, Field visits, Subject club activities & Preparation of teaching materials.

• The institution has developed various platforms like Institutional Facebook page, Institutional E- forum, (WhatsApp group: Team KCEd & KCE Solapur), E- learning portfolio on social networks for lively interaction among the student teachers and faculty members.

• The teacher educators make use of various technological gadgets such as Laptop, LCD Projectors, Mobiles, Tablets, OHP and Micro- epidiascope During their Curriculum Transaction, so as to set an example and thereby motivate, encourage the student teachers to use the same in their practice lessons.

• For open access to technology resources, the institutional ICT/ET laboratory is open for all student teachers for the whole day. Any student teachers can make use of computer, printer, scanner, OHP, slide projector, LCD & micro epidiascope.

CRITERION III: - RESEARCH, CONSULTANCY & EXTENSION

3.1 PROMOTION OF THE RESEARCH:

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

Institution motivates teachers to take up research in the following manner:

Research facility:

Recognized Research Centre:

• Institution has recognized Research Centre of Education faculty and is affiliated to Solapur University, Solapur. The research centre was established in 2012.

Research Committee: The institution has established the Research committee for smooth functioning and monitoring of research activities.

Research funding: Institution has 2F and 12B recognition under of UGC act due to this the faculty members are eligible to get financial assistance from UGC to carry out Minor /major research projects. Maximum Faculty member have completed their minor research project & some faculty member's research work is in progress. The institution also sanctions study leave for minor/major research project work.

Sr.	Name of the	Educational Qualification	M. Phil. (In	Ph.D.(In	SET /
No.	faculty		progress /	progress /	NET
			Awarded	Awarded	
			Year)	Year)	
1	Dr. S.S.Ganapur	M.A., M.Ed., DCA.,	1992	2007	
		Ph.D.			
2	Prof. A.J. Teke	M.A., M.Ed., NET			1995
3	Dr. A.K. Bondarde	M.Sc., M.Ed., Ph.D.		2003	
4	Dr. A. M. Rangrej	M.A., M.Ed., M. Phil.,	1998	2004	
		Ph.D.			
5	Dr. B.S. Bhave	M.Sc., M.Ed., D.C.S.,		2005	
		D.B.M., Ph. D.			
6	Dr. D.S. Waghmare	M.A., M.Ed., SET.,		2012	2001
		Ph.D.			
7	Dr. U.Y. Bodhe	M.A., M.Ed., M.Phil.,	1999	2002	
		Ph.D.			
8	Shri R.G. Gosavi	B.Sc., M.B.A., M.Lib,			2006
		NET			
9	Dr. V.J. Jokare	M.A., M.Ed., NET, SET.		2016	2006/
		Ph.D			2007
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• Research infrastructure:

Library: The institution library has made available 6000 e-journal and 97000 e- books through N-LIST programme of INFLIBNET. The library has M.B. Buch Volumes-1St Survey to VIth Survey of Educational Research. The library is well equipped with International Journals, National Journals and research magazines. These resources

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motivate the faculty members to take up research and prepare research articles, research papers for conferences and seminars.

ICT facility: Institution has provided computer with internet facility to every faculty member in his/her cubical this facilitates the faculty to seek information related to latest research updates in teacher education. The institution provides laptops to the faculty members for use in the field work.

Psychology Laboratory: The institution has separate psychology laboratory with 148 Psychological tests which promotes the faculty members to carry out the researches related to psychological aspects.

• Organization of research workshops, conferences and seminars: The institution encourages the faculty members to organize the research workshops, conferences and seminars. As the result of which 01 national conference, 02 national seminars and 06 University level Workshops were arranged in the institution during last five year.

Research publication: Institution always motivates its faculty members to publish research articles and papers in research journals with impact factors. Our faculty members have published 151 research articles during last five years.

• **Participation in conference, seminar and workshops:** The institution encourages the faculty members to participate in the research workshops, conferences and seminars. Our faculty members have presented 387 research papers during last five years. Also our faculty members work as resource persons, key note speaker and chair person in these conferences, seminars and workshops.

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

In the institution different courses viz. B. Ed., M.Ed., M. Phil., Ph.D. and Open University courses MA education, MA/M.com./ M.Sc. Communication and distance education, DSM are conducted. Lot of research work is done by the students studying in these courses. The faculty members always encourage the students to take up researches in new areas in education. The major thrust areas prioritized by the institution are as appended below:

ICT and Social Networking in education	School Management
Evaluation and Assessment in Education	Societal educational issues
Pedagogies studies and Innovative classroom Practices	Educational Psychology
New Govt. Educational policies	Inclusive education

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

The Institution always promotes and encourages the students for undertaking action research in different areas. Action research is an integral part of the curriculum in new two year B.Ed. course which was started from 2015. The action research for this course is of two credential and 50 marks. Every student teacher has to complete the action research project during school internship. The institution arranges workshop related to action research and the research proposal is finalized in this workshop.

The institution conducts Diploma in School Management course of YCMOU, Nasik for school head masters, supervisors and teachers. Every year 60 teachers from various schools in Solapur and other districts take admission for this course, as a regard the research areas are widened which gives variety of experiences to the researchers.

Year	B.ED.	DSM
2011-2012	NA	56
2012-2013	NA	57
2013-2014	NA	51
2014-2015	NA	57
2015-2016	43	31
TOTAL	43	225

Action researches	completed in	the institution	during last five years:
fiction researches	compicted m	the monution	uuring last live years.

Some of the major outcomes and the impact of Action research:

The institution encourages doing action research in practice school by the student teachers of B. Ed as a part of EPC. The outcomes and impact of action research are as follows:

- It developed the scientific attitude in the student teachers.
- The student teachers took more interest in searching, finding the new information related to education.
- The student teachers got orientation of research approach
- Student teachers understood the process of action research and utilization of conclusions.

• Student teachers got aware about the different problems of school, student, teacher's non-teaching, infrastructure, learning teaching process.

• The student teachers got aware about the school innovative practices.

• Under YCMOU courses like DSM the teacher, supervisors and head master have done action research on school management problems. After the completion of action research they became more confident in their school management work.

3.1.4. Give details of the conference / seminar / workshop attended and / organized by faculty members in last five years.

The institution encourages the faculty members to attend and organize conference, seminar, workshop and faculty development programmes for the professional development of the faculty. The faculty members present papers in these conferences, seminars and workshops and also publish the same in ISSN / ISBN impact factor journals. The faculties also work as resource person, key note speaker and chair person.

Conference /Seminar/ Workshop attended by faculty members during last five years (2011-2016):

Sr. No.	Conference	Seminar	Workshop	Total
International	18	00	00	18
National	49	63	02	114
State	18	12	00	30
University	02		68	70

Sr. No.	2011-12	2012-13	2013-14	2014-15	2015-16	Total
Orientation	01					01
Refresher	03	01	01		03	07
Short-term					04	04

Professional development programme attended by faculty members during last five year (2011-2016):

Conference /seminar/Workshop organized by faculty members during last five years (2011-16):

Year	National	National	University	Total
	Conference	Seminar/Training	Workshop/Training	
		programme	programme	
2011 - 2012			02	02
2012 - 2013			01	02
2013 - 2014		01	01	02
2014 - 2015		01	03	04
2015 - 2016	01	01		02

3.2 RESEARCH AND PUBLICATION OUTPUT

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

The institution always focuses on enhancing the quality of teaching as well as practice teaching by way of developing innovative instructional and teaching aids. Accordingly the faculty members are engaged in these activities and also motivate and guide the student teachers to prepare useful teaching aid and instructional material.

Instructional and other materials developed by the faculty members for enhancing the quality of teaching during the last three years (2013-14 to 2015-16):

Sr.	Particular		Total		
No.		2013-14	2014-15	2015-16	
1	PPT	70	95	96	261
2	PBL	02	02	01	05
3	Transparency	61	82	52	215
4	Slides	04	02	03	09
5	Study material	11	12	10	33
6	Question bank	13	15	14	42
7	Audio recording clips	08	07	09	24
8	Video recording clips	02	05	04	11

Demonstration lesson notes prepared by the pedagogy teacher educators for practice teaching during the last three years (2013-14 to 2015-16):

Sr.	Particular	Quantity			Total
No.		2013-14	2014-15	2015-16	
01	Micro/Teaching skills lesson notes	48	48	36	132
02	General Lesson Note	07	07	06	20
03	Models of teaching lesson note	14	14	12	40
04	Content cum Methodology Lesson note	14	14	12	40
05	Constructivist Lesson note			06	06
06	Block teaching lesson notes			24	24
07	ICT based lesson notes			06	06

Instructional and other materials used by the faculty members for enhancing the quality of teaching during the last three years (2013-14 to 2015-16):

Sr.	Particular			Total	
No.		2013-14	2014-15	2015-16	
1	PPT	104	97	101	302
2	PBL	03	02	02	07
3	Audio clips	04	06	09	19
4	Video clips	10	18	32	60
5	Educational CD's	13	13	16	42
6	Transparency	73	77	47	197
7	Slides	05	04	05	14
8	Study material	22	38	38	98
9	Reference books	71	73	74	218
10	Dissertations	12	12	14	38

Instructional and other materials developed and used by the student teachers for enhancing the quality of practice teaching during the last three years (2013-14 to 2015-16):

Sr.	Particular			Total	
No.		2013-14	2014-15	2015-16	
1	PPT	75	70	45	190
2	Models	75	72	45	192
3	Audio records	23	19	10	52
4	Video records	11	12	22	45
5	Charts	140	140	90	370
6	Maps	02	02	00	04
7	Concept maps			40	40
8	Graphs	56	56	20	132
9	Diagrams	76	75	45	196

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

The institution has necessary infrastructure required for developing instructional material. The faculty members develop and use the instructional material for enhancing the quality of teaching. The curriculum laboratories are well equipped with different types of educational resources. The ICT/ET laboratory is equipped with computer, internet, scanner and printer. The student teachers can develop PPT and other e-resources in the laboratory. The computer and internet facility is provided to faculty members in their individual cubicles, so the faculty members can develop the PBL, PPT, Notes,

Instructional resources as per their convenience. The institutional library has number of reference books and research journals, encyclopedia, year book, N-list linked with inflibnet. The teacher educators and student teachers make use of various library resources for developing instructional materials.

Infrastructural resources:

ICT/ET Lab	Psychology lab	Social science Lab
Science/Mathematics laboratory	Library	

Different Equipments/instruments available:

Educational CD's	Internet	White board
Computers	Printer	Scanner
Digital camera	Video camera	LCD
Laptop	Web camera	Mike and speaker
Audio recorder	Tape recorder	Blank CD and DVD

3.2.3. Did the institution develop any ICT/Technology related instructional materials during the last five years? Give Details.

The institution always focuses on enhancing the quality of teaching as well as practice teaching by way of developing innovative ICT/Technology related instructional materials. Accordingly the faculty members are engaged in these activities and also motivate and guide the student teachers to prepare useful ICT/Technology related teaching aids and instructional material.

The institution has developed following ICT/Technology related instructional materials during the last five years (2011-12 to 2015-16):

Sr.	Particular	Quantity					Total
No.		2011-12	2012-13	2013-14	2014-15	2015-16	
1	PPT	29	31	70	95	96	321
2	PBL	01	00	02	02	05	10
3	Transparency	22	16	61	82	52	233
4	Slides	00	01	05	04	05	15
5	Audio records	01	02	01	04	07	15
6	Video records	02	03	04	03	05	17

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

Sr.	Name of the training programme/	Year and date	Instructional material
No.	workshop		development
1	"The emerging issues and challenges	24^{th} and 25^{th}	Research Monograph
	in Teacher Education"	August 2013	
2	"Re-imaging the B.Ed. curriculum for	29 th March	Research Monograph
	future teachers in net generation"	2015	
3	"Effectiveness and sustainable	27 th March	Research Monograph
	collaborative approaches to New	2016	
	Teacher Education programme"		

Training programmes or workshops organized by the institution:

Training provided to the staff:

Sr.	Name of the training programme/	Year
No.	workshop	
1	Teaching aids preparation workshop	2014-15
2	Teaching aids preparation workshop	2015-16

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

Sr.	Name of the Journals	ISSN/	Impact
No.		ISBN	Factor
1	Golden Research thought	2231-5063	3.4052UIF
2	Indian Stream Research	2230-7850	0.2105
3	International Journal of multidisciplinary Research,(GOEIIRG)	2278-5639	1.021
4	Research Front	2320-6446	
5	CRITIC	2231-5063	
6	International Research Journal of Comm. Business & Social Science.	2277-9310	
7	Contemporary Research India		
8	Challenges in higher Education	978-93-83192-37-3	
9	Young Researcher Inter Disciplinary Research Journal	2277-7911	
10	Siddharth	2321-2942	1.3857
11	International Recognition Multidisciplinary Research Journal	2249-849X	2.1002
12	Beacon of Teacher Education	2319-9962	
13	SPSPM Special Issue	978-81-921232-2-6	
14	Shikshan Tarang	0976-0636	
15	Research Direction	2321-5488	2.1005UIF
17	IRJCBSS	2277-9310	

Sr. No.	Name of the Journals			
18	Shikshan Samiksha			
19	Bharitya shikshan			
20	Shikshanatill Marmadrushti			
21	Yojna			

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

Awarded received by the faculty which are given in the following format:

Sr.	Name	Award Name	Year	Sponsored
No.				
1	Shri A. J.	Sevabhavi Puraskar	2012-13	Shri A.P.D Jain Pathashala,
	Teke			Employee's Co-operative Cr.
				Society Solapur
		Gunvant Shikshak	2013-14	Lions club and SDSWC
		Dr. A. P. J. Kalam	2015-16	Dream Foundation Solapur
		Inspired Teacher Award		
2	Dr. A. K.	Dr. Ravindra Dave	2012-13	MSSTEA and YCMOU, Nasik
	Bondarde	Prerna Puraskar		
		Samaj Bhushan	2013-14	Digamber Jain Pancham vikas
				Solapur
3	Dr. Rangrej	Shikshak ratna	2013-14	Lokmangal Udyog smuha
	Ayesha			Solapur.
4	Dr. Smt.	Dr. A. P. J. Kalam	2014-15	Dream Foundation Solapur
	Patwari R.V.	Inspired Teacher Award		
5	Dr. Urmila	Shiksha Ratna	2012-13	IIFS Delhi
	Bodhe			

Honored received by the faculty which are given in following manner:

Sr. No.	Name	Honor Name	Year	Sponsored	
01	Prin. Dr. S.	Worked as Member	2013-14	NCTE (WRC)	
	S. Ganapur				
02	Dr. Rangrej	Selection of B.O.S. Chairman	2014-15	Solapur University	
	Ayesha	of Education Psychology		Solapur.	
		Appointed as a I/C Dean	2011-12	Solapur University	
		(faculty of Education)		Solapur.	
		Worked as Member VT	2013-14	NCTE (WRC)	
		Worked as a Convener	2014-15	NCTE(WRC)	
03	Dr. B.S.	Member BOS	2012-	Maharashtra State Board	
	Bhave		2015	Secondary and Higher	
				Secondary Education, Pune	
		Chairman/Member, Research	2015-16	Solapur University,	
		and reorganization Committee		Solapur	

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

Sr.	Name	Title	File No.	Sanctioned
No.				Rs
1	Dr. Smt U.Y.	A Critical study of the problems of teaching	23-2587 /	
	Bodhe	and learning History at the Higher Secondary stage in Maharashtra state.	11 (WRO)	60000/-
2	Dr. B. S.	A study of Interest Usage Habits of	23-2583 /	75000/-
	Bhave	Secondary school Teachers in Solapur	11 (WRO)	
		city		

3	Shri Gosavi	Availability and usage of ICT and other	23-2588 /	60000/-
	R.S.	information sources and services in	88 (WRO)	
		engineering college libraries under		
		Solapur University – A study		
4	Dr. Smt	A Critical study of the awareness,	23-2584 /	63000/-
	A.M.	Knowledge and attitude among the	11 (WRO)	
	Rangrej	student teachers of B.Ed., M. Ed, &		
	- tonigi • j	D.T.Ed College towards Climate Change.		
5	Dr. Ashwin	Study of educational status of Jain	23-638 /	50000/-
	K. Bondarde	minority of Secondary schools in Solapur	12 (WRO)	
		city.		

3.3 CONSULTANCY:

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

Sr.	Name of the	Name of consultancy service receiver	Consultancy
No.	faculty member	institution	area
01	Dr. S.S. Ganapur	SVCS College of Education, Solapur	NAAC
02	Shri A. J. Teke	Samarth Vidya Mandir, Solapur	Psychology Test
		Jambmuni Prashala, Solapur	
03	Dr. Bondarde A.K.	Digambar Jain Gurukul Prashala, Solapur	Psychology Test
		College of Education, Barshi	SET / NET
		Social College of Education, Solapur	NAAC
		SVCS College of Education, Solapur	NAAC
04	Dr. Rangrej A.M.	LBP academy, Solapur	Psychology Test
		Lal Bahadur Shastri high school, Solapur	Psychology Test
05	Dr. Bhave B.S.	Sahastrarjun Prashala, Solapur	Psychology Test
		H.D.H.S., Solapur	Psychology Test
		New Maharashtra education society,	Educational
		Solapur	Management
		Research scholars from other universities	Educational
		and faculty	Research
06	Dr. Waghmare D.S.	Shri Nilkantheshwar high school,	Psychology Test
		Solapur	
07	Dr. Bodhe U.Y.	Digambar Jain Gurukul Prashala, Solapur	Psychology Test
08	Shri Gosavi R.G.	SVCS College of Education, Solapur	Library

Yes, the Institution provides consultancy in following manner:

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

Yes our faculty members are competent to undertake consultancy in different areas. The areas of consultancy of the staff are:

Research	Psychology Test
ICT	SET,NET,TET
LIBRARY	NAAC

The steps initiated by the institution to publicize the available expertise:

- 1. Display on the notice board
- 2. Institutional website
- 3. Face to face communication with stakeholders
- 4. Discussion with school personal during internship
- 5. Institutional Boucher
- 6. Orientation programmes of YCMOU, Nasik

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

Consultancy services are not rendered with a purpose of money generation. The institution being an oldest college and a hub of academic, administrative, research pursuits, many teachers are alumni of our college. To provide guidance to them becomes our moral obligation.

Sr. No.	Name of the faculty	Consultancy	Amount Generated	Shared ofStaff(50%)	Shared of Institutionthe(50%)
1	Shri A.J. Teke	Psychology Test	2000/-	1000/-	1000/-
2	Dr A. K. Bondarde	NAAC	2000/-	1000/-	1000/-
		Psychology Test	6100/-	3050/-	3050/-
3	Dr. Rangrej A.M.	Psychology Test	1600/-	800/-	800/-
4	Dr Bhave B.S.	Psychology Test	2000/-	1000/-	1000/-
5	Dr. D.S. Waghmare	Psychology Test	1400/-	700/-	700/-
6	Dr Bodhe .U.Y.	Psychology Test	4900/-	2450/-	2450/-
7	Shri R.G. Gosavi	Library	1000/-	500/-	500/-

Revenue generated through consultancy in last five years (2011-2016):

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

Institution uses revenue generated through consultancy in the following manner:

• Institution uses revenue generated from consultancy services for Institutional development.

3.4 EXTENSION ACTIVITIES:

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

The institution arranges various extensions activities, outreach programmes in partnering with following NGO's and GO's:

Extension activities: The institution arranges following extension activities self and partnering with NGO's and GO's.

Tree Plantation	Social service camp		
Voter awareness programme (SVEEP)	Village survey		
Swachta Bharat Abhiyan	Pulse polio camp at Mulegaon		
Awareness Programmes (Jager Janivancha)	Women Orientation programme.		
Blood Donation& Health check up Camp	Avishkar convention		
Flag Day contribution	Villager's awareness street play		
The institution faculty and student teachers	participate in the different rallies viz World		

The institution faculty and student teachers participate in the different rallies viz. World Population Day, World Aids day, Organ donate day, World Literacy Day, Anti child abuse, voter awareness

Outreach programmes: The institution arranges following various outreach programmes self and partnering with NGO's and GO's.

Case study of school students	Visit to special needs students school
Smart city survey	Visit to orphanage children centre (Pakhar Sankool)

Benefits to the local community:

• The routes of population day, aids awareness and voter awareness rallies are designed in such a way that the population from slum areas and weaker sections get aware of their social responsibility about these issues.

• In social service camp the institute arranges various activities such as mahila melava, cultural programme etc. from these programmes and activities the rural community is made aware of certain superstitious traditions, women problems, importance of cleanliness. The other programme viz. tree plantation, village survey, street play make social awareness about importance of trees and literacy, economic and social status and awareness about social problems like illiteracy, female embryonic killing, equality, drug addiction, dowry problems.

• The activities like Awareness Programmes (Jager Janivancha), Blood Donation & Health check up Camp, Flag Day contribution and Avishkar convention are arranged for social uplift.

• The institution arranges various outreach activities. At the activity such as Visit to orphanage children centre (Pakhar Sankool) the orphanage organization is given some financial assistance and also the orphanage children are brought to realize about parental emotional feelings. The Smart city survey has helped the SMC to get opinions and expectations of the civilians about the smart city. The Case study of school students make the realization of entire demography of school students from different strata of the society.

Chart showing frequency of participation of the institution in various activities during last five years (2011-16):

Sr. No.	Activity	2011- 12	2012- 13	2013- 14	2014- 15	2015- 16	Total
1	Participation in Various awareness rally	05	04	05	06	04	24
2	Participation in Social service camp	01	01	01	01	00	04
3	Participation in Blood donation Camp	03	02	03	02	01	11
4	Participation in Medical checkup camp	01	01	01	01	01	05
5	Participation in Street play	01	02	01	01	00	05
6	Participation in Plantation	03	01	02	01	01	08
7	Faculty as a key speaker in awareness programmes	06	05	07	09	06	33
8	Celebration of Traditional and cultural programmes	14	15	15	17	15	76
9	Birth, Death anniversaries of Educationalists and social reformers	16	13	12	14	15	70
10	Celebration of Days of national and international importance	08	07	07	07	07	36

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

The institute has benefited from the community through Community participation in institutional development, institution-community networking and institution-school net working in a following manner:

• **Programme / Activities:** The institute arranges various programmes and activities in cooperation with the community which leads to institutional development.

• Yoga Day: On the occasion of yoga day the institution arranges yoga practices programme. In this programme the Yoga experts from the community guide our students for performing Yoga.

• Women empowerment programme: In the institution various activities for women empowerment are held every year. Various programmes and activities arranged include Sexual harassment prohibition programme, Orientation programme for self management and personality development, Programme on Shtri shakticha jagar, Atmabhan Jagurti, Mahila melava, Family Violence. In this programme eminent personalities from the community Smt. Aprana Ramtirthkar, Smt. Shubhangitai Buva, Dr. Shrikant Yelegaonkar, Shri Thakare have given their precious guidance to our female student teachers for their overall development.

• **Innovative school visit:** The institution arranges innovative school visits for getting student teachers aware of new trends and practices in schools. The institution has arranged visits to constructivist school, special school.

• Elocution competition: The institution arranges every year state level elocution competition in memory of Hon. Late Shriman Bhausaheb Gandhi. The participants from all over the state and various colleges participate in this competition. The professors, experts, school teachers work as examiners in this competitions. Also they guide to the participants about the skills required to developed.

• **Health check up:** The institution arranges health check up camp every year. The FPAI doctors perform medical checkup of all our student teachers and faculty members. The necessary medicines are immediately provided to needy student teachers free of cost. The doctors also prescribe important medicines to the faculty members. In health checkup BP, Sugar, HB, blood group and other aspects are checked of every student teachers and faculty members.

• **Resource Person / Guest lecturers:** The institution arranges various orientation programmes and guest lecturers of very famous and eminent personalities from the community. These include doctors, journalist, educationalist, social workers, Judges and Lawyers, politicians, police officers and artists. From among these personalities some renowned personalities from education field are Prin. Rajshekhar Hiremath, Shri. Lakhe C.A., Shri. Vilas Jadhav, Shri. Badopant Patil, Shri. Khurape, Dr. Yelegoankar, Smt. Usha Shah, Dr. C.S. Chavan, Dr. Rao, Dr. Awate. Other eminent personalities from various fields include Dr. Vasudha Rayate (Doctor), Shri Thakare (Journalist), Smt. Aparna Ramtirthakar (Social worker), Smt. Shubangitai Buva(Social worker), Adv. Nerandra Rajpurohit, Acharya Rupati Tanand Avdhut, Adv. Sarojini Tamshetti, District Judge Shri S.R. Ugale, Judge Shri P.B. More, Smt. Praniti Shinde (M.L.A.), Smt. Sushila Abute (Mayor), Shri. Dharmaraj Kadadi (Industrialist), Shri. Nitin Khilare (Fine Arts), Shri. S.P. Sathe (Drama), Shri. Ganesh Jawadwad (Deputy Director, Anti Corruption)

• Internship / Practice Teaching Schools: The institution has linkage with more than 20 schools all around the Solapur city. These schools are situated in versatile areas. These schools and their management, teachers always co-operate our institution during internship (11 week) and practice teaching 30 lessons for each student. The student teachers are required to perform various practicum and activities during internship sessions. The schools provide maximum support to our student teachers for performing various tasks. The schools make infrastructure and other resources available to our student teachers as and when required. The experienced school teachers give their valuable suggestions to our student teachers for their development in practice teaching lessons. The experienced school teachers work as external examiners at the time of university practice teaching examination. Thus the practice teaching schools are the major contributors to development of the institution.

• **Research field work:** Our M. Ed, M. Phil., Ph.D. and other vacation courses students work in the field for data collection and other activities required for completing their research projects. During this work the various experts, teachers, students, stakeholders help our researchers whole heartedly.

• **Campus Interview and placement:** The reputed educational institutions, public schools, government organization and educational academies consult our institution and convey their demand for teachers in various subjects. The institution arranges campus

interview for placement of student teachers. This helps the student teachers to get job opportunities.

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

The Future Plans and major activities of the institution for providing community orientation to students are:

- Women Entrepreneurship Activity
- Training programme for competitive examinations to student teachers
- To arrange the Yoga Education
- To arrange the Stress Relief management workshop
- Workshop on Job opportunities for student teachers in Indian defense services

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

Our faculty and M.Ed., MPhil and Ph. D. students have completed projects related to the community development in the last five Years. In following areas:

- Status of Jain minority secondary education schools.
- Educational Problems of Mang community (SC) secondary students
- Social networking habits of secondary school teachers in Solapur
- Problems of Bidi workers
- Problems of Physically challenged students of secondary special schools

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

The institution conducts different activities and programmes so as to inculcate social and citizenship values and skills among the student teachers. Various activities and programmes performed are as appended below:

- Daily Paripath
- Lectures related to value education
- Celebrating different festivals
- Celebration of Days of National and International importance
- National Training Programmes (Human Rights, Child Rights)
- Jager Janivancha (Awareness Programme)
- SVEEP programme
- Social service

3.5 COLLABORATION:

3.5.1 Name the national level organization, If any with which the institution has established linkages in the last five years?

The institution has linkage with following National level organization by way of arranging various extension activities, prescribing the journals and getting financial assistance.

- Family Planning Association of India, Solapur Branch.
- Prescribed for various Journals of NCERT.

- Prescribed for Journal of NCTE.
- Prescribed for Journal of CTE (Council for Teacher Education), Bhopal MP.
- Prescribed for Journal of Journal of Educational research and Extension, Coimbatore.
- Information and library network centre (INFLIBNET) an autonomous inter-university centre of UGC, Ahmedabad.
- Financial assistance from UGC, New Delhi for arranging seminar.
- Financial assistance from Human Rights commission, New Delhi for arranging Awareness training programme.
- National Child Labour project.

3.5.2. Name the International organization, with which the institution has established any linkage in the last five years?

The institution has linkage with following International level organization by way of arranging various extension activities, prescribing the journals.

- Lions Club of Solapur Central.
- Educational Quest: An International Journal of Education and Applied Social Sciences- Indian Journals, New Delhi.

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

The Institute has linkages with different organizations, NGOs & GOs, Open University.

The institution has prescribed for various National and International research journals and bulletins. These linkages help the faculty members, student teachers and the researchers for getting up-to date knowledge about recent trends and researches in Teacher Education. Our teacher educators participate as the member, chair person in curriculum development programmes of university. In these programmes teacher educators share their views about necessary updating in the curriculum. The teacher educators use these updates in their teaching, training, practice teaching.

The institution arranges curricular, co-curricular, & Extension activities in linkage with national and international organization such as FPAI and Lions club of Solapur central. The teacher educators, researchers get reviews of related researches and literature which is helpful for carrying out their research, publish their research papers, articles. They also use references from INFLIBNET for their research. The teacher educators, researchers publish their research papers, articles in ISSN and ISBN journals and magazines prescribed by our institution. The institution has active placement cell. The institution has linkage with National Child Labour project, Collector office, Solapur. This linkage has benefited our 34 student teachers to get placement in various schools. The institution is recognized under 02 F and 12 B of UGC act, this helps the institution to get financial assistance for institutional development from the UGC.

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

The institution has established a close linkage with more than 20 schools. Heads and teachers of the schools are invited in the institution on various occasions like cultural activities, celebration of days and curricular activities. Experienced school teachers are appointed as an external examiner during final lesson exam conducted by the university. Institution obtains feedback from practicing schools on curriculum.

The members of faculty are actively engaged in schools and they have healthy interaction with teachers. During practice-teaching the faculty members share their experiences with the teachers and apprise them about new teaching methods, strategies and innovative practices in the field of Education. The faculty members and student teachers also receive oral feedback from the heads and teachers to improve the practice teaching and internship programme. The feedback helps the student teachers for enhancing their performance. The institution is linked with schools by MOU for placement purpose. The schools are as follows:

Arya Public School, Madha, Dist. Solapur	Lokseva High school. Solapur						
Shri Digamber Jain Gurukul Prashala, Solapur							

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

Yes, but not to full extent. The faculties are engaged in schools and with teachers and other school personal to exchange their views and their overall ideas about practice teaching.

Before practice teaching commences the faculty members, head of practice teaching department discuss about the strategy to be adopted for practice teaching and internship. The head of practice teaching interacts with the head of the schools and teachers regarding the time table, school working days and expectations of the schools. The head of the lesson planning department acts as a liaison between head of the school and teachers. The practice teaching department plans and prepares the schedule for practice teaching and internship programme and allots the lessons. The units for practice teaching are given by the school teachers. The student teachers undertake practice teaching which is the major component of core curriculum in an effective manner.

During the internship program, the student teachers actively participate in all the school activities, take bulletin classes. The student teachers during the internship programme complete block teaching and course related practical with assistance from school teachers. The school teachers along with teacher educators observe and evaluate the lessons and give feedback to the student teachers. Thus, the school personnel and the faculty ensure the quality of lesson planning, practice teaching and internship in coordination with each other.

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

The institution has signed memorandum of understanding (**MOU**) with different organization for smooth functioning of the programme. The faculty Collaborates with the schools, other colleges and university faculty in the following manner:

Collaboration with school: The collaboration with the schools is done in view of academic exchange between our institution and respected school.

- Help in teaching learning process in areas of mutual interest
- Provide man power for conducting various academic activities

- Organize meetings and workshops for awareness about educational new policies and trends.
- Provide consultancy services in the area of psychology, personality development.
- Provide school and infrastructural recourses for practice teaching and internship.
- Arrange guest lectures on various topics from different school subjects on demand
- Serve as a subjects experts
- Exchange necessary support in Placement activity

Collaboration with other college:

- Organize meetings and workshops about new global trends in education
- Collaborate in education and training programme
- Exchange the faculty members for educational purpose
- Provide consultancy for resolving academic issues
- Help the research related activities
- Sharing Library resources (OPAC)

Collaboration with university faculty:

- Research activities (DRC, RRC, BUTR)
- Interaction with university faculty about research, curriculum development, examination pattern, evaluation procedure, practicum work
- Participation in conferences, seminars and workshops
- Involvement in university committees viz. BOS, Faculty, LIC, selection committee

3.6. Best Practices in Research, Consultancy and Extension.

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

The institution has adopted various measures during last five years for enhancing the quality of Research, Consultancy and Extension activities.

Quality of the Research :

- The institution has university approved Research centre.
- The institution has established a Research Committee.
- Eight out of ten faculty members of our institution posses Ph.D. degree in education.

• The institution always motivates the faculty members to complete their doctoral studies in order to empower them to take up research activities as a result of which our librarian is pursuing Ph.D. degree in library science.

- The institution has 06 recognized Ph.D. guides of Solapur University, Solapur.
- Under the guidance of our faculty members 12 students have been awarded Ph.D. degree in education by Solapur University during last five years.
- Under the guidance of our faculty members 13 students have been awarded M. Phil. degree in education by Solapur University during last five years.

• At present under the guidance of our faculty members 24 researchers are pursuing Ph.D. degree in Education.

• The institution always promotes the faculty members to take up major/minor research projects.

• The faculty members in the institution have undertaken 09 minor research projects during last five years. Out of that 05 minor projects are completed and 02 minor projects

are in progress. One MRP was settled due to sad demise of our faculty member and another faculty member was transferred to different institution.

- The institution has organized three national conference/seminars during last five years.
- The institution has organized two national training programmes during last five years.
- The institution faculty members have participated in 387 Conferences, seminars and workshops.

• The institution faculty members have published 151 number of research papers, articles in ISSN, ISBN impact factor journals.

• Our two faculty members have attended faculty development programme on research methodology at HRDC.

• The institution Library which provides Internet, INFLIBNET and OPAC services. The library has latest Research Journals, Books, M.B. Buch volumes, Encyclopedia, dissertations. Due to this the students and the faculty pursuing research and preparation of research papers, articles get full support and assistance for their research work.

• In institution for 04 vacation courses research work is mandatory.

The above all aspects have developed strong research culture in the institution and enhanced the quality of research.

Quality of Consultancy: The institution provides consultancy services in profitable and non-profitable bases.

• Consultancy services are not rendered with a purpose of money generation.

• The institution is an oldest college and a hub of academic, administrative, research pursuits. Many teachers are alumni of our college. To provide guidance to them becomes our moral obligation.

• The institution provides consultancy services in the areas of Research, ICT, LIBRARY, Psychology Test, SET, NET, TET and NAAC preparation work.

The institution has provided its consultancy services to different educational institutions, schools, colleges. These institutions and organization have praised about the quality and services rendered to them. This has resulted in more institutions, schools, organizations, researchers have approached for getting our services.

Quality of Extension: The quality of extension service of the institution is maintained and enhanced through the following measures.

• The institution arranges throughout the programme different co-curricular and extracurricular activities such as awareness programme, rallies, field visits, training programmes, village survey, social service camp and guest lecturers for student teachers. This makes the student teachers always active in extension work.

- The institution arranges state level elocution competition, various competitions in schools.
- The institution motivates the student teachers to participate in external competitions and our student teachers have achieved success and prizes.

• The institution has recognized study centre for distance education (YCMOU, Nasik.) Under this study centre four courses are conducted in vacation for head of the schools, supervisors and school teachers. Research is an integral part of these courses which enhances quality of the programme.

4 Title of the practice: Promotion of Research Culture.

1. The context that required initiation of the practice:

The institution has recognized research guides since 1993. Recently institution became recognized research centre of Solapur University, Solapur from 2012. At present institution has 06 Ph. D. research guides in education. The institution motivates faculty to take up researches in new areas in education. The institution has established the research committee for functioning & monitoring of the research activities. The institution has 2F &12B recognition of UGC act due to this the faculty members are eligible to get financial assistance to carry out research projects.

2. Objectives of the practice:

• To enable the faculty members to take up research in the thrust areas of education & develop research culture.

• To enable the faculty members to participate & organize the research workshop, seminar and conferences to promote the research.

• To enable the faculty members to publish research papers, articles & present the research paper in different seminars, conferences.

• To enable the faculty to use the facilities of library, Psychology laboratory, and ICT to carry out the researches related activities at the optimum level.

• To enable the faculty members to promote overall research culture.

3. The Practice: The following facilities are available in the Institution.

- Recognized research Centre
- Functioning Research Committee
- Research Guides
- Research funding
- Library has different resources related to research
- ICT & Psychology laboratories
- Organization of workshops, conferences and seminars
- Motivation for Research Publications
- Participation of faculty in conference, seminar and workshops
- Thrust areas of education viz. educational psychology, ICT.
- The institution encourages and promotes the action research

4. Obstacles faced if any strategies adopted to overcome them: No Obstacles are faced by the institution.

5. Impact of the practice:

- Our 06 faculty members are recognized guides.
- 12 students are awarded Ph. D degree during last five years.
- 13 students are awarded M. Phil degree during last five years.
- The institution has organized every year National level Seminar /Conference
- The faculty presented and published the Maximum research papers.

• The faculty members have successfully completed their minor research projects. **6.Resources required :** Library, laboratories, like psychology and ICT

7. Contact person for further details: Dr. Rangrej Ayesha Md. Sadique, Assistant Professor, Mob: 09421025774.

4 Title of the Practice: Dynamic linkage with the community.

1.The context that required initiation of the practice:

The institution arranges in partnership with NGO's & GO's the various co-curricular extensions activities, outreach programmes related to social, physical, cultural, religious, environmental, patriotic, awareness programmes. The extension activities and outreach programmes benefited to local community. The Institution has benefited from the community through community participation in institutional development, institution community networking and institution-school net working by way of different activities.

2. Objectives of the practice:

• To conduct the different co-curricular, extension activities for the benefit of the local community from the institution.

• To arrange co-curricular extension activities & outreach programmes to have better relationship with NGO'S & GO'S.

• To conduct the different co-curricular extension activities for the benefit of the institution from the community & School.

3. The Practice: The following extension activities are arranged by the institution for the benefit of local community:

- Participations in Rallies like population day, aids awareness and voter awareness
- Arranging Social service Camp
- Arranging Blood Donation & Health check up camp
- Flag day contribution & participation in Avishkar convention

• Organizing Outreach programmes like visit to orphanage children centre, smart city survey and case study of school students.

4. Obstacles faced if any strategies adopted to overcome them: No Obstacles are faced by the institution.

5. Impact of the practice:

• Slum and weaker sections of the society got aware of their social responsibility.

• Due to social service camp rural communities were made aware of certain traditions, importance of cleanliness & different problems like dowry, drug addicts, female embryonic killing and equality.

• The institute arranges various programmes and activities in cooperation with community viz. Yoga expert, social workers, innovative school teachers, professors, Doctors, resource person which leads to institutional development by their precious guidance, co-operations, motivations and counseling.

6. Resources required:

Infrastructure, villages, orphanage organization & school permissions and Cooperation of Go's / NGO"s.

7. Contact person for further details: Dr Rangrej Ayesha Md Sadique, Assistant Professor, Mob:09421025774.

Compliances:

1. The research culture is yet to be promoted:

Healthy research culture is promoted by the institution. As a result of this institution has recognized research centre of faculty of education and is affiliated to Solapur University, Solapur. Research committee is actively functioning and monitoring the research activities. Institution has 2F & 12B recognition under UGC act which helps to carry out Minor research projects. Maximum faculty members have completed their minor research project. Our 06 faculty members are recognized Ph. D. guides of Solapur university, Solapur. They have published research articles in the reputed journals. All faculty members have presented research papers in national seminar, conferences. Institution organizes every year national seminar, Conference and training programme. Library and curricular laboratories, Psychology and ICT lab promotes the faculty and stockholders to carry out the researches.

2. Faculty members are yet to get funds from UGC projects:

Institution has 2F & 12B recognition under UGC act which helps to carry out Minor research projects. Out faculty members has completed their minor research projects & some faculty member's research work is in progress. The institution has received Rs. Five lack twenty eight thousand from UGC for MRP.

3. Faculty is yet to make efforts to publish papers in journals of repute:

There are total 17 reputed other journals with ISSN No. & IF. The faculty members have published research and conceptual papers/articles during the year 2011-12 to 2015-16.

4. The college is yet to receive significant research grants from external agencies:

The institution has always motivated faculty member to submit proposals for minor and major research projects. All the faculty members have received grants for minor research projects of UGC.

5. The college is yet to become competent to undertake consultancy:

The consultancy services are not to rendered with a purpose of money generation. Revenue generated through consultancy with Psychology test, NAAC, Library by the faculty members. In the last five years (2011-2016) is Rs.10,200/-.

6. Recognition is yet to be received by the college for extension work:

The institution arranges co-curricular, extension activities, outreach programmes which has benefited to the local community as well as the institution. The institution arranges various extracurricular activities from these activities the institution has benefited from the community through community participation in institutional development. 7. Faculty members are yet to become competent to collaborate:

The institution has established collaboration with the 04 schools, 01 state level organization, 02 NGO's and 05 technical and higher education institutions. These collaborations are made for exchange of activities, placement and exchange of human resource services.

8. Journals of repute need to be made available for the faculty and research Students:

Reputed 01 International and16 national journals of NCERT, NCTE CTE are made available for the faculty and research students. So also research journal and online researches are made available through INFLEBNET / N-LIST facility.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES:

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

Yes, the institution is having the physical infrastructure as per NCTE norms. The whole building consists of ground plus two floors. The description of each is as under -

Ground Floor – On the ground floor there is Administrative Office, Principal's room, M.Ed. (HOD) Room, Management Secretary's room, Guidance Room, Library and Reading Room, Ladies Common Room, D. El. Ed. & M.Ed. Guidance Room (Cubical) and Research Scholar Cubical, Office and store room and Society office.

First Floor – It has 9 rooms which consist of class rooms, multipurpose hall and Psychology, ET/IT, Science/ Mathematics and Social Science Laboratories, Art & Craft Resource Centre.

Second Floor – Second floor consists of 7 rooms which consist of class rooms, Boys Common Room, Seminar Room, Health and Physical Education room.

The details of the infrastructure with measurement in square meters is as shown in the table below-

Sr.	Particulars	Room	Measurement
No.		No.	
1	Built up area required as per NCTE norms		4173.66 sq. mts.
	D. El. Ed, B.Ed. M.Ed. 3500 Sq.mts		
	Additional intake of one Unit 500 Sq.mts. Each		
2	Administrative Office	01	7.6 X 5.7 sq. mts.
3	M. Ed. (HOD) Office	02	3.69X6.1 sq. mts.
4	Principal's Office	03	3.69X6.1 sq. mts.
5	Room for Hon'ble Secretary of the Institute	04	7.38X 12.2 sq. mts.
6	Guidance Room (Cubical)	06	7.60 X 8.70 sq. mts.
7	Library cum reading room	07	7.62 X 22.93 sq. mts.
8	NAAC Room	08	7.62 X 3.71 sq. mts.
9	D. El. Ed. & M. Ed. Guidance Room (Cubical)	09	7.62 X 11.30 sq. mts.
	and Research Scholar Cubical		
10	Girls Common Room	10	7.62 X 7.46 sq. mts.
11	Art and craft resource centre	11	7.62 X 7.46 sq. mts.
12	Social Science Curriculum Laboratory	12	7.62 X7.46 sq. mts.
13	Science & Mathematics Curriculum Laboratory	13	7.62 X 7.46 sq. mts.
14	ICT & ET Resource Centre	14	7.60 X 8.7 sq. mts.
15	Multipurpose Hall with seating capacity	15	19.31 x 6.7 sq. mts.
	200 students		
16	Psychology Recourse Centre	16	7.60 X 8.7 sq. mts.
17	B.Ed. Classrooms	15 & 17	7.62 X 7.46 sq. mts.
18	M.Ed. Classrooms	18 & 19	7.62 X 7.46 sq. mts.
			Each

Specification of Rooms and other infrastructural facilities:

19	D. El. Ed. Classrooms (Marathi)	23 & 24	11.50 X8.70 sq. mts.
			Each
20	D. El. Ed. Classrooms (English)	26 & 27	7.62 X 7.46 sq. mts.
			Each
21	Health and physical Education room	21	15 X 7.60 sq. mts.
22	Boys Room	25	7.62 X 7.46 sq. mts.
23	Art & Craft Resource Centre	11	7.62 X 7.46 sq. mts.
24	Store Room	01	7.6 X 3.0 sq. mts.
25	Gym	Gym	15 X 6 Sq.mts.
26	Seminar Hall	22	11.50X 8.70 Sq.mts.

In the last five years the amount invested for developing the infrastructure is Rs. 2,97,152/-

In	addition	to	the	above	mentioned	infrastructure,	the	institution	has	shared
in	frastructui	re a	s und	ler:						

Sr. No.	Particular	Measurement
1	Indoor games facilities	10.30 x 8.30 sq.mtr
2	Canteen	12.20 x 14.40 sq.mtr
3	Generator Room	3.15 x 8.15 sq.mtr
4	Workshop for maintenance for furniture	14.8 x 10.8 sq.mtr
5	Central Xerox	2.40 x 3.11 sq.mtr
6	Separate Washrooms for Boys	10.40 x 5.50 sq.mtr
7	Separate Washroom for faculty	4.40 x 4.60 sq.mtr
8	Separate Washroom for ladies faculty	4.10 x 7.30 sq.mtr
9	Separate Washroom for ladies students	11.40 x 5.50 sq.mtr
10	Auditorium (Walchand Sabhagriha)	9 x 21 sq. mtr.
11	Smart Room	13.30 x 7.60 sq.mtr
12	Language Laboratory	7.60 x 5.80 sq. mtr.
13	Ladies Gym	11 x 5.10 sq.mtr

Multipurpose Playground	Drinking water facility (R. O. Water)
Security guard room	Separate Parking space for Boys, Girls and Staff
Separate hostel for boys and girls	Rainwater Harvesting
Safeguard against fire hazards	Open space for additional accommodation
Guest house	Temple
Hostel Mess	Vermi Compost

Master Plan of the building is attached as enclosure.

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

Every year the institution prepares the plan to meet the need for augmenting the infrastructure to keep pace with the academic growth. The institutional IQAC and staff meet at the beginning of the academic year, discuss the requirements of the courses in the institution. The Principal presents the requirements in front of management and decisions

are made. Accordingly year plan is prepared and followed to meet the maximum utilization of infrastructure with the academic growth.

Sr. No.	Particulars	Amount Spent (Rs.)
1	Mathematics Lab/ Science Lab	239613/-
2	ET/IT Lab	729838/-
3	Educational Psychology Lab	235631/-
4	Social Science Lab	126532/-
5	Language Lab	56297/-
6	Google Site of the library	3500/-

Expenses incurred for development of Laboratories (last five years):

For healthy academic environment, institution keeps pace with the academic growth by Investing in infrastructure development (last five years):

Sr. No.	Particulars	Amount Spent (Rs.)
1	Smart Classroom	39600/-
2	Installation of CCTV cameras	167708/-
3	Maintenance of RO Water Purifier	41800/-
4	Power Supply and UPS	28710/-
5	Road Repairs	23000/-
6	Building Maintenance	11850/-
7	Annual Maintenance Contract	38450/-
	TOTAL	351118/-

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

The institution has provided necessary infrastructural facilities to carry out the cocurricular and extracurricular activities including games and sports. All these facilities are used regularly as per institutional plan.

Facilities	No. of Rooms	Details
Seminar Hall	01	Room No.22
Multipurpose Hall	01	Room No.15
		Seating Capacity:200
Auditorium	01	Walchand Sabhagriha
		Seating Capacity:400
Smart Room	01	Room No.10 (Shared)
		Seating Capacity: 80
Art & Craft Resource	01	Room No.11
Centre		
Specialized Facilities	04	i) Generator Back-up:82.5 KVA
		ii) RO Water facility
		iii) Rainwater Harvesting facility
		iv) Vermi Compost Unit

For Co-curricular activities:

Extra-Curricular Activities –

Sr.	Facility	Particulars		
No.				
1.	Large Play Ground	Cricket, Foot Ball, Volley Ball, Kabaddi, Basket Ball Court		
2.	Gym	A separate gymnasium is available for students and staff		
3.	Health and Physical Education Room	Indoor and outdoor sports equipments		
4.	Recreation Room	Table tennis facility, Carom facility, Chess facility, Television		
5.	Language Laboratory	For improving language skills		
6.	Health and Hygiene	 i) Health Centre is provided with bed, first aid box, medical report cards, blood pressure measuring unit, wheel chairs and it is near girls' hostel. ii) Purified RO water is supplied to the entire campus. iii) Organic waste is recycled through vermi compost unit. 		

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

The parent institution has established different educational institutions in the same campus. The variety of facilities and physical infrastructure is provided to all the institutions in shared basis. Our institution makes use of all shared facilities and infrastructure for the convenience of student teachers.

The institution shares the following infrastructure whenever needed with other institutions of parent institution:

Sr.	Units	Facilities			
No.					
1	Play Ground	• Large play ground for games like cricket, football, volley ball etc.			
2	Xerox Unit	Central Xerox facility for students and staff			
3	Wash Room	Wash Room Facility for Students and Staff			
		• Separate Wash Room Facility for ladies staff and students			
4	Safe Drinking	RO Water Purifier			
	Water Facility				
5	Health Centre	• Single bed facility			
		Medical Report Cards			
		Device for monitoring Blood Pressure			
		• First aid box			
6	Canteen	College canteen with all basic amenities			
7	Auditorium	Walchand Sabhagriha			
		Smart Room			

		Multipurpose Hall
8.	Hostel	• For Girls and Boys
9.	Parking	For Girls, Boys and Staff
10.	Generator	• Generator room with 80 KV Generator Set
	Room	
11	Language Lab	• With 21 Computers
12.	Rainwater	Rainwater Harvesting Unit
	Harvesting	
13.	Vermi	• Vermi compost Unit is for recycling organic waste within the
	Compost Unit	institution.

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

The institution is very conscious about the health and hygiene of the faculty and student teachers. Therefore it has made available the facilities required for the maintenance of good health among the faculty and student teachers.

For maintaining the health and hygiene of the staff and students, the institution has following facilities:

Sr. No.	Facility	No.	Details	
1	Rest room for female students	01	25 Chairs, tables, one basin	
2	Wash room for male students	01	Capacity 25 students	
3	Wash room for male staff	01	Capacity 7 staff	
4	Wash room for female students	01	Capacity 12 students	
5	Wash room for female staff	01	Capacity 3 staff	
6	Canteen	01	Daily snacks items, tea and coffee	
7	Health Centre	01	One bed, first aid box, medical repor cards, blood pressure measuring unit wheel chairs	
8	Mess	03	02 for Gents, 01 for ladies	
9	Rest Room for Men	01	20 chairs 5 tables one steel tank for water	
10	Recreation Hall	01	Table tennis facility, Carom facilityChess facility, Television	
11	Gym	01	10 latest equipments including multi gym equipment.	
12	RO Water	available	R. O. Water unit and machinery	

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

Hostel	No. of Rooms	Total Capacity	Facilities	
Boys – 3	201	500	Mess with dining hall – 02	
Hostels			TV room	
TIOSTEIS			Solar Panels	
			Solar Water Heaters	
			CCTV	
			Wi-Fi	
			RO water	
			Security	
			Recreational Facility	
			Medical Emergency Facility	
			Residence for rector	
Girls :02	92	265	Mess with dining hall – 02	
Hostel	ostel		TV room	
			Solar Panels	
			Solar Water Heaters	
			CCTV	
			Wi-Fi	
			RO water	
			Security	
			Recreational Facility	
			Medical Emergency Facility	
			Residence for rector	

YES, the institution has separate hostel facility for boys and girls. The details are as follows:

Out of the total capacity of the hostels, rooms for B.Ed. course are allotted as under: For Boys: 10 (20 students) For Girls: 10 (20 students)

4.2 MAINTENANCE OF INFRASTRUCTURE:

4.2.1 What is the budget allocation and utilization in the last five years of the maintenance of the following? Give justification for the allocation and unspent balance if any. Building / Laboratories/ Furniture/ Equipments/ Computers/ **Transport Vehicle**

At the beginning of every financial year, the management members and principal discuses the institutional requirements in the LMC meet. Accordingly the budget is allocated and utilized for the maintenance of the following.

Sr. No.	Year	Budget Head	Amount Spent Rs.
1	2010-11	Building	90729/-
2		Laboratories	20562/-
3		Furniture	8343/-
4		Equipments	75000/-
5		Computers	19493/-
1	2011-12	Building	22250/-
2		Laboratories	23039/-
3		Furniture	23861/-
4		Equipments	
5		Computers	35061/-
1	2012-13	Building	11850/-
2		Laboratories	21412/-
3		Furniture	18750/-
4		Equipments	12078/-
5		Computers	43439/-
1	2013-14	Building	11850/-
2		Laboratories	12268/-
3		Furniture	1452/-
4		Equipments	3563/-
5		Computers	27060/-
1	2014-15	Building	11850/-
2		Laboratories	17837/-
3		Furniture	1099/-
4		Equipments	4810/-
5		Computers	16790/-

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

The available infrastructure is used optimally by conducting various curricular and cocurricular activities. The institution has spacious class rooms, infrastructure and is used optimally. Infrastructure like multipurpose hall, seminar hall, walchand sabhagraha (Auditorium), ICT/ET hall, Psychology curricular laboratory is used optimally for institutional, university, government and other activities.

Institutional	University	Other Activities	Government
Activities	Activities		Programmes
Arranging various	Center for Solapur	Arrangement of	The available
courses under	University	Blood Donation	infrastructure is also
education faculty	Semester	Camps and Health	used for Election
under one roof of	Examinations.	Checkup Camps.	Process of
the institution from			Government and
Nursery course to			Municipal Elections.
Ph.D. (Education)			

Arrangement of National level/ State level Seminars and Workshops.	CAP (Central Assessment Programme) Centre for Solapur University Examinations.	TET (Teacher Eligibility Test) Training Courses	Used for Government Training Programmes of D.I.E.T.
Centre for all competitive examinations	Arranging contact sessions of Y.C.M.O.U. Courses	Gunavant Shikshak Puraskar programme on occasion of Teacher's Day every year by Lions Club of Solapur central	Used for Government Training Programmes of Child Labour Project of Central Government.
Organization of competitions.	Y.C.M.O.U. Examinations	Guest Lectures of eminent personalities	Programmes of FPI (Family Planning of India)
Days celebration programmes	University Seminars/ workshops	Other Institutions use for their programmes/ examinations.	Guest lectures of Government Employees

In addition to the above library and laboratories are also used by our students and stakeholders users.

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

The institution is quiet aware about the environmental issues associated with the available infrastructure by -

Plastic free and litter free campus	Reuse of papers		
Use of solar street light	Gardening & Tree Plantation		
Solar hot water system	Rain Water Harvesting		
RO Water system			
Establishment of Vermi compost Unit to recycle biodegradable organic waste generated			

within the campus

4.3. LIBRARY AS LEARNING RESOURCE:

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

The institution has a qualified librarian and sufficient technical staff for the maintenance of the library infrastructure. The library advisory committee guides in the collection of library materials.

Sr. No.	Name	Qualification	Post held	
1	Mr. Gosavi R.G.	B.Sc., M. Lib.& I. Sc., NET,	Librarian	
		M.B.A.		
2	Mr. Bodhale P.G.	M. Lib.	Library attendant	
3	Mr.Katkar H.S.	VIII	Peon	

Sr.	Materials	Details			
No.					
1	Total Area of the Library Including reading room	7.62 x 22.93 = 174 Sq.M.			
	for students, staff reading room, space for books and journals and newspapers and 4 computers	(1880sq.ft.)			
2	Reading Room	01			
3	Wooden Cupboards	12 (double sided)			
4	Iron cupboards	12 (double sided)			
5	Wooden cupboard small one sided	1			
6	Iron cupboard single sided	5			
7	Wooden Chairs	38 + (05 under repair) = 43			
8	Plastic Chairs	12			
9	Tables (Big)	12			
10	Tables (Small)	10			
11	Periodical Stand	02			
12	Counter	01			
13	Fans	10			
14	Tube Lights	12			
15	Big Watch	01			
16	Intercom Phone	02			
17	Wooden rack	01			
18	Key boxes	02			
19	Suggestion Box	01			
20	Notice board	01			
21	Display board	01			
22	Speed Fire cylinder	01			
23	Library Information board	01			
24	Iron rack	01			
25	Staff Reading Room	01			
	Media / Computer details				
26	Computers	05			
27	Inkjet Printer	01			
28	Barcode Printer	01			
29	Bar Code Scanner	01			
30	CCTV camera	01			

The Materials and Media / Computer details are as under:

Library is partially computerized and having Internet/INFLIBNET-NLIST facility. Library is well equipped with its own Google site. Online Public Access Catalogue (OPAC) is also available for the students and staff.

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

The institutional library is one of the advanced resource centre. The library has large number of reference books, encyclopedias and e resources also. The library is used by faculty and student teachers regularly and the alumni, past faculty members also use the library.

Particulars	No./Collection up to March 2016
Total collection	25707
Titles	6926
Books	16435
Text Books	8983
Reference Books (Dictionaries, Yearbooks etc.)	149
Encyclopedia	140
Total Periodicals, Journals& Magazines	34
International Journals	01
National Journals	16 (Includes 5 Journals of N.C.E.R.T.)
Magazines	17
Back Volumes	266
Audio cassettes	89
Software	Libman (Library management)
CD's/DVD's (Audio-Visual)	489
Thesis Collection – Ph D	34
M. Phil. Dissertations	14
M. Ed. Dissertation	150
International Encyclopedia of	01
Teacher Education (Dunkin)	10
Buch Volumes – 1 st Survey of Educational Research to VI th Survey	18
INFLIBNET & OPAC facility	6000 e-journals and 135000 e-books
	through NLIST programme of INFLIBNET
INTERNET	All PC's have INTERNET facility which
	are for users only.
OPAC of other colleges of parent	Facility of Access to OPAC of other
institution through LAN	colleges of parent institution
Any other	Google site of the library
	https://sites.google.com/site/kasturbaibedcol
	legelibrary/

Various library resources available to the staff and students are as shown	below:
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Above collection includes other reading material such as marathi katha / kadambari, religious books, competitive exams.

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

YES, the institution has established the library committee for systematic working.

Library Committee	Library has fo	llowing library	advisory committee:
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Sr. No.	Name of the Member	Designation
1	Prin.Dr. Ganpur S.S.	Chairman
2	Shri Gosavi R.G.(Librarian)	Convener
3	Dr. Ahire B.G. (M.Ed., HOD)	Member
4	Shri Teke A.J. (B. Ed. faculty)	Member
5	Dr.Smt.Rangrej A.M.(B. Ed. faculty)	Member
6	Smt. P. S. Sakoji (D. El. Ed. HOD)	Member
7	Shri Kamboj J.V. (Non Teaching Rep.)	Member

The library committee takes review of various library resources for adequate access, relevance and acquisition.

Functions of the library committee:

- Planning and Budgeting
- Taking decisions for acquisition of books and materials
- Taking decisions for weeding out books and other materials
- Decisions regarding modifications of library services

There are minimum 2 meetings held during the year. One meeting in first semester and other meeting in the second semester.

The dates of meetings of the library are given below:

Sr.No.	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
1	02/09/2010	13/10/2011	07/11/2012	30/10/2013	20/10/2014	06/10/2015
2	08/03/2011	30/03/2012	25/03/2013	24/03/2014	17/03/2015	18/04/2016

Bar codes are given to every book for circulation for issuing and also stock taking. There is an OPAC (On line Public Access Catalogue) facility for students and staff to view the list of the books subject wise or author wise. Internet facility is provided on two computers out of three computers for users. The library has developed a Google site for accessing more e-resources. The institute Library is a member of INFLIBNET-NLIST programme. Books are also issued to external users and stakeholders on deposit. Library provides free reading service for Senior Citizens.

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

YES, the institutional library is computerized.

• Library is partially computerized through library software, namely Library Management System (LIBMAN) from Master Software, Nagpur. The house keeping services of the library are computerized.

- Data is maintained manually and also by software according to the needs.
- News paper bills are also prepared by using the library software.

Institution library has computer, internet and INFLIBNET facilities. The details are as under:

Particulars	Details		
Name of the software -	LIBMAN (Library Management System) from		
	Master Software, Nagpur.		
Total Computers in the	Total 5 computers with UPS & network		
library –	connected through LAN (Local Area Ntwork)		
Barcode Printer-	01		
	01		
Laser Printer -	01		
Total no. of records created in the	25707		
software –			
OPAC connectivity -	Online Public Access Catalogue is made		
	available to the students and faculty on PC for		
	searching of books.		
Network Connectivity -	3 PCs are kept for the use of students and staff.		
	They are connected with LAN for OPAC.		
OPAC facility of other College libraries-	Two college libraries namely Walchand		
(for viewing their catalogues on the pc	College of Arts & Science, Solapur and H. N.		
and used for inter library loan purposes).	College of Commerce, Solapur run by our		
	parent institute are connected through Local		
	Area Network for OPAC facility for the users.		
INFLIBNET N-LIST facility for users	Users are given their usernames and passwords		
	so they can use e-resources i.e. e-journals and e-		
	books.		

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

Yes, the institution library has computer, Internet and Reprographic facility.

Computer and Internet and Reprographic Facility:

Particulars	Details		
Total Computers in the	Total 5 computers with UPS connected through LAN		
library –	(Local Area Network)		
Internet Facility	Available on 3 Computers in the library.		
Name of the software -	LIBMAN (Library Management System) from Master		
	Software, Nagpur.		
Barcode Printer-	01		
Laser Printer –	01		
OPAC connectivity -	Online Public Access Catalogue is implemented to the students and faculty on PC for searching of books.		

libraries- (for viewing their	Two other college libraries namely Walchand College of Arts & Science, Solapur and H. N. College of Commerce, Solapur run by our parent institute are connected through Local Area Network for OPAC facility to the users.
INFLIBNET N-LIST facility for users	Users are given their usernames and passwords so they can use e-resources i.e. e-journals and e-books.
Any other	Google site of the library https://sites.google.com/site/kasturbaibedcollegelibrary/
Reprographic Facility	Available

Frequency of internet and online usage by the students and staff:

Name of the library resource	year wise usage					
Internet /INFLIBNET/ OPAC	2010-11 2011-12 2012-13 2013-14 2014-15 2015-16					
Students		723	927	570	610	785
Staff	16	19	18	19	22	34

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

- The institute is a registered member of INFLIBNET-NLIST programme from the year 2010-11.
- Each year the membership is renewed by paying the subscription fees declared by INFLIBNET from time to time.
- All users get their ID and Passwords for accessing e-resources i.e. e-journals and ebooks. Since students get individual ID and Passwords, they can make use of INFLIBNET at their homes also.
- Research scholars make use of e-journals as per their convenience.
- Two Computers are provided for the use of INFLIBNET facility for students and staff.
- Students make use of these resources throughout the year.

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

Library remains open for all the working days in the academic year. It also remains open on holidays and examination days as shown below:-

Timing on Working Days	10a.m. to 6.00 p.m.
On holidays during YCMOU Sessions	10.00a.m. to 6.00 p.m.
During Examination Days	9.00 a.m. to 6.30 p.m.

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

The institution brings to notice of the student teachers and faculty members about new arrivals in the following way :

• Library sends Notice to students and faculty about new arrivals time to time.

2016

- One list of new arrivals is kept on the library notice board.
- New arrivals are exhibited through the display board.
- Exhibition of new arrivals books is arranged to make the students and faculty aware about the new arrivals.

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

The institution's library has a book bank facility. The working of book bank facility is as under:-

- Under book bank facility 10 books are given to every student for B.Ed. and M.Ed.
- Every subjects are covered under the books bank scheme as per the syllabus
- Medium wise books are allotted to the students
- Books under book bank facility are given to the each and every student of B.Ed.&

M.Ed. Student teachers keep the books with them for the entire year.

- Books are provided for every pedagogy and optional subjects
- If the student teachers wants to change the author, he/she is allowed to replace the book as per his/her demand
- If student changes the medium from English to Marathi and vice versa, books are given by changing the medium accordingly.

Last 5 years distribution is shown in the table below:

Class	Year wise books given on book bank to students				
	2010-11 2011-12 2012-13 2013-14 2014-15				
B.Ed.	792	794	796	805	798
M.Ed.	385	226	220	130	164

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

Even through percentage of physically challenged students admitted is very negligible. The institution has following facilities:

- Library is situated at the ground floor of the institution
- Institute has ramp facility
- Physically handicapped students are guided personally by library staff in searching and issue of demanded books.
- The institutional provide Wheel Chair whenever necessary.

4.4. ICT AS LEARNING RESOURCES:

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

ICT facility is one of the strength of the institution. All type of ICT equipments and materials are available in the institution. ICT is used not only for teaching learning

process but also made used for practice teaching, workshops, seminars, conferences and cultural programmes.

Sr. No.	ICT Facility Available	Department / Location	No.
1	Computers	Computer Lab	29
		Office	05
		Library	05
		Guidance Room	06
		Principal office	01
		Language Lab	21
2	Laptops	Principal Office	01
		Science Laboratory	03
3	Printers (Laser Jet)	Office	04
		Library	01
		Guidance Room	01
4	Bar Code Printer	Library	01
5	Scanners	Office	01
6	Intercoms	Office	02 with phone
		Library	02
		Guidance Room	01
		Principal Office	01 with phone
		M.Ed. (HOD)	01 with phone
		NAAC/IQAC ROOM	01
7	Digital Camera	Principal Office	01
8	CCTV Cameras	Within the Institution and	10
		outside the building	
9	CCTV	Principal office	01
10	TV for students and staff	Computer Lab	01
11	Tape Recorders	IT Lab	03
12	Audio Cassettes	Library	39
		IT Lab	50
13	e-journals and e-books	Library -INFLIBNET- NLIST	135000 e- books and 6000
14	e-resources and relevant information	Library	e –journals Library Google Site
15	Public Address System	Multipurpose Hall	01
16	L.C.D. Projector	Multipurpose Hall	01
	-	Science Lab	05
17	CD's/DVD's	Science Laboratory	339
		Library	149
18	Reprographic Facility	Xerox Machine –Library	01
t	·	•	

ICT facilities available in the institution are as under: -

Total Computer systems- 46	Printers – 06
Computer systems in Language Lab- 21	Bar Code Printer – 01
CD/DVD's- 489	Bar Code Scanner- 01

Software facility:

- Operating Systems Window XP, 2003 and 2007
- Software in the office- CMS (College Management System) from Master Software Nagpur
- Software in the Library– LIBMAN (Library Management System) form Master Software Nagpur

Computers with Internet connectivity:

In the office- 04	Principal Room- 01
In the Library -03	Computer Lab - 25
In the Guidance Room- 06	

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

In the old syllabus before 2015, there was compulsory Paper on Information Technology which included:

- Historical Development of computers and role of computer in information technology.
- Understand computer hardware and software
- Use of computers in educational practices
- Internet in information technology
- Awareness of viruses and care of computers
- Hands on activities: MS Word, Excel, PowerPoint, Publisher

In the revised syllabus, from the year 2015 (two year B.Ed.), the following provisions are done in ICT curriculum:

- Semester-II EPC (Enhancing Professional Capacities): Critical understanding of ICT
- Preparation of a word document such as letter, bio-data, CV, application report
- Preparation of Spreadsheet using functional commands, diagrams, charts
- Preparation of power point presentations on school topics
- E-mail sending /receiving
- Designing website for particular theme
- Development of E-forum
- Development of E-portfolio
- Development of Audio and Video material

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

The faculty members make use of ICT for curriculum transactional process in following manner: **ICT/ET laboratory**:

Printer	LCD projector	Slide projector
Scanner	OHP	Web camera
29 Computers with Unlimited internet access		

ICT facility in Library:

<u> </u>		
INFLIBNET N-LIST facility	OPAC	
Library Google site		
Other facilities:		
E-forum	Updated college website	

Online references	automated office & library
L-IOIUIII	opulated college website

The institution use of new technologies/ ICT for curriculum transactional processes in the following manner:

- Forwarding academic messages through WhatsApp
- Preparing e-port folios, e-forums by the student teachers
- Planning and preparing the lesson plans, power point presentations by the student teachers
- Preparing year plan, Unit plan and evaluation procedures
- Research in education
- For preparing grades, maintenance of academic records of student teachers

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

The student teachers adopt technology at every stage of the practice teaching. The institution provides advanced technology facility to the student teachers and motivates them for using technology in their practice teaching. The ICT/ET laboratory equipments are used by the student teachers in their practice teaching work. The student teachers use the advanced technology for preparation of lesson plans & evaluation process of the lesson.

Use of technology for developing lesson plans: The student teachers collect the required information for their lesson plans through different website. They also refer pictures, videos and quotations to make their lesson plans effective & meaningful.

Use of technology for classroom transaction: The student teachers use the various technological equipments in their practice teaching. The student teachers prepare PPT, charts, diagrams, pictures audio clips and video clips with the help of technology. They use the Laptop, Computer, LCD projector in their practice teaching to make their practice lesson more effective.

Use of technology for Evaluation: The student teachers use technology for evaluation also. The student teachers prepare the test in the form of PPT and use in the practice teaching in the evaluation process.

4.5 OTHER FACILITIES:

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

The institution uses the instructional infrastructure optimally in various ways:

• Academic Scholars, Alumni, outside researchers, past faculty members and various stakeholders from community are permitted to use the library and other resources such as OPAC & INFLEBNET.

• There are many psychological tests in Psychology Laboratory. These psychological tests are used by the faculty members in consultancy work for school students and community. The outside researchers also use the tests for their own research work.

• Our student teachers make optimum use of various curricular laboratories for practice teaching. The teachers teach practice teaching schools visit to the curricular laboratory and get ideas about useful teaching aids for their daily teaching.

• The instructional infrastructure is optimally used by sharing the various resources with other institution/ organizations such as Solapur University, INTEL, DIET., Z.P Education department, National Child labour project of the Government.

• Our institution is the study centre of Open University (YCMOU), Nasik. There are four courses of YCMOU run in the institution. The institution use classrooms, library and curriculum laboratories for YCMOU students. The Open University examination is also held in the institution.

• The institutional facilities and infrastructure is used by NGO's & GO's.

• The instructional infrastructural facilities available in our library, Information Technology lab, class rooms. ET laboratory, Psychology Lab are also used & shared by other institutions, schools and organizations.

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

The institution has separate ICT/ET laboratory in which various audio-visual facilities / materials like CDs, audio and video cassettes and other materials related to the teaching learning activities are available. These facilities and materials are used optimally by the faculty and student teachers for their teaching and practice teaching activities respectively.

Sr. No.	Particulars	No.
1	CD's/VCD's	489
2	Audio Cassettes	89
3	Computers	46
4	Laptops	04
5	Public Address System	01
6	Tape recorders	03
7	LCD projectors	06

The institution has various audio-visual facilities and materials available for teaching-learning process. These facilities are as under:

The institution at the beginning of the academic year arranges orientation programme through which the student teachers are brought to notice about instructional infrastructure. The library conducts the exhibitions of available educational CD's as well new arrivals which make the student teachers aware about subject wise availability of CD's in the institution. This encourages the student teachers to make use of the same in their practice teaching programme. Student-teachers are encouraged to use these facilities by the teachers in the classroom. Teachers motivate the students for making use of Internet and preparation of power point presentations for practice teaching. Teachers and students use laptops for power point presentations in their class room and during practice teaching. Students use internet facility for searching information related to topics given to them by the teachers for celebration of days, programmes. CD's and VCD's are used for practice teaching by the student teachers as prescribed by the teachers.

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

The institution has taken lots of efforts for developing the curricular laboratories. Separate budget is allocated for the enrichment and maintenance of the curricular laboratories. There is a provision in the budget for maintenance of equipments. The expenditure is made as per the requirements on priority and the allocated amount. These curricular laboratories are used for various activities like teaching, learning, workshops, training, practicing and development of materials prior to practice lessons.

Sr. No.	Name of the Laboratory	No.
1	Language Laboratory	01
2	Science/Mathematics Laboratory	01
3	Information Technology/ET Laboratory	01
4	Educational Psychology Laboratory	01
5	Social Sciences Laboratory	01

The institution enhances the facilities and ensures maintenance of equipment by making necessary expenses on these laboratories:

The expenses incurred for procurement and maintenance of various curriculum laboratories as follows: (2011-16)

Name of the laboratory	Expenses
Development of Psychology Laboratory	235631/-
Mathematics/Science Laboratory	239613/-
Language Laboratory	56297/-
Social Science Laboratory	126532/-
IT/ET Laboratory	729838/-

The institution has Annual Maintenance Contract with a company for maintenance of computers and IT equipments. The peripherals and the sub-systems which are not covered under AMC, are maintained by making separate call for maintenance.

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

The institution is having the facilities and materials required to conduct extracurricular activities for the student teachers. These facilities are used very systematically, optimally to the maximum extent in the institution.

Facility	Room No.	Remarks
Multipurpose Hall	15	Seating Capacity :200
Walchand Sabhagriha	Auditorium	Seating Capacity: 400
Seminar hall	22	Seating Capacity:200
Curriculum laboratory	12,13	Social Science and Mathematics/Science Lab.
Art and craft recourse centre	11	Used for Art and Craft practical works
Sports	Large Play Ground	For playing games like Cricket, Football, Volley Ball, Kabaddi, Basket Ball Court, Gym
Transport	Outside the college campus	Municipal Bus Stop is just outside the campus and students use bus services

Details of facilities are as bellow:

The institution has latest music instruments like Harmonium, Tabala, dholaki. The institution has facilities for indoor and outdoor sports like Cricket, Basketball, Athletics, Badminton, Volleyball, Football etc. Sufficient sports material kits facilitate sports activities. The institution has a well maintained play ground. Institution provided private bus service earlier but due to less response from the students it has been closed.

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

Yes, the classrooms are equipped with latest technologies for teaching. The faculty members use following latest technologies in the teaching-learning process.

- One LCD projector is fixed at the roof of the seminar hall.
- Four more LCD projectors are available for the teachers to use in different classrooms.
- Four laptops are available for staff and students for preparation of PowerPoint presentations in various seminar/workshops.
- One Computer system is fixed for the use of teachers in the classrooms.
- PowerPoint presentations of the teachers are made available to students.
- Movie maker documents are prepared by student teachers using these facilities.
- Institution is planning to purchase smart boards in future.

• Institution has smart class room well equipped with rich technological resources. Which is utilized for guest lectures, seminars, conferences.

4.6 Best practices in the Development of Infrastructure and Learning Resources.

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

The faculty seeks to model and reflect on the best practices in the diversity of instruction in the following manner:

• Use of online learning resources in actual teaching and learning process.

- Field visits for experiential learning
- Use of curricular laboratories for development of materials and discussion sessions.
- Audio recorders are used for developing teaching skills among the student teachers
- Motivate the student teachers to conduct the case study project about diversity, inclusion, environmental local issues and school environment.
- Cooperative learning strategy used in various workshops

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

INFLEBNET & OPAC facility	Use of internet for teaching in classroom		
Library Google site	Preparation of CAI / PBL		
Messenger Skype	CCTV cameras		
Video Conferencing service through smart classroom			

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

Title: Library as an augmented resource of learning

1. The context that required initiation of the practice: Library is the heart of any institute. The institution Library is enriched with the e-resources including internet, OPAC facility and INFLIBNET N-LIST facility and its own Google site for the student teachers and research scholars and for faculty. Library helps the student teachers to get updated with current developments. Faculty is engaged in research & other activities so they used new library resources very often. The institution runs 09 different courses so variety of students needs various type of information from the library.

2. Objectives of the practice:

- To enable the student teachers to know about the printed and non printed resources and working of library, stack rooms through orientation programmes.
- To enable the student teachers for optimum use of various e-resources in the library.
- To enable the student teachers to develop the reading habit among themselves.

• To enable the student teachers and faculty members get uploaded with the current information and developments.

3. The Practice:

The following programmes are arranged under the library as augmented resource of learning:

- At the beginning of the course library orientation lecture is arranged for student teachers.
- Actual visit to library and stack room for introduction of the library for student teachers.
- Display of new arrivals on the board
- Open Access System
- Computerization of library through library software Libman
- Bar code for all reference books for online circulation
- Internet for student teachers and faculty and OPAC facility
- INFLIBNET-NLIST e-resources for student teachers and faculty
- Google site of the library.

- Best reader award for inculcating reading habits of student teachers
- Book exhibition for introduction of new books
- Membership of other libraries and membership to external members on deposit facility.
- 4. Obstacles faced if any and strategies adopted to overcome them:

No obstacles are faced by the institution.

5. Impact of the practice:

• Student teachers became aware about various resources in the library

• Student teachers became confident in using e-resources like Internet, OPAC, e-books and e-journals

- Student teachers increased their reading habit by using various books
- Student teachers got aware about new arrivals through book exhibition
- Cultural awareness through various Days Celebration in the library

• Student teachers get aware to use online books for their practice teaching purposes through Google site of the library

6. Resources required:

Internet, Computers, Printers, Books, thesis and e-resources (e-books and e- journals)

7. Contact Person for further details:- Mr. R. G. Gosavi, Librarian

Mobile- 9765799319 Email – ratneshgosavi@gmail.com

Title: Optimum Utilization of ICT and Infrastructural facilities

1. The context that required initiation of the practice: The Institution has a quite pleasant infrastructure. ICT/ET curricular laboratory is enriched with 29 computers for teaching-learning process. Student teachers are required to prepare e-materials and use them in their practice teaching. The institution runs 9 courses so there are varieties of student teachers and they required different types of information. The research scholars also require ICT resources for carring research work hence the institution has initiated to make optimum utilization of ICT and infrastructure faculties for different programmes.

2. Objectives of the practice:

• To enable student teachers to get aware about the importance of the ICT and other infrastructural facilities.

• To enable the student teachers to develop the skills related to use of ICT and other infrastructure among themselves.

• To enable the student teachers for making optimum utilization of ICT in their practice teaching.

• To enable the student teachers to make optimum utilization of the other infrastructure and resources.

3. The Practice: The following programmes are arranged under the Optimum Utilization of ICT and Infrastructural facilities:

- Student teachers use computers, internet, e-mail facilities, search the information in the e-books and e-journals with the help of ICT/ET laboratory.
- Student teachers prepare and use optimally the e-resources in their practice teaching.
- Faculty members make use audio-visual resources and ICT materials in their teaching process.
- Optimum utilization of curriculum laboratories like psychology, ICT/ET, Science/Mathematics, social science, Language lab by faculty and students.
- Development of smart classroom for the student teachers.

• Optimum utilization of ICT and other infrastructure for celebrating various days of national and international importance and cultural activities.

• The various curricular laboratories help the student teachers to develop the skills related to ICT and teaching activities.

4. Obstacles faced if any and strategies adopted to overcome them:

No obstacles are faced by the institution.

5. Impact of the practice:

• Student teachers became familiar about the ICT and other resources.

• Student teachers become confident in using e-resources like Internet, OPAC and e-books and e-journals.

• The student teachers make use the ICT & other curricular laboratories for developing the teaching aids.

• The student teachers and faculty members are efficiently handling all type of teaching materials and ICT resources.

• The student teachers also use the e-resources in personality development programmes.

6. Resources required:

Computers, Printers, A-V resources, Internet, e-resources, building and infrastructure.

7. Contact Person for further details:- Dr. B. S. Bhave, Assistant Professor

Mobile- 9765919690

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

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

1. The laboratories should be separately developed as per the norms of NCTE: Accordingly all laboratories e.g. ET Lab, Language Lab, Science Lab, Psychology Lab, Methods Lab and work experience room are developed separately.

2. The usage of available infrastructure is yet to be optimized: Institution has started optimum use of infrastructure by arranging Workshops/Seminars, CAP of Examination, Centre for NET/SET exams, Educational meetings, Training Programmes, University examinations.

3. Appropriate facilities be made in common rooms for males and females separately: Accordingly, separate common rooms are developed with appropriate facilities for males and females.

4. Transport facility is yet to be provided: The transport facility was provided for the students by private agency. But due to poor response from students, that was stoped. Students use municipal transport facility and the bus stop is just outside the college.

2. What are the other quality substance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to Infrastructure and Learning Resources?

The management of the institution always give attention towards the infrastructure and learning resources by maintaining the infrastructure and also by making the required expenses whenever required.

The various enhancement measures undertaken by the institution are as under during (2011-16)

Quality Measures undertaken since last accreditation	Amount Spent Rs.
Development of Psychology Laboratory	235631/-
Mathematics/Science Laboratory	239613/-
Language Laboratory	56297/-
Social Science Laboratory	126532/-
IT/ET Laboratory	729838/-
Google site for Library	3500/-
Development of Smart Room	39600/-
Roads in the Campus	115000/-
Rain Water Harvesting Systems	Incurred by Management

CRITERION V: STUDENT SUPPORT AND PROGRESSION:

5.1 STUDENT PROGRESSION:

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

• The institution is one of the old & renowned teacher-education institutions in Maharashtra and is known for its excellence.

• The institute is known for its disciplined work, qualified & experienced staff, rich Library, Laboratory, infrastructure, research guidance center etc. The students strive for getting admission to our institution because of its best practices and proficiency in work.

Orientation Program:

The B. Ed and M.Ed. courses of the institution begin with a two days orientation program for newly admitted student teachers where the student teachers are given information about structure of the course.

2. Theory paper orientation Program: It includes orientation regarding objectives of theory papers, teaching learning process, course units, practicum work related to theory papers, internal assessment work, unit tests, tutorials, preparatory & university examinations.

3. Practical work orientation Program: At the commencement of the year orientation about different practical work to be completed in the entire semester, information about nature, content, process and CA marks of various workshops, EPC, Practice teaching and Internships, Field Visits, Excursion, Social service is given.

4. Library orientation Program: The librarian of the institution does the orientation about availability of books, journals, CD's, AV resources, newspapers, encyclopedia, Dictionaries and book bank facility. The librarian also tells about the e resources available on INFLIBNET, Google site and OPAC system. The librarian explains the mechanism of operations in the library, open access system and also library visit is arranged for student teachers.

5. Physical facilities orientation Program: The principal in his address makes the student teachers aware about the physical facilities and infrastructure.

6. Co-curricular & Extra-curricular activity orientation Program: Orientation is done regarding the co-curricular and extra-curricular activities to be arranged for the development and projection of the talent and proficiencies within the student teachers.

7. Teaching Profession orientation Program: The teacher educators assure the student teachers that they will be definitely receiving appropriate academic & professional guidance to excel in Nobel profession of teaching after completing the course.

8. Self Introduction Programme: In the self introduction programme every faculty and student teachers are given opportunity to introduce themselves. The student teachers share the information about their education, hobbies, skills, strengths, competencies & expectations from the course.

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

Variety of Courses: The institution runs various courses in teacher education viz. D. El. Ed., B.Ed., M.Ed., M. Phil., Ph.D. research centre and vacation courses like M.Ed., DSM, M.A. (Education) & M.A. / M.Com / M.Sc. Communication and Distance education which makes the institutional environment engaged continuously with teacher education activities. This attracts student teachers for opting various teacher education courses after completion of one course.

Institutional Classrooms: The classrooms are spacious and well equipped with ICT facility, PAS, Dias, proper seating arrangement and ventilation which makes the environment of the classroom healthy and energetic for learning.

Activity based learning: The various teaching learning activities and workshops are arranged in different curricular laboratories. Organization of various cultural programs and other activities promote and motivate the overall development, performance and improvement of the student teachers.

Human resources: The institution has appointed highly qualified and experienced faculty and staff members. Special lectures on current educational topics are organized. Experts and resource persons are invited to speak on current educational, social, cultural trends.

Course planning: The faculty plans and follows the academic calendar and time table of curricular and co-curricular activities. Different committees are established in the institution in which the student teachers are also members. The student teachers work with the faculty and exchange their views, ideas and expectations which ultimately results in overall development of student teachers.

Healthy institutional environment: The campus is very clean, eco-friendly, secured and spacious. This creates a conducive and peaceful environment for proper curricular transaction.

Mentor system: The teacher educators encourage Student teachers by mentoring for their success and give suggestions so as to overcome their weaknesses. Student teachers express their dissatisfaction through suggestion box and personal talks with faculty and the principal.

Guidance and counseling service: Guidance and counseling service is also extended to the needy students by principal and faculty.

In this way the institution ensures motivation, satisfaction, development and performance improvement of the student teachers.

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

• In the State of Maharashtra, B. Ed and M.Ed. admission procedure is centralized. Hence, student teachers are sent directly from Directorate of Higher Education for admission. Once they are admitted, very few student teachers leave the institution between the academic years. The dropout rate of all the courses is very low and ignorable.

Year	Number Dropout / Total Male	Dropout Percentage	Number Dropout	Dropout Percentage
		0	/ Total Female	0
2010-11	01	1.25	02	2.50
2011-12	01	1.25	01	1.25
2012-13	00	00	00	00
2013-14	01	1.25	01	1.25
2014-15	01	1.25	02	2.50

Drop-out rate for B.Ed.:

Drop-out rate for M.Ed.: There is no case of drop-out in M.Ed.

• Possible Reasons for drop-out:

The student leaves the course due to following possible reasons.

1. Joining service/jobs	3. Parental / family problem.
2. Serious health problem	4. Marriage

Mechanism for controlling drop outs:

The institution tries to avoid drop outs as far as possible by adopting the following strategies-

1. Guidance & counseling service: Investigating problems of student teachers and by providing guidance & counseling service.

2. **Consultation with the parents:** In case of family problems, the parents, guardians and relatives are called and counseled so as to resolve the issues and make the student teachers to retain admission and complete the course successfully.

3. **Mentor Ward:** Mentoring system is very useful to guide student teachers personally. The faculty guides student teachers from the ETS stage to create confidence and a positive attitude towards engagement in the course.

4. **SAF facility:** SAF facilities are provided for financial problems to needful student teachers and give support to them for completing the course.

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

• Additional services are provided to student teachers for enabling them to compete for the Jobs and progress to higher education:

Placement Cell:

• Placement cell provides the information and an advertisement regarding vacancies in schools, private organizations, various state and central services.

- The information is displayed on the notice board and is also personally conveyed.
- The placement cell conducts campus interviews.

SET and NET Guidance center:

- Information about NET / SET syllabus and examination is given to the student teachers.
- Guidance is given for selection of optional subjects and course content.
- References are made available in the library.

• Question sets of previous examinations are provided for further practice and workshops are held in the institution to give guidance for the NET/SET examination

• Free Internet Access is provided in the library and ICT laboratory

• The institute has a SET/NET guidance centre and 27 Students have passed SET/NET exam during last Five years and 5 students have passed other competitive examinations.

TET training programme: The institution arranges two week TET training programe for D. El. Ed. Student teachers and B.Ed. student teachers. After conclusion of the training programme the institution conducts the preparatory examination and guides the student teachers to perform better.

Progress to higher education:

• The institute offers D. El. Ed., B. Ed., M. Ed., M. Phil and Ph. D. courses so after completion of one course the student teachers are encouraged to opt for higher level courses in Education.

• The other institutions as of the parent institute all academic PG courses available. So student teachers are also encouraged to complete PG courses in their academic disciplines.

Sr. No.	Name of the Exam	Year	No. of student teachers appeared	No. of student teachers Qualified
1	SET/ NET	2014-15	23	07
		2015-16	26	03
2	TET	2013-14	98	08
		2014-15	57	02
3	State/ central	2014-15	12	01
	Gov. services	2015-16	10	02

Outcome of additional service of the Institution:

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

Percentage of the students going for further studies/choosing teaching as a career (last 3 years): Majority of student teachers opt for teaching profession. Few of them continue further studies whereas some of them opt for jobs in professions other than teaching.

Percentage of the students choosing teaching as a career: (last 3 years):

	D. Lu.	
YEAR	Number of Students choosing teaching Career	Percentage
2012-13	26	32.50
2013-14	30	37.50
2014-15	27	33.75

R Ed

M. Ed.

YEAR	Number of Students choosing teaching Career	Percentage
2012-13	10	50.00
2013-14	08	66.66
2014-15	06	40.00

Percentage of students on an average which go for further studies (last 3 years):

ЛЛ	T J
	H.A

	IVI. L/U.	
YEAR	Number of teacher trainees	Percentage
2012-13	08	40
2013-14	02	16.66
2014-15	04	26.66

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

YES, the institution provides training and access of library and other education related electronic information, audio/video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution.

Availability of library & other facilities for passed-out/Past students: Library facility:

• Library facility is made available for the student-teachers passed out from the other institutions.

- Most of student teachers/ research scholars come to refer research reports and thesis.
- There is provision of INFLIBNET and OPAC to student teachers/ research scholars.

ICT facility: The other electronic resources like computers, printers, internet, audio-visual aids are made available to the Ex-students/ research scholars with prior permission from the principal.

Psychology resources: Psychological tests are available for research scholars and Alumni students for consultancy work and research work.

Curriculum Laboratories:

• The past student teachers in teaching profession visit the institution and observe all type of teaching aids and get their ideas clear.

• During past years some of the passed out student teachers have demanded for teaching aids and institution has provided the same.

5.1.7. Does the institution provide placement services? If yes, give details on the service provided for the last two years and number of teacher trainees who have been benefited.

Yes, the institution has placement cell.

Services rendered by Placement Cell:

• The institution provides placement services through its placement cell.

- The institution has placement cell which gives detailed information to student teachers about the vacancies in various schools and institutions.
- Placement cell organizes campus interview for the student teachers and alumni.
- Placement cell also provides names of the student teachers to the needy schools and institutions. Principal and concerned teachers give their recommendations for the selection of a particular student.
- Placement cell is linked with some schools and institutions for placement in the form of MOU.
- The teachers work as subject experts in the selection processes of different schools, academy and institutions. The teacher educators select the student teachers which belonged to our institution.
- The placement cell is also linked with National Child Labour project and in connection with that 34 student teachers are selected and working for that project.
- Many of the student teachers are working in the reputed schools and institutions in solapur city and district.

The list of the reputed schools and institutions is:

- Shri Digambar Jain Gurukul Prashala, Solapur
- Arya Public school, Madha
- Arya Public school, Karmala
- Walchand college of Arts and Scince, Solapur
- Hirachand Nemchand Commerce college, Solapur
- Indian Model school, Solapur
- Sant Thomas English medium school, Solapur
- The details of the number of teacher trainees that appeared for Campus Interview in the last two years is as follows:

Course	2014 – 15	2015 - 2016
B. Ed.		
M.Ed.	32	61

5.1.8. What are the difficulties (if any) faced by Placement Cell? How does the institution overcome those difficulties?

Difficulties faced by placement cell: The placement cell is functioning well but some difficulties / obstacles are faced in placements.

• Non-aided schools / institutions do not give the salary as per Govt. norms and as per commitments.

- Students are not interested in going in hilly/remote areas especially kokan.
- The policy of Maharashtra government for recruiting the teaching staff is hazardous.
- Lady candidates have limitations to join in rural areas.

Measures taken by the institution to overcome difficulties:

- To select reputed school for campus interviews.
- Placement cell initiatives for getting better salary.
- For the better placement, we have MOU with reputed schools and colleges.
- Our institution also has done MOU with Educational Academy.

5.1.9. Does the institution have arrangement with practice teaching schools for placement of the student teachers?

Yes. Most of the schools which come for campus interviews are practice teaching schools run by the parent institution. Preference for placement is given in these practice teaching schools.

Arrangements with practice teaching schools for placement of the student teachers:

• **MOU with Practice schools:** Our institution is linked with practicing schools in the form of MOU and gets help for placements.

• **DSM Course:** The Head masters and teachers from various practice teaching schools in Solapur are the past students of our institute. Most of school headmasters & supervisors are the students of our Diploma in School Management (DSM) course. They provide assistance for placement.

• **Role of Alumni:** The alumni serving in various schools help and guide us in placement activity.

• **Discussion session in Internship:** The respective teacher educator organizes the discussion session of student teachers with head masters, supervisors and experienced teachers of the schools during school internship. Some of the student teachers are placed due to impact of their teaching style on the headmasters and other school staff.

Some of the Schools & Coneges identified are as for	
Shree Digambar Jain Gurukul Prashala, Solapur.	Lokseva High School , Solapur.
N.F.Shaha Kothari High School, Solapur.	Suyash Vidyalaya, Solapur.
Walchand college of Arts and Science, Solapur.	Lalbhadur High School, Solapur.
Hirachand Nemchand Commerce College, Solapur.	Mahavir High School, Solapur.
Umabai Shravika High School, Solapur.	S.V.C.S High School, Solapur.
Nilkantheshwar Prashala, Solapur.	

Some of the Schools & Colleges identified are as follows:

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

All essential resources are provided by the institution to the placement cell. One faculty member representative is in-charge of the placement cell. The institution provides the following resources for the functioning of the placement cell.

Financial Resources:

• All the services are free of cost to the student teacher and the schools.

• All the necessary expenses including Xeroxing, filing, hospitality and correspondence for organizing campus interviews are made by the institution under miscellaneous expenses head.

Human Resources:

- One of the faculty members is the in-charge of the placement cell.
- One office staff helps in the placement activity.
- The placement cell carries its operations efficiently with co-ordination of all the staffmembers, under the guidance of IQAC and principal.

Sr. No.	Name	Designation
01	Shri R. G. Gosavi	Convener / In-charge Faculty member
02	Shri P. G. Bodhale	Assistant

ICT Resources:

Computers	Printer	
LCD Projector	Internet service	
Laptop Scanner		
All the ICT resources in the institution are made available as per the requirements.		

5.2 STUDENT SUPPORT

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

Developing academic calendar:

- The entire activities are planned at the beginning of the academic year.
- Academic calendar is prepared with the inclusion of proposed dates of all the activities.

• The curricular, co-curricular and extra-curricular activities are planned in the academic calendar.

Curricular Activities planned in academic calendar:

Orientation of theory / practicum	Evaluation workshop
Theory paper project work	Lesson Planning workshop
Enhancing Professional Capacities (EPC)	Constructivist lesson workshop
Enriching Teaching Skills (Micro teaching)	School Internship
Content-Cum-Methodology workshop	Tutorials
Internal / preparatory examination and Unit tests	Models of teaching workshop

Co-curricular and extra-curricular Activities planned in academic calendar:

Talent search competitions	Social Service Camp	
Cultural programme	Excursion	
Participation in different awareness rally's	Physical education work	
Visit to special schools and orphans organization	Educational field Visits	
Sport activities and competitions	Health checkup Program	
Different Day's Jayanti's and Punyatithi's celebrations		
Various Abhiyan: Jagar Janivancha Abhiyan, Voter Registration Abhiyan, Beti Bachav Abhiyan		

Establishment of institutional committees/cells and planning:

- Plans for formation of institutional committees and cells.
- In this planning the convener, committee members and their responsibilities are aasigned.
- The policies of committee's work are framed.

Institutional department planning:

• Yearly institutional departments are allotted to faculty members.

• In this planning, responsibilities and nature of work is finalized.

Communication across the institution:

- All these activities are communicated through display board.
- Communication in the classroom through written notices.
- Communication to the faculty members through circulars and notices.
- Announcement during Paripath in case of incidental changes.
- Communication through e-forum. (whatsapp group TEAM Kced & Kcesolapur)

Feedback system to achieve the objectives and effective implementation of the curriculum:

• Programme wise feedback mechanism is available in the institution.

• At the conclusion of every curricular activities, every student teachers has to prepare a report and in that report there is provision of giving feedback on the programme at the end of that report.

• The feedbacks are discussed by faculty and used for further planning .

• The problems faced by student teachers are discussed in faculty meet and the possible solutions are sought in planning of the activities in the next year. This helps the institution in smooth functioning and implementation of various activities.

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

The percentage of physically challenged student teachers admitted to our institution is very low even though the institution plans differently for physically challenged student teachers.

- The physically challenged student teachers admitted are given special considerations.
- Allotment of nearby practice teaching schools.

• Necessary support by the faculty in curriculum transaction and participation in different activities depending upon the nature of disability.

- Students and faculty motivate them by extending the support that need.
- Special seating arrangement is made available during the examinations.

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

YES, Teachers work as mentors for all the student teachers.

The institution has mentoring arrangements:

Mentor Ward:

• In-charge Mentor teacher monitors on every Saturday, the diary of various activities and task performed by student teachers.

Different subject Clubs:

• The institution has formed History, Geography, Science, Mathematics and Language Clubs. The different subject clubs arrange various activities, the teacher educators observe and monitor these activities and motivate to the student teachers for developing insight about the subject.

Tutorial, Unit test and preparatory examination system:

• Performance in tutorials, unit tests and preparatory examination of every student teacher is monitored by teacher educators and the principal. The strengths and weaknesses of the student teachers are discussed by the teacher educators.

Mentoring during Internship within groups:

• During the internship programme the various activities are required to be performed by the student teachers. The teacher educators observe and monitor their attendance, Participation, pre-planning, spontaneity, report writing and presentations.

• Every student teacher is required to take 30 practice teaching lessons and complete 22 activities during the internship. These activities are monitored by teacher educators and feedback is given to the student teachers within the groups.

Creativity and Personality Development activities:

• During the creativity and personality development programme (CPD) various cocurricular and extra-curricular activities are required to be performed by the student teachers. The teacher educators observe, monitor these activities and motivate for maximum participation & performance appraisal.

• The student teachers also submit the written report to the in-charge teacher educator. The in-charge teacher educator assesses the report and gives feedback to the student teachers.

Personal talk system:

• In case of the student teachers facing any type of difficulties, personal problems and curricular problems which he/she is unable to discuss in front of the entire faculty and other student teachers, he/she discloses the same with mentor teacher educator. The teacher educator takes the student teachers in confidence and gives necessary support so as to overcome the problems.

Appointment of class teacher:

• The institution appoints separate class teacher for B. Ed. I & II year. The class teacher keeps track of attendance, punctuality, regularity, participation, work submission, discipline and difficulties. In some cases the class teacher in consultation with the principal arranges parental meeting to resolve problematic situations.

5.2.4. What are the various provisions in the institution which support and enhance the effectiveness of the faculty in teaching and mentoring of teacher trainees?

Provisions to support and enhance the effectiveness of the faculty teaching and mentoring:

Curricular laboratories:

- Functioning of Science & Mathematics laboratory
- Functioning of Social science laboratory
- Functioning of Psychology laboratory
- Functioning of ICT and ET laboratory
- Functioning of Language laboratory
- Functioning of partially automated library
- Smart classrooms
- Guidance cubicles

- Assessment and feedback on tutorials
- Assessment and feedback on Unit test
- Assessment and feedback on Preparatory examination
- Well equipped Classrooms

The Institute provides all the infrastructure, necessary hardware, software, books, instructional material and resources required by the staff for the enhancement of the effectiveness of teaching. The institution organizes meetings of staff members. The faculty discusses on various strategies to be adapted to work as a mentor. Feedback from student teachers is taken at the end of the academic year. Peer evaluation is useful as it assists in getting inputs about the quality of teaching and provides an insight to understand one's own strengths and weaknesses.

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

• YES, the institution has developed its own website. The address of the website is **http://www.kcebed.org**. The website is regularly updated.

The board of trustees	The entire information about history of the institution	
Papers and subjects available	Courses available and fee structure	
Contact details	On line news, circulars and notices	
Hostel facility	Jain minority merit-list publications	
Library facility	Faculty members and their information	
Laboratory facility	Various departments and committees	
Institutional achievements	Best practices and special programmes	
Results of different courses		
The institution has displayed mandatory disclosure, affidavit on the website as per NCTE rules.		

Following information is posted on the website:

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

YES, the institution has a remedial program for academically low achievers.

- The low achievers are identified by various activities such as tutorials, unit tests, practice teaching lessons, micro teaching (ETS) workshop, preparatory examinations and observation of the student teachers by teacher educator.
- These student teachers are given extra guidance and time for their improvements.

5.2.7. What specific teaching strategies are adopted for teaching – a) Advanced learners b) Slow learners?

Advanced learners: The advanced learners are identified and following strategies are adopted

Brain storming	Experiential Learning Method	Seminar
Panel Discussion	Group Discussion & Debating	Projects
Problem Solving Method	Discovery Method	

Slow learners: The slow learners are identified and following strategies are adopted

Supervised study	Constructivist Strategy
Revision	Peer Teaching
Individual Instruction	Cooperative learning
Remedial Teaching	

5.2.8. What are the various guidance and counseling services available to the teacher trainees? Give details.

The institution has guidance and counselling cell.

Guidance and Counseling cell – 2015 -2016		
Sr. No.	Name of cell	Designation
1.	Dr. S.S. Ganapur (Principal)	Chairman
2.	Dr. A. M. Rangrej	Convener
3.	Prof. A. J. Teke	Member
4.	Dr. A. K. Bondarde	Member
5.	Dr. B. S. Bhave	Member
6.	Dr. D. S. Waghmare	Member
7.	Dr. U. Y. Bodhe	Member
8.	Shri. R.G. Gosavi	Member

• They meet twice and discuss about the different aspects of extending guidance service.

• The major roll of the guidance and counselling cell is to create healthy atmosphere towards the attainment of integrated development of students.

Area of guidance and counseling: Teacher educators work for guidance and counseling activities in the following:

Educational	Library
Career	ICT
Individual	Gender issues
Social	SET/NET/TET examinations
Research and statistics	Competitive examinations
Psychological	

5.2.9. What is the Grievance Redressal Mechanism adopted by the institution for teacher trainees? What are the major grievances redressed in the last two years?

• Grievance Redressal committee is established in the institution at the beginning of every year to redress the grievances of the student teachers and staff.

- The committee addresses grievances related to infrastructure, admission, scholarship, examination and complaints related to academics, finance, personal and other problems.
- The student teachers grievances are resolved in discussion with the members of student council and the principal along with the committee members.
- The grievances of faculty & staff members are resolved by the principal or if necessary the principal discusses the same with the members of management.
- The grievances of parents are resolved by the principal after discussion with the student along with his /her parents & concerned staff.

Suggestion box: The student teachers drop their grievances, suggestions in a suggestion box. The suggestion box is opened in front of committee members, student teacher representative and the grievances, suggestions are discussed with the faculty members for resolving the grievances. Provisions of right to information act, human/civil rights is available.

Sr. No.	Name	Designation
1.	Dr. S.S. Ganapur (Principal)	Chairman
2.	Dr.B.S.Bhave	convener
3.	Dr. B.G. Ahire	Member
4.	Prof. A.J.Teke	Member
5.	Dr. A.K.Bondarde	Member
6.	Dr. A.M.Rangrej	Member
7.	Dr. D.S.Waghmare	Member
8.	Dr. U.Y.Bodhe	Member
9.	Shri. R.G. Gosavi	Member
10.	Shri. Nitin Waghmode	Student Representative
11.	Smt. Sneha Wayakaskar	Ladies Representative

Grievance Redressal Committee – 2015 - 2016

Grievances redressed during last two years:

Sr. No.	Year	Nature of Grievances	Resolved
1.	2014-15	• Clean the Garden	04
		• Keep water & clean the ladies lavatory	
		• Clean the drinking water tank	
		• Availability of the cold water	
2.	2015-16	• Availability of water in the ladies lavatory	03
		• Antivirus software load in the library computer	
		• cleanliness of the lavatories	

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

• As per the Solapur University, Solapur norms the institution is required to conduct internal assessments during the course period.

• Formative evaluation of learning is done through tutorials, internal unit tests and preparatory examinations.

• The B.Ed. and M.Ed. programmes are of Two years duration. The progress of the students is monitored after completion of every activity i.e. Enriching Teaching skills, practice teaching and Internship, Action research, constructivist lesson workshop, Models of Teaching workshop, Enhancing Professional Capacities.

• Cultural events and students' presentations on observance of special days.

• The performance of student teachers in every activity and examinations is assessed, evaluated and the student teachers are advised for improving by way of written, verbally and by putting remarks.

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

The student teachers teaching competency is ensured by the following ways: The institution provides printed lesson note and lesson observation diary to the student teachers. Support facilities such as Teaching aids, chalk, rollup board, duster and laptops & educational CD's are provided for practice teaching to the student teachers.

Before commencement of practice teaching in the institution:

1. Enriching Teaching skills: During Enriching Teaching skills (Micro-teaching) session every student teacher is given two or three cycles to get acquainted with each teaching skill. In each cycle they improve their teaching competency through reviewing lessons. The performance of the student teachers is observed by faculty and peer group. Micro lessons are observed and oral, written feedback is given by the faculty and oral feedback given by peers.

2. **Simulated lesson (bridge lesson):** The institution ensures the student teachers competency before giving practice teaching by his/her performance in micro-teaching (ETS) and bridge lesson. Simulated lesson (bridge lesson) is taken with integration of all the teaching skills.

3. **Lesson plan workshop:** In the lesson plan workshop the lesson plans prepared by the student teachers are corrected immediately by the faculty with appropriate feedback. The Lesson plan workshop realizes the student teachers the significance of preparing lesson plan before practice teaching. The student teachers prepare two lesson notes before beginning with actual practice teaching.

4. **Demonstration Lessons:** The pedagogy teacher educators demonstrate the lessons and detailed discussion is made with the student teachers about their observations. The student teachers learn the art and science of teaching through this class and are motivated to prove themselves as efficient teachers. The student teachers realize the importance of teaching aids and ICT while preparing for practice lessons. In this way student teachers are ensured of their teaching competencies development before practice teaching.

5. Teaching aid workshop: The teacher educators give information about classification of Audio visual materials and their need and importance. Teacher educators introduce the various AV materials in the classroom. In this workshop the student teachers are motivated for preparing atleast two different types of teaching aids for their pedagogy subjects. The report along with two teaching aids is submitted.

During actual practice teaching in the schools:

1. Various types of schools, such as schools in slum area, semi English medium school, Advance schools, innovative schools and girls schools are identified.

2. There is 66 days school internship in the curriculum.

3. Each student has to take 30 lessons during the course. Lesson department prepares the schedule of Internship programme and displays it on the Notice board.

4. The time table is prepared for Block teaching, Models of teaching, ICT based lessons, Constructivist lessons, Value oriented lesson, CCM lessons and stray lessons.

5. The student teachers bring the units and take the lessons after guidance and preparation of lesson plans.

6. During these internship programmes the student teachers observe the teaching of peer group and record the observations. This enables them to identify their strengths and weaknesses to become competent teachers.

5.3 STUDENT ACTIVITIES:

5.3.1. Does the institution have an Alumni Association? If yes, i) List the current office bearers ii) Give the year of last election. iii) List Alumni Association activities of last two years. iv) Give details of the top ten alumni occupying prominent position. v) Give details on the contribution of Alumni to the growth and development of the institution.

Yes, the institution has an alumni association. The current office bearers for 2015-16 are as follows:

Sr. No.	Name	Designation
1	Dr. S.S.Ganapur	Chairman
2	Dr. A. H. Manikshete	Vice- Chairman
3	Prof. A. J. Teke	Secretary
4	Dr. A.K. Bondarde	Member
5	Dr. B.S. Bhave	Member
6	Dr. A. M. Rangrej	Member
7	Dr. Smt. Wadwan M.M.	Alumni
8	Shri Katawe M.R.	Alumni

i. Alumni Association Committee: (2015-16)

During the alumni meet the alumni exchange their ideas with the faculty and the present students. It also helps to keep record of all the alumni with information about their employment, their employers and nature of their present work, contact addresses, phone numbers and e-mail IDs. Such information helps the present students to contact the alumni for suitable placement. Some of the alumni have contributed generously for various academic events in the campus. The alumni association organizes various programmes, workshops for the students.

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

ii) Give the year of last election: The last election of alumni was held in the year 2015.

iii) List Alumni Association activities of last two years:

Activities: 2014-15

- 1. Organization of Special Lectures of Alumni
- 2. Organization of medical checkup and blood donation camp
- 3. Participate in the PTA meet as a volunteers

2015-16

- 1. Organization of Special Lectures of Alumni
- 2. Organization of medical checkup and blood donation camp
- 3. Participate in the PTA meet as a volunteers

iv) Give details of the top ten alumni occupying prominent position:

Sr. No.	Name	Position
1.	Late Dr. Keche P.J.	Joint director (Higher Education) Kolhapur.
2.	Smt. Sushila Laxman Abute	Mayor, Solapur Municipal Corporation, Solapur
3.	Dr. Ajit Manikshete	Principal, Walchand College of Arts & Science, Solapur
4.	Smt. Sujata Lohokare Bugad	Officer, MSCERT, Pune
5.	Shri. Sachin Pandkar	Deputy Superintendent of Police, (Maharashtra State Police Services)
6.	Shri Dilip Sahastrabuddhe	Commissioner, Pariksha Parishad, Pune
7.	Smt. Suman Shinde	Deputy Director, Secondary and higher secondary Education, Pune
8.	Smt. Rupashri Yavalekar	Principal, Merry B. Harding Adhyapak Vidhyalaya, Solapur
9.	Smt. Mehjabeen Wadwan	Principal, Solapur Social Association's College of Education
10.	Shri. Keshav Shinde	Founder, Suyash Gurukul, Solapur

v) Give details on the contribution of Alumni to the growth and development of the institution:

- The alumni contributes generously to the development of the Institution. The alumni put their views so as to improve the infrastructure and learning resources.
- They also provide the feedback to the institution to reshape the present teaching and learning programmes to suit the new job requirements.
- 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 student teachers. Thus, the alumni have provided the required educational feedback from time to time that is useful for management of quality control.
- The alumni donate books, CD's and teaching aids to the institution.

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

> Sports and Games: Motivation to sport and games

- 1. Orientation and training programme of sports.
- 2. Physical education classes
- 3. Institutional sport competitions
- 4. Examination of Physical education
- 5. Encouragement to participant in sports activities
- 6. Encourage to participate in university level selection for sports activity

Participation of students in extra-curricular activities:The students always participate in extra-curricular activities. The institution promotes and encourages the participation of students in extra-curricular activity not only at intra and inter collegiate levels but also at

the state/national level. A number of students have won prizes in various activities like singing, debates, acting, street plays, group dance, drama, dances etc. The details of participation of the institution in various extra-curricular activities including University level Youth Festivals and research festival (Avishkar) are given below in the tabular format.

Sr. No.	External Events	Particulars
01	Poetry Writing and reading	Student Federation of India, Solapur
02	Essay Competition	Anti corruption bureau Solapur
03	Quiz Competition	Walchand college of Arts and science,
		Solapur: Mahaveer study centre
04	Cultural Dance Competition	Youth Festival, Solapur University, Solapur
05	Elocution Competition	Walchand Group of Institution, Solapur
06	Pencil Sketch Competition	Solapur University, Solapur
07	Article Competition	Solapur University, Solapur
08	Singing Competition	Walchand college of Arts and science, Solapur
09	Research Festival (Avishkar	Solapur University, Solapur
	festival)	

5.3.3. How does the institution involve and encourage teacher trainees to publish materials like catalogues, wall magazines, college magazine and other material. List out the major publication(s) / materials brought out by the teacher trainees during the previous academic session.

Encouraging students to publish materials: The institution always encourages and motivates the students for their involvement in publishing their materials like paintings, greeting cards, handicrafts, SUPW & different articles. The students are also encouraged to publish their thoughts and articles in the institution magazine "Kasturi" every year. Every year the institution's annual magazine "*KASTURI*' is published at the end of the academic year.

Major publications / materials during 2015-16:

- 1. Wall magazine
- 2. College magazine KASTURI: 80 students has published their literary work.
- 3. Display of students' poems, charolya (four lined poems), and slogan on notice boards
- 4. News Paper Cutting
- 5. Seminar Booklet
- 6. Participation of Students in various seminars and conferences and paper presentations

• Number of articles published by students in the National level conferences last year 2015-16.

Sr. No.	Section	No. of articles
1.	M.Ed.	03
2.	M. Phil & Ph.D.	08

5.3.4. Does the institution have teacher trainees' council or any other similar body? Give details on constitution, major activities and funding.

Student Council : The institution has formed the student council on 06/11/2015 as per university guide lines. The constitution of student council for 2015-2016 is as under.

Sr. No.	Student council members	Position held
1.	Dr. S.S.Ganapur	Principal and Chairman
2.	Dr. A. K. Bondarde	Staff Representative
3.	Shri Nitin Waghmode	General Secretary
4.	Miss Sneha Wayakaskar	Member
5.	Miss Manisha Kolekar	Member
6.	Mr. Avinash Banegaon	Member
7.	Mr. Nandkumar Malabade	Member
8.	Miss Snehal Kulkarni	Member

Major Activities: Following activities are organized under the supervision of student council.

1. Day Celebration: Important Local, Regional, State, National and International days are celebrated by the Creativity and Personality development department. All student council members encourage other student teachers to participate and conduct the programs.

2. Blood Donation Camp: A sense of humanness is created through the blood donation camp organized in the institution in the memory of Late Shriman Bhausaheb Gandhi.

3. Publication of Annual Magazine: Articles written by student teachers in Marathi, Hindi and English are published in the annual magazine. The student teachers also write articles on educational issues, Social Status, Financial issues, Social Reformer and Famous Educationist.

4. Educational Visits: The department organizes educational visits to innovative schools, NTPC Project, Historical places, Almatti Dam (Karnataka), Science centre.

5. Competitions: Late Shriman Bhausaheb Gandhi memorial State Level elocution Competition

1. Essay writing Competition

2. Debate and elocution competition on occasion of Teacher's day

3. Group Scene competition is organized on different educational, social, religious and national issues. Student teachers are encouraged to participate in intercollegiate competitions as well.

6. Sports: Inter College Cricket competition and Chess competitions are organized for student teachers.

7. Guest Lectures: Guest lecturers of prominent educationists, administrative officers, educational thinkers and experts are organized for the student teachers to enhance their knowledge in the field of education.

8. Annual Gathering: The annual gathering is organized for student teachers. Different entertainment programs, competitions and prize distribution ceremony are well planned and implemented.

9. Social Service Camp: The student teachers take survey of the village in regard to Economic, social, cultural and Educational aspects. Tree plantation activity is arranged in the village and institution. Cultural activity for entertainment, awareness and orientation in social service camp is organized.

10. Campus cleaning Activity: Under Mahatma Gandhi Swacha Bharat Abhiyan this activity is arranged.

11. Conducting daily Paripath (Morning Assembly): Morning assembly is held every day before beginning of academic work in that, activities such as National Anthem, Preamble, pledge, Prayer, Shanti mantra, News, Birthdays announcements, Good thoughts and Moral stories are performed.

12. Funding: The institution provides the financial support for carrying out all the above mentioned activities.

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

Various Committees with student representatives: The institution has formed various committees which have student representations on it. The representative safe guards the students' interest and demands in the committees.

The BC Cell committee	Annual Magazine Committee
Women Grievance Redreesal committee	Hostel committee.
Anti-Ragging committee	Different subject Clubs
Student Welfare Committee	Research committee
IQAC	Grievance Redressal

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

Feedback from graduates: Feedback and data is collected by the institution from the student teachers at the end of the academic year for future curricular planning, implementation, growth and development.

The institution collects feedback from student teachers about the teacher educators, curriculum and over all evaluation of the institutional resources. The same is analyzed. The IQAC committee helps in this process of analysis. This provides valuable inputs from the student teachers for improving the support services like library, hostels, sports activities, co-curricular and extra-curricular activities, health care, financial aspects and other instructional and infrastructural resources. These feedbacks help in formulation of further policies, teaching learning process and future plans for growth and development of the institution.

Feedback from employers for growth and development of institution:

The institution always works under the guidelines of the management. The LMC meeting is held twice in the year. In the LMC meeting the management takes review of the growth and development of the institution and discusses with the principal and committee members about improvement in discrepancies if any.

5.4 BEST PRACTICES FOR STUDENT SUPPORT AND PROGRESSION

5.4.1. Give details of institutional best practices in student support and Progression?

Best practices in student support and progression:

1. Title of the practice: Organization of the social service camp for teacher trainees

1. The context that required initiation of the practice:

Social service camp makes the students understand their accountability towards the community development, national development and value orientation. Social service camp activity is arranged to create learning environments that foster positive social interaction, active engagement in learning and self motivation to the students. The social service camp develops the national integrity, patriotism, communal harmony, environmental protection among the student teachers.

2. Objectives of the practice:

- To enable the student teachers to have overall personality development.
- To enable the student teachers to get acquainted with the rural environment experiences.
- To enable the student teachers to survey the villages in accordance to Educational, social, family and economical status aspects.
- To enable the student teachers to orientate the rural population in view of social, cultural and educational aspects with the help of Cultural programme.

3. The Practice: The following programmes are arranged in the social service camp:

- Health education programme
- Plantation programme
- Adult education awareness programme
- Women orientation programme
- Family survey
- Cultural programme
- Clean Village orientation programme
- Street play

4. Obstacles faced if any and strategies adopted to overcome them:

No obstacles are faced by the institution

5. Impact of the practice:

- Student teachers received the actual rural environment experiences and they widened their adjustment aspects about rural life.
- The student teachers got well acquainted with Educational, social, family and economical status of villagers through the survey.
- The student teachers became knowledgeable about the social, cultural and educational aspects of villagers and village culture.

• The student teachers get developed in their personality with the help of social service camp experiences.

6. Resources required:

- The villagers and Grampanchayat Members.
- 7. Contact person for further details: Shri Arvind Teke, Assistant Professor,

Mob.: 093 25 2704 23, Email: teke_arvind@yahoo.com

Title of the practice: Co-curricular and extra-curricular activities

1. The context that required initiation of the practice:

The institution arranges different activities under the creativity and personality development programme (CPD) for the student teachers in whole year. It is mandatory for the student teachers to participate in various co-curricular and extra-curricular activities to express their innate, abilities, skills and talents. The institution gives preference to the student teachers to present their own ideas, activities. The teacher educators observe,

monitor these activities and motivate student teachers for maximum participation. The institution promotes and encourages the participation of students in extra-curricular activity not only at intra and inters collegiate levels but also at the state/national level. A number of students have won prizes in various activities like singing, debates, acting, street plays, group dance, drama, dances etc. The institution provides a stage for the student teachers to prepare themselves to become all-round teachers to organize these programmes in their professional life.

2. Objectives of the practice:

- 1. To enable the student teachers to present their innate skills and talents.
- 2. To enable the student teachers to enhance their leadership and creativity values.
- 3. To enable the student teachers to develop the overall personality.
- 4. To enable the student teachers to develop the ability of organizing the programmes.

3. The Practice:

Co-curricular and extra-curricular Activities

- Talent search competitions
- Debate and elocution competition
- Group Scene competition is organized on different educational, social, religious and national issues.
- Participation in different awareness rally's
- Various Abhiyan: Jagar Janivancha Abhiyan, Voter Registration Abhiyan, Beti Bachav Abhiyan
- Sport activities and competitions
- Arranging the special lectures of eminent persons
- Important Local, Regional, State, National and International days are celebrated by the Creativity and Personality development.
- Physical education work
- Health check up Program and blood donation camp
- Different Day's Jayanti's and Punyatithi's celebrations
- Separate Display board to present their creativity

4. Obstacles faced if any and strategies adopted to overcome them:

No obstacles are faced by the institution

5. Impact of the practice:

1. The student teachers became confident to participate in all types of co-curricular and extracurricular activities.

- 2. The student teachers improved their skills and values related to personality development.
- 3. The student teachers became confident to organize the programmes on their own ability.
- 4. The student teachers became aware about social, cultural, national important aspects and issues.

6. Resources required:

Art and craft recourse centre, multipurpose hall, PAS, Advance equipment.

7. Contact person for further details: Dr. D.S. Waghmare, Assistant Professor

Mob.:9860186037, Email: waghmaredatta40@yahoo.com

1. What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted?

The college monitors students' progress by observation, unit test, preparatory examination, mentor ward. The teacher educators observe the student teachers behavior and give information regarding student teachers progress to the principal of the institution. In institution the unit test and preparatory examination were conducted for every course. Every teacher educator has been deployed responsibility of mentoring 09 student teachers. Teacher educators take care of propagation of student teachers in academic, social, emotional, personal and moral aspects.

Placement cell is active and functional. The cell arranges campus interview for students in the institution every year. The Placement cell also arranges orientation programme on the theme "How to Face Interview" for the student teachers. More than 50 student teachers are placed by placement cell in last five years.

The institutional faculty members have worked as counsels to guide other teacher education institutions. Our teacher educators are working for counseling Secondary school students and academies in psychology concerned areas. The teacher educators have administered Psychological tests viz. General Interest, Science Interest, Emotional Intelligence, Intelligence, and Adjustment

The duration of the course was of one year till 2015 and the admissions are late. The course being semester pattern it was difficult for student teachers and the institution to actively look towards the participation in state level sports competition. But now the course has become of two years duration from 2015 as a result of which the institution is arranging Cricket, Chess and table tennis sports and physical education activities for student teachers.

Alumni association organizes the meeting in a year and alumni are involved in the institutional activities. The alumni association arranges special lectures of alumni. The alumni participate as volunteers in institutional programmes. The alumni donate books, CD's and teaching material to the institution.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to student support and progression?

The institution has designed and strengthened different policies, strategies, activities for student support & progression.

- The institution gives support to the student teachers by providing advance learning environment and ICT based teaching equipments so that the student teachers can efficiently propagate in the era of information age.
- The institution has established the subject wise clubs for student teachers. The clubs arrange various types of programmes for development of student teachers.

- The institution has established the curricular laboratories for student teachers. In the curricular laboratories various type of lectures, workshops and discussion sessions are arranged for progression of student teachers.
- S.A.F.- Student Aid Fund. For financially weaker student teachers financial assistance is provided.
- The institution arranges Free Health Check-up, medical aids for the student teachers.
- Institute organizes unique Group Scene Competition, Dance Competition, Singing Competition, Poster Competition, Group presentation and Street play, Seminars for inculcating social, cultural and ethnic values in students.
- Student teachers participate in various Social, Cultural and Educational rallies.
- The institution has established language laboratory for language proficiency.
- The institution has made available separate gym facility for student teachers.

CRITERION VI: GOVERNANCE & LEADERSHIP

6.1 – INSTITUTIONAL VISION AND LEADERSHIP

6.1.1. What are the institutes stated purpose, vision and values? How are they made known to various stakeholders?

Our Purpose:

Kasturbai College of Education, Solapur established in 1970, is a Teacher Education institution catering teacher education courses from Nursery teacher training to Ph.D. degree. The institution is managed by the trust Shri. Ailak Pannalal Digambar Jain Pathashala, Solapur (SAPDJ) founded in 1885, which is a Jain Minority Institution.

This is the school of academic excellence to develop student teachers by imparting value based quality education with a commitment to their ethical and multidimensional development along with different horizons of new knowledge for the betterment of their social as personal life, and finally to contribute for the nation building.

Vision: Imparting Quality Education in Teacher Education which leads to

Inculcating national values,

Creative reconstruction of knowledge,

Acquire competencies and expertise in the field of teacher education,

Inculcating research culture among the student teachers.

Mission: To mould student teachers into rational thinkers, competent teachers and socially aware Citizens.

Our institution is run by Shri. A. P. D. Jain Pathashala, Solapur which has motto "Shikshan Hachh Dharma" which shows the parent institution's perceptions about education. Naturally we on the guidelines of our parent institution always work hard to march with the motto. We are academic community committed to academic excellence in the field of Teacher Education. The institution arranges various activities such as conferences, seminars, workshops, research and extension, field visits, consultancy, collaboration and use of constructivist and advanced pedagogy approaches which mould student teachers to become rational thinkers and competent teachers.

The educational goals are achieved with help of sensitive environment necessary for preparing quality teachers to serve the community. The institution aims to increase the access and participation in mission by attracting students from all classes of the society and with different societal background. The institution offers all courses in teacher education to full fill the need of the society and ultimately the nation.

Objectives:

1. To inculcate national values and goals among the student teachers.

2. To cultivate rational thinking and scientific temper among the student teachers.

3. To foster creative thinking among the students for reconstruction of knowledge

4. To help student teachers to acquire competencies relevant to stage–specific pedagogy, curriculum development, its transaction and evaluation.

5. To help student teachers to make effective use of community resources as educational inputs.

6. To develop skills for guidance among the student teachers which will help the student teachers to be aware about diversity and inclusion.

7. To bring awareness among the student teachers about national and international issues such as environment, population, gender equality, ICT literacy

8. To make student teachers competent in teaching, administration and leadership.

9. To make the student teachers competent to live in modern society and information age.

10. To promote student teachers for placement with the use of competencies and skills needed for becoming an effective teacher.

Our Values:

National, Social, personal, moral and ethical values are focused through curricular and co-curricular and extra-curriculum activities arranged by the institution. Core papers concentrate on the different values of teacher.

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

Yes, the mission of our institution reflects the goals and objectives in terms of addressing the needs of the society, the students it seeks to serve the school sector, educational institution's traditions and value orientations.

The different areas of institution's goals and objectives like enriching academic progress and integrating teacher education through quality campus, academic quality, towards fullness through excellence, multidisciplinary collaborations, investment in research and scholarship, culture of service excellence, development efforts, and alumni engagements caters to addressing the mission of our institution.

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

Governing body members meets twice a year during the commencement and at the end of the academic year. They discuss and take on the review of various programs & activities that are to be conducted in the institution. The annual budget, admission returns, resources, scholarships, future plans and effectiveness of teaching learning process are discussed, assessed and further appropriate action plans are made by the board of management and staff council. Top management members (the President, Secretary and Local Management Committee members) discuss and plan on the various academic and non-academic progress of the institution & accordingly the principal conducts meetings with the staff to discuss about the various academic activities.

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

So as to ensure that the responsibilities are defined and communicated to the staff of the institution, at the beginning of the academic year there is a staff meeting, during which the institutional departments and committees are assigned to the staff & the responsibilities defined are communicated to the staff. Further a circular is sent to the staff members regarding their roles and responsibilities. A separate copy of different portfolios is allocated to individual staff & is handed over to them. Thus, as per guidelines of management the staff meetings, circular and personal sharing system is adopted in communicating with the staff regarding their responsibilities in the institution.

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

The management obtains feedback through informal discussions with the students so as to take review of effectiveness of teaching learning process and various activities of the institution. At the commencement of an academic year a review meeting is conducted with staff and the activities are planned according to the feedbacks obtained from the previous year.

Feedbacks are obtained from student-teachers about faculty members, various activities & campus, feedbacks are obtained from Head of the Practice Teaching Schools, teachers, Students, faculty, alumni about curriculum, feedback are obtained from parents about overall activities & environment of the institution. The feedbacks are further consolidated and made available for the management to take review of the activities. The management also gives feedback about the institutional work and activities.

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

The institution identifies and addresses the barriers, in achieving the vision/ mission/ goals through.

Periodic reviews	Local Management Committee	
Faculty Meeting	Grievance Redreesal Committee	
Student Council Feedbacks		
Continuous evaluation of programmes conducted in the institution throughout the year		

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

The institution conducts staff meeting where in the staff shares their experiences and feedback. These feedbacks/ suggestions are discussed and a work plan or remedy is evolved. The Management encourages the Staff members to get opportunity to update their knowledge and expertise by allowing them to participate in seminars/ conferences, workshops, publish books, papers in various national as well as international level. The management also encourages the faculty to pursue research work through various educational minor research projects by means of financial assistance from various funding agencies like UGC, University etc. They are encouraged with necessary permission to serve as resource persons in other Universities, schools, colleges, Government Educational institutions.

6.1.8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation, and utilization of resources for the preparation of students.

For governance and management of the curriculum, administration, allocation, and utilization of resources for the preparation of students, under the guidance of the head of the Institution various respective committees & departments are formed for Efficient and effective functioning of the activities through de-centralized mechanism. The overall structure is as appended bellow:

Curriculum: Institutional BOS, Research Committee, Practice Teaching, ETS, CPD, Physical Education, Action Research, Content cum methodology, Models of Teaching

Administration: Local Management Committee, Admission committee, Purchase Committee

Allocation: Publication Committee, Placement and Guidance & counseling cell, Alumni Committee, Grievances Redressal Cell, Woman Grievances Redressal Committee, Students Welfare Committee

Utilization of resources: IQAC, Library Committee, Hostel Committee, Vision 2020,

These committees meet periodically under the Chairmanship of Principal and review the matters concerning their activities.

- The principal is the academic as well as the administrative head of the institution. He provides valuable guidance in planning, organizing and execution of all academic activities.
- The active participation of the staff assists the principal in carrying out the duties of the head of the institution.
- The principal maintains the cordial relationship with the staff and all the stakeholders of higher education.
- The principal is the member secretary of the LMC for all activities.
- The principal is responsible for admission of students, finance, conduct of various committee meetings, student's welfare, discipline and all regular activities, of the college.

6.2. ORGANIZATIONAL ARRANGMENTS:

6.2.1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decision made regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

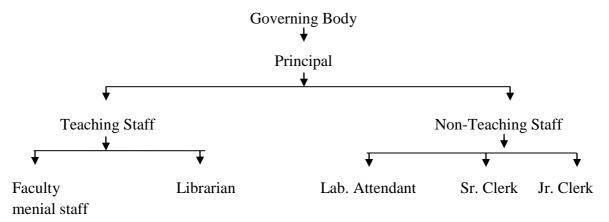
There are different committees functioning in the institution:-

Board of Management i.e. Local Management Committee, Admission Committee, Library Committee, Research Committee, Grievances Redressal Committee, Placement Cell, Students Council Committee, IQAC Committee, Language Club, Science/Math Club, Social Science club, Publication Committee, Alumni Committee, PBAS and CAS Evaluation Committee, Vidhya Samiti (Institutional BOS), Woman Grievances Redressal Committee, Anti Ragging Committee, Consultancy Services Committee, Vision 20-20 Committee, Parent Teacher Association, B.C. Cell, Guidance and counseling cell, Hostel Committee, Student Welfare Committee, Woman Development Committee, Purchase Committee etc.

Sr. No.	Committee	Meeting Held 2010-15	Decisions Made (2015-16)
01.	Board of		Various decisions are taken for the academic,
	Management	09-04-2014	Administrative and financial arrangements. The
	(Local	08-11-2014	objectives were decided related to various
	Management	16-05-2015	activities.
	Committee)		In Second meeting it takes review of the progress registered during the academic year, and the
			extent to which the objectives and goals are
			achieved.
02.	Admission	07-07-2014	Decided to discuss Government admission
	Committee	07-09-2015	process of academic year 2015-16.
			Decided to plan out process of admission in transparent way.
03.	Library	24-03-2014	Decided to purchase Sufficient no of books of
	Committee	20-10-2014	different topics and Journals. Strengthen the
		17-03-2015	facility of Book Bank. Promote Internet facility in
			the Library. Separate account for the INFLIBENT to access e-journals. To make entry of all Books
			computerized. Decided to purchase National and
			International Journals. Decision regarding Library
			timing, discipline of students and required
			facilities in the Library are taken.
			Review of Library purchase and the budget
			allocation. Review regarding students demands
04.	Grievances	04-01-2014	made in all meetings and solutions sought. Decided to install antivirus software in library.
04.	Redresal	22-11-2014	Decided to fistal antivitus software in horary. Decided to give instructions for cleaning and
	Committee	20-03-2015	maintaining the ladies toilet.
05.	Placement	24-08-2014	Decided to organize Campus interview with
05.	Cell	09-10-2014	private education academies.
	Con	15-04-2015	Decided to take review of actual placements
		15-04-2015	during the year.
06.	IQAC	21-04-2014	Decided to develop a system for conscious,
	Committee	19-09-2014	consistent and catalytic action to improve the
		20-04-2015	academic and administrative performance of the
			institution, through various activities like UGC sponsored MRP, Participation and conducting
			various National as well as International
			conferences, Seminars, Workshops, training
			programme, MOU with various Teacher
			Education institutes, consultancy etc. and opt
			preparation for third cycle of reaccreditation of NAAC.
07.	Women	19-09-2014	Decision to work for development and
	Development		empowerment of female student teachers in the
	Cell		Institution.
			Decided to organize activities for orientation of
			women development.

08.	Hostel		Decided to fix criteria for admission to hostel.
	Committee	11-10-2014	Decided to make the interested students
			acknowledged with rules of discipline in the
			hostel before taking admission to hostel.
09.	Woman's	31-01-2014	Decided to form Woman's Grievances
	Grievances	01-10-2014	Redressal Committee as per Government
	Redressal	10-10-2014	guidelines.
	Committee		Decided to arrange various guest lecturers for
			getting the female students acknowledged with
			self realization and knowledge of new laws
			regarding female grievances redressal.
10.	Students		Decided to make survey of needy students of
	Welfare	07-03-2014	various programs and to prepare the list of such
	Committee	11-10-2014	needy students eligible for assistance through
		12-01-2015	SAF.
		13-03-2015	Decisions were made for the welfare of the
		15-05-2015	Students by providing financial as well as logistic
			support to the needy students to overcome the
			difficulties in their academic development.
11.	Consultancy		Decided to conduct the psychological tests on
	Committee	10-04-2014	different school students.
		10-05-2015	Decided to work as an expert to extend their
		13-05-2016	services to other institutes in the field of research,
			new curricular approaches.
12.	Alumni	05-09-2014	Decided to involved alumni in the institutional
	Association		programmes.
			Decided to motivate alumni for help in the
10	D 1	10.04.2014	placement purpose.
13.	Research	10-04-2014 10-08-2014	Decided to arrange National level seminar on
	Committee	10-05-2014	B.Ed. two year programme.
		10 05 2015	Decided to provide adequate facilities for
			updating and promotion of the research in the
1.4	D.C. Call	21-04-2014	institution. Decided to send fee structure of B.Ed. and M.Ed.
14.	B.C. Cell	21-04-2014 27-12-2014	courses for approval of assistant commissioner
		11-05-2015	social welfare, Dr. Babasaheb Ambedkar Samajik
		11-05-2015	nyay bhavan.
			Decided to send information to special district
			social welfare officer, Solapur regarding the
			eligible students of B.Ed., M.Ed. and M.Phil
			courses for free ship and scholarship.
15.	Parent Teacher	21-02-2014	Decided to inform the parents about different
15.		18-10-2014	activities performed in the institution and
	Meet	10 10-2014	progress of the students.
			Decided to motivate the parents for their active
			participation in institutional endeavor.
	1		participation in institutional chucavor.

6.2.2. Give the Organizational structure and the details of the academic and administrative bodies of the institution.



6.2.3. To what extent is the administration decentralized? Give the structure and detail of Functioning.

The administration is done through decentralized manner in order to bring participatory functioning. The structure and the details of the functioning are given below.



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

Kasturbai College of Education, Solapur is one of renowned oldest educational Institution established by the trust Shri Aailak Pannalal Digamber Jain Pathashala, Solapur. The institution is Jain Minority institution.

Other collaborating Colleges / Institutions:

- Shri Digamber Jain Gurukul Prashala, Solapur
- Arya Public School, Madha, Dist. Solapur
- Lokseva High school. Solapur
- S.V.C.S. College of Education, Solapur.
- Walchand college of Arts and Science, Solapur
- Hirachand Nemchand College of commerce, Solapur
- Walchand Institute of Technology, Solapur
- Maharashtra State Secondary Teacher Educators Association (MSSTEA)

• Pakhar Sankul, Solapur

Following efforts were taken to improve and plan the quality of educational provisions.

- Staff exchange acting as resource persons / consultants.
- Conducted state as well as National Conferences / Seminar and Workshops.
- Attending various International / National / State / University level Conferences / Workshops / Seminars.
- Exchanging Library Resources
- Assessing teaching competencies of teacher trainers
- School consultancy
- Staff recruitment in other colleges as experts and subject experts.
- Curriculum laboratory development
- Planning practice teaching and Internship

6.2.5. Does the Institution use the various data and information obtained from the feedback in decision making and performance improvement? If yes give detail.

Yes, the Institution uses the data and information obtained from the feedback in decision and performance improvement. For academic improvement, the Institution has the following feedback mechanism.

• Suggestion box for teacher trainee's.

• Feedback from the teacher trainees about the Institution and faculty: At the end of the academic year, the Institution takes the written feedback from the trainees. The information obtained from the feedback is discussed among the faculty members. This enables the faculty to enhance the quality of the academic programs. The feedback about institution is used to improve institutional resources.

• Feedback from the faculty, teacher trainees, Alumni & Head of the practice teaching schools and teachers about curriculum: All the feedbacks are discussed and the solutions are drawn out for smooth and better academic work. The feedback is also used for the better curriculum transaction. Also the feedback is conveyed to BOS for improvement in curriculum.

• Feedback from the practicing Schools about school Internship: The faculty members of our Institution meet the Headmasters and the Teachers of the concerned Schools and take their feedback for smooth implementation and execution thereby enhancing the quality internship practice. These feedbacks help to meet expectations of the Schools regarding new innovative methods, practices and curriculum. The Institution tries to fulfill these expectations to the maximum extent in the best possible way by giving adequate training and expertise to student teachers.

• Feedback from the teacher trainees about academic activities: All the feedbacks on academic activities like CCM, Model of Teaching, Enhancing Teaching Skills, Practice Teaching and various workshops etc. are discussed and the solutions are drawn out for planning & execution of smooth and better academic work.

• Feedback from the stakeholders, participants and research scholars about conferences, seminars and training programmes: All the feedbacks on conferences, seminars and Training programmes etc. about planning, resource person's lectures, key note speech, hospitality, overall execution etc. are discussed and the solutions are considered for smooth and better planning and organization of programmes.

Feedbacks obtained from the above mentioned sources are consolidated time to time and reviewed. Valuable feedbacks are taken and incorporated in the planning decision making and further performance improvement.

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

The Institution takes initiatives in promoting co-operation, sharing of knowledge innovations and empowerment of the faculty by following means and ways.

- Organization of Conferences, Seminars and Workshops for sharing and dissemination of knowledge and innovations.
- Faculty members meet together after attending seminars, conferences etc. The faculty members exchange their ideas reflected in paper presentations, article writing etc. Faculty with innovative paper is appreciated and praised.
- The institution always adopts equal work distribution policy while planning of any activity, So as to provide equal opportunity to get all type of experiences.
- Participation in Orientation / Refresher and Faculty Development programmes organized by UCC and Universities for empowerment.
- Permitting faculty members to act as resource persons.
- Promoting faculty member to undertake to Minor Research Projects.
- Motivating to publish research papers in research journals in the field of education with ISSN / ISBN numbers and with impact factor.

6.3. STRATEGY DEVELOPMENT AND DEPLOYMENT:

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

YES, the institution has MIS in place. The institution has CMS software which is fully automated and is used to maintained student data bases, payroll, accounting and Libman software for library automation. The software is updated time to time by team viewer. Data and information about administration, staff, curriculum transition, internal and external assessment, extension activities and welfare services to student teachers are maintained with a database by software, in the office of the Institution.

6.3.2. How does the Institution allocate resources (Human and Financial) for accomplishment and sustaining the changes resulting from the action plans?

At the commencement of each academic year, institution IQAC prepares action plan / Perspective plan for the academic year. While preparing the action plan previous

year outcome is considered so as to allocate resources for accomplishment and sustenance of the changes. Proper arrangements for making physical and human resources available are made accordingly. The Institution makes financial provisions in annual budget for resources procurement and development.

6.3.3. How are the resources needed (Human and Financial) to support the implementation of the mission and goals, planned and obtained?

The institution is run by Shri A. P. D. Jain Pathashala, Solapur with the motto "Shikshan Haach Dharma". The institution has its mission and goals. To support the implementation of the mission and goals, qualified and sufficient human resources are made available with the help of the parent institution. Annual budget prepare and necessary financial provision is made available by the parent institution.

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

Academic Plan Development: At commencement of every academic year, the principal distributes the responsibilities of academic programs, committees and departments to all the faculty members. As per the guidelines from the principal, the plan of every department and activities is worked out by the convener of the department. The Principal conducts separate meetings of various departments and the tentative plan for the concerned department is finalized.

• The practice lesson and internship department convener personally meet the headmasters and teachers of the concerned schools and discuss about various activities and practicum to be performed during the internship. After final discussion convenient dates for practice lessons & School internships are finalized.

• The principal in coordination with the IQAC approves the annual plan finalized after comprehensive discussions within the faculty members. Thus the annual plan is made ready for implementation. The institution deploy democratic and decentralized way for development of annual plan. The finalized 'Annual Plan' is brought to notice of the management for smooth functioning of activities planned. The Principal and faculty representative in LMC take the review of the same during LMC meets.

6.3.5. How are the objectives communicated and deployed at all levels to assure Individual employees contribution for Institutional development?

The objectives are communicated and deployed in the following manner.

- At the beginning of the every academic year on the first day the Principal Address is arranged.
- At the beginning of the every academic year orientation progamme is conducted in light of vision and mission. The faculty members give emphasis on the major action plan of the Institution.
- Vision, mission and objectives are displayed in the corridor of the college.

- Values oriented sessions are organized time to time to promote the spirit of the Institution among the student trainees.
- At the beginning of the every vacation courses the coordinator of the course conducts orientation progamme and states the nature of the course, proceedings of the course in light of vision, mission and objectives of the institutions.

Thus the contribution of every faculty members is made to ensure the communication and deployment of objectives to student community of the Institution.

The objectives are deployed at all levels to assure individual employee's contribution for Institutional Development.

6.3.6. How and with what frequency are the vision, mission and implementation plans are Monitored, evaluated and revised?

The institution monitors and evaluates its implementation plan at different stages. At the conclusion of every activity, workshop the outcome is monitored and evaluated. The IQAC coordinator in second meet takes review of the plan of action decided at the beginning of the year and actual outcome. The principal in his term end meeting reviews and evaluates the outcome at the beginning in light of vision and mission. The analysis of the same is used for preparation of next year academic plans with thorough discussions with all faculty members. Thus the vision and mission of the institution are monitored and evaluated after each year and revisions are made whenever required.

6.3.7. How does the Institution plan and deploy the new technology?

- The Institution always tries for the optimum utilization of new technology in teaching, learning and research processes. The institution has well equipped ICT laboratory with internet facility & sufficient software.
- Separate computers are provided to each faculty member for planning and preparation of his/her curricular transaction activities.
- Classrooms have LCD, OHP and computer facility for presentations by faculty in regular teaching learning process and by the students in seminars, various programmes.
- The institution has separate and well equipped smart classroom and Language laboratory.
- The Library is computerized and the details regarding the different books, issues / journals are maintained in the data base. INFLEBNET/OPAC facility is made available in the library.
- The institution has separate curricular laboratories like Science/Mathematics laboratory, Social science Laboratory, Educational Psychology laboratory, ICT laboratory which are well equipped with modern teaching aids and educational CD's collection.
- The college office is automated and office related works are done using computers and internet facilities; training is given to office staff for the optimum use of technology

and up gradation. A database is maintained related to the details of the administrative and academic aspects of the Institution.

• The faculty members discuss with the principal about the purchases of advance technology resources available in the market and their need. The decision is made in purchase committee. After the purchase of new advanced gadgets a demonstration session is organized by the experts. Faculty use desktops, laptops and projectors for presentation while conducting the lectures.

6.4. HUMAN RESOURCE MANAGEMENT:

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

The faculty development needs and career progression of staff are identified by means:

- Teachers evaluation by students
- Self-evaluation of the faculty
- PBAS & CAS Evaluation Committee findings and recommendations
- Faculty discussion reviews at semester end meetings
- Participation in UGC sponsored refresher/ orientation/ short term courses.
- Participation in conferences/ seminars/ workshops
- Undertake Minor research projects
- Publications in ISSN/ISBN journals
- Work as a chairperson and resource person
- Feedback from Parents, Alumni

6.4.2. What are the mechanisms in place for performance assessment? (Teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluation by students and peers) Does the institution use the evaluation to improve teaching, research and service of the faculty and other staff?

Performance assessment mechanism for Faculty:

• Self-appraisal method: At the end of the academic year every faculty member prepares and submits PBAS & CAS report. PBAS & CAS evaluation committee under the guidance of principal verifies the performance of faculty members, in teaching, learning, evaluation and research areas. Committee verifies API score and gives recommendations for further improvement.

• **Teacher's evaluation by students:** At the end of the year every students submits teacher evaluation feedback form. Teacher evaluation form consists of Teachers teaching competency, Content Mastery, Punctuality, Proper Lesson Guidance, Disciplines, Teachers Personality and Teachers Creativity. The evaluation feedback form is analyzed and the performance of faculty members is noted accordingly the principal gives recommendations for further improvement to the faculty.

• **Research Projects:** The faculty members have completed their M. Phil and Ph.D. researches. All faculty members undertaken Minor Research Projects of the UGC. Some

of the research projects have been finalized and submitted. So faculty members are always engaged in research work.

- **Research Guidance:** All faculty members are engaged in research guidance for the following courses :
 - 1. B.Ed. (Action Research)
 - 2. M.Ed.
 - 3. Diploma in School Management (Action Research)
 - 4. M.A./M.Sc./M.Com. (subject communication)
 - 5. M.A. Education

Our 05 Faculty members are engaged in research guidance for the following courses:

- 1. M. Phil (Education)
- 2. Ph. D. (Education)

Our institute has university approved research centre and 08 students are pursuing M. Phil. degree and 23 students are pursuing Ph. D.

Performance assessment of Staff:

• **Student feedback on Office, Infrastructure, Administration and Library:** At the end of the year every students submits feedback about Office, Infrastructure, Administration and Library. The feedback form consists of 10 questions each about Office, Infrastructure, Administration and Library. The feedback forms are analyzed and the performance of staff members is noted accordingly. The principal gives recommendations for further improvement to the staff.

6.4.3. What are the welfare measures for the staff and the faculty? (Mention only those which affect and improve staff wellbeing, satisfaction and motivation.

Welfare measures for the staff and faculty includes.

- The management provides partly financial assistance for faculty development which motivates the Faculty.
- Employee's provident fund is provided to faculty and staff.
- Teachers are provided paid leaves to pursue their research activity.
- Periodical salary revision and increments as per norms (CAS).
- A credit co-operative society is formed in which our faculty & staffs are eligible for its membership. On membership faculty & staff is entitled to have the various benefits and financial assistance help from the credit co-operative society as per the rules and regulations. The credit society provider loan up to Rs. 10 Lakh for faculty & staff as per eligibility.
- Credit Co-operative society felicitates with cash prizes to the faculty, staff and their children for their excellence in academic as well as administrative performances.

6.4.4. Has the institution conducted any staff development program for skill upgradation and training of the teaching and non-teaching staff? If yes give its details.

Yes, the institution has conducted and arranged staff development program for skill upgradation and training of the teaching and non-teaching staff.

Institution has conducted staff development programs for skill up gradation and training of the teaching Faculty:

- Discussion meets are arranged for teaching faculty.
- Teaching faculty were given demonstration regarding the use of language laboratory.
- The faculty members participated in one week INTEL EDU-TEACH programme to upgrade the technological skills.
- Teaching faculty were provided opportunity to attend faculty development programmes conducted in Academic staff colleges by UGC and other Universities.

Institution conducted staff development programs for skill up gradation and training of the non-teaching staff:

- Office staffs were given demonstration in the workshops on new software usage.
- Office staffs were provided opportunity to attend in the university level technology & skill improvement workshops.

6.4.5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (recruitment policy, salary structure, service conditions) and how does the institutions align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.).

- When there are vacant posts of teaching and non-teaching staff for B.Ed. & M.Ed. Courses, the NOC of JD and Director higher education is obtained for recruiting and retaining of post.
- The institution is required to recruit the faculty and other staff as per the norms, rules and regulations of NCTE, UGC, Solapur University and Minority institutional norms.
- Management advertises the post to be filled in daily newspapers, on websites and application are invited. The scrutiny committee scrutinizes the application and prepares list of eligible candidates. The eligible candidates are called for interview conducted by selection committee as per rules.
- The selection committee interviews the candidates and selects the eligible candidates. Names of selected candidates are submitted to Solapur University, Solapur for perusal and approval.
- The pay scales are as per UGC norms and Maharashtra state government.
- Non-teaching staff is provided pay scale as per the state government norms. The appointment is confirmed after the probationary period.

6.4.6. What are the criterion for employing part time/ adhoc faculty? How are the part time/ adhoc faculty different from the regular faculty? (eg. Salary structure, workload, specializations)

There is a provision for filling part-time / Adhoc faculty as per government norms but during the last five years the institution never came across the situation of appointing such faculty. For M.Ed. regular Course the institution has appointed visiting faculty for various subjects as per requirement. The visiting faculty is paid remuneration (CHB) as per university norms.

6.4.7. What are the policies, resources, and practices of the institution that support and ensure the professional development of the faculty? (e.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops etc. and supporting membership and active involvement in local, state, National and international professional Associations).

The institution always encourages all the faculty members for their professional development.

Policies: Institution has framed the following policies for professional development.

• Equal opportunity for each faculty in participating in professional development programs.

- Paper presentation in conferences, participation in seminars as experts and resource person is always encouraged.
- Financial assistance by paying registration fees for paper presentation in conferences/ participation in seminars.

• Providing on duty leave to faculties during their participation in professional development programs.

• The institution permits and promote the faculty members for being life members/ members of state, National level committees for their professional development.

• The institution permits the faculty members to write books for MSCERT & SSC/HSC board, Balbharati etc.

• The institution permits the faculty members to write reference books related to university curriculum for private reputed publishers.

• The institution permits and promotes the faculty members for being Executive member/ life members/ members of Local, State, National level social and cultural associations for their active involvement.

Resources: The following resources are made available by the institution for the professional development of the faculty.

- Provision of rich library resources with internet faculty for academic enrichment.
- Institutional membership with UGC INFLIBNET to access several indexed journals in the field of education.
- One International and 16 national journals in hard copy are subscribed to library which helps in enriching knowledge of faculties. The library has a collection of back volumes of journals.
- A rich collection of various research tools in the field of Educational psychology and education are made available.
- Technological gadgets like laptops, LCD projectors, video camera, Digital camera, web camera, CD's, Voice recorder are made available for preparation and presentation for routine class lectures.
- Provision of rich curricular laboratories like Science and Mathematics Laboratory, Social Science Laboratory, Psychology Laboratory, ICT Laboratory and Language Laboratory.

- Provision of rich collection of research thesis, dissertations and projects.
- Provision of separate Gymnasium for students.
- Provision of smart classroom for faculty members to deliver advance lectures. **Practices:**
- The institution encourages faculties for perusing advanced studies.
- The institution gives opportunity to participate and represent in various workshops, seminars and conferences at local, state, national levels.
- The institution provides opportunity to participate in various orientation/ Refresher/ Short term faculty development courses conducted by the UGC – Academic staff colleges in various affiliated universities.

6.4.8. What are the physical facilities provided to faculty? (well maintained and functional office, instructional and other space to carry out their work effectively.)

The institution provides sufficient physical facility to each faculty member to carry out the academic and instructional work effectively.

- Separate cubicles are provided to the all faculty members. In every cubical sufficient seating arrangement, desktop computer, Internet Access, Cupboard, Printer is provided.
- Separate curricular laboratory are provided to in-charge faculty and In the curricular laboratory, the resource material (teaching aids, Educational CD's, transparencies, models, specimens) are made available for student teachers.
- Laptops and LCD projectors are made available to the faculty as per their demand.
- Separate seating arrangement is provided in the Library for faculty members.
- Separate seating arrangement for research scholars & research Guide is available.
- The classrooms are well equipped with laptop, LCD projector, PAS, white boards etc. Thus all these facilities lead to a conducive environment required for teaching, learning and research activities.

6.4.9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/ or make complaints? Mechanism for information seeking.

Following mechanisms are in practice for faculty and other stakeholders to seek information and / or make complaints.

The major mechanisms in place for faculty and other stakeholders to seek information:

- The principal brings to notice all the circulars, notices, documents to all faculty members. Any personal document of individual faculty is given to the faculty by taking acknowledgement.
- The important information is also displayed on notice board.
- The faculty members exchange the information regarding academic and other activities in faculty discussion meets.
- The stakeholders can seek any information from course coordinators, HOD, principal and college office.

• The information can be accessed through the college website, email and through telephonic enquiries.

Major mechanisms in place for faculty and other stakeholders to make complaints:

- There is provision of Grievances Redressal system for faculty members. Faculty members launch their complaints in front of Grievances Redressal committee and the committee resolves the issues.
- The Faculty members can launch their complaints to the principal orally and in written.
- The Faculty members can launch their complaints to the management if in case the complaint is not resolved by above means.
- The stakeholders can launch their complaints to the course coordinator, HOD, Principal orally and in written.

6.4.10. Detail on workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, monitoring, working with and community engagements.

The institution follows the workload policies of UGC, Solapur University and NCTE for B.Ed. & M.Ed. Courses.

- The workload for the curricular activities like teaching guidance, core training and special training, observations and lessons, practical work and internal assessment is equally distributed among all the faculty members.
- The workload for the faculty is full working six days in a week. Daily working is seven hours.
- In the beginning of the academic year the annual plan of all the academic, cocurricular and extracurricular activities is prepared. The co-curricular activities and extracurricular activities are implemented by the various committees.
- All the faculty members plan their activities individually and put in their best. Due to equal distribution of workload, teacher educators can devote adequate time for preparation and reflection on teaching.
- They are engaged in research as a Guide to Ph. D, M. Phil., M.Ed., M.A. Education, M.A./M.Com./M.Sc. Communication, DSM and B.Ed. courses. They also work on various UGC Research projects. Some of the faculty members also work as a guides to research projects and referee for other universities Ph.D., M. Phil., M.Ed. etc courses.
- The faculty members are engaged in Publishing their research and conceptual articles in reputed national and international peer reviewed ISSN number and Impact factor Journals.
- The faculty members periodically engage in Examination work as CAP director & coordinator, Senior & Junior supervisor, Chief Superintendent, Paper setter, Chairman for paper setter, Paper evaluator, Moderator etc. for B.Ed., & M.Ed. courses. The faculty members also work in other universities for above mentioned work. SET & NET examination is also conducted in the institution.
- The institution has plan of School internship work for 66 days which included lessons, practicum work, visits to school learning resources, organize expert and experienced

teacher's lectures, organize various competitions for the school students, observations of lessons and different programmes etc.

- The faculty members monitor the student teachers practicum, visits and lessons.
- Institution engage itself with the community works such as participation in different rallies like, social service camp, visit to special schools and organizations, orphan service centers, Voting awareness programme, SWEEP programme, Human Right training programme, Women empowerment programme etc.
- The institution encourages the faculty members to attend the orientation and refresher courses organized by UGC. The faculty is also motivated to participate in Short term courses (Faculty development programme). The institution organizes various awareness programmes, training programmes and workshops for Professional development of faculty.
- Duty leave is granted to faculty to attend seminars, conferences and perusing for the higher qualification.

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

YES, the institution has mechanism to reward and motivate our staff members:

- "Shriman Bhausaheb Gandhi Sevabhavi Puraskar" is awarded every year to teaching and non-teaching staff members by S.A.P.D. Jain Pathashala employees cooperative credit society. The credit society also felicitates the staff and their children for their achievements and pursuing higher education.
- Achievement of the staff is immediately recognized and appreciated by the head of the institution in the daily assembly and in the staff meeting. Felicitation ceremony is organized on this occasion.
- For motivating staff members, the principal specifically presents the achievements of the staff in the annual institutional report and respective staff is honored in the annual prize distribution programme.
- The achievements and noteworthy performances of teacher educators are displayed on the notice board and news is sent to local newspapers for the publication.
- The photos and special news about achievements of the staff members are highlighted in the college magazine 'Kasturi'.
- The institution encourages and felicitates the teacher educators for achieving M. Phil., Ph.D. Degree.
- The institution also felicitates the teacher educators for best paper award for presentation of research papers in state, national and international conferences.

6.5. FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION:

6.5.1. Does the Institution get financial support from the Government? If yes, mention the grants received in the last three years under the different heads. If no, give details of the resources of revenue and income generation.

Our Institution has B.Ed. Course which is Government aided while the M.Ed. course is Self-financed.

For B.Ed. course the Grants / finances received under various heads during last three years are mentioned below for your perusal.

Various G	rants:
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1. Salary Grant	2. UGC Grant
3. Non Salary Grant	4. University Grant for Seminars and Workshops

Sr.	Year	Salary Grant Non Salary G		UGC Grant	University
No.					Grant
1	2013-14	9936933/-	283559/-		
2	2014-15	9268928/-	283559/-	70000/-	30000/-
3	2015-16	11418333/-	283559/-		12000/-

Whereas M.Ed. course is a self-financed so the revenue is generated through Tuition fees approved by Shikshan Shulk Sammittee and also financial support is taken from the parent Institution Shri Aailak Pannalal Digamber Jain Pathashala, Solapur.

6.5.2. What is the quantum of resources mobilized through donations ? Give information for the last three year.

We do not accept and receive any type of donations for any course.

6.5.3. Is the operational budget of the Institution adequate to cover day to day expenses? If no, how does the deficit met?

- The operational budget is prepared before beginning of the financial year with adequate provisions for each budgeted head thus adequate funds are available for meeting day to day expenses of the institution.
- Due to major incidental expenditure, if the budget is in deficit then funds are made available by the parent Institution.

6.5.4. What are the budgetary resources to fulfill the mission and offer quality programs ? (Budget allocations over the past five years depicted through income expenditure statements future planning and resource allocated during the current year and excess / deficit.

Year	Fee Receipts	Contribution from Trust	Other Receipts	Total Receipts	Total Expenditure	Surplus / Deficit
2010-11	490670.00	0.00	7147551.00	7638221.00	7510434.00	127787.00
2011-12	955249.00	0.00	9072312.00	10027561.00	9382679.10	644881.90
2012-13	799984.00	0.00	9510392.00	10310376.00	9968407.00	341969.00
2013-14	1262308.00	0.00	10441486.00	13120340.50	13120340.50	-1416546.50*
2014-15	390361.00	0.00	9725503.00	11095362.00	11095362.00	-979498.00*

B.Ed. Section (Govt. Aided)

* The deficit is due to less receipt of timely salary grants.

Year	Fee Receipts	Contribution from Trust	Other Receipts	Total Receipts	Total Expenditure	Surplus / Deficit
2010-11	1988741.00	248152.00	12562.00	2249455.00	2249455.00	-248152.00
2011-12	1007043.00	1127520.00	7286.00	2141849.00	2141849.20	-1127520.20
2012-13	955407.00	927926.00	7790.00	1891123.00	1891123.00	-927926.00
2013-14	1216935.00	4456.00	6942.00	1228333.00	1228333.00	-4456.00
2014-15	763685.00	736457.00	8028.00	1508170.00	1508170.00	-736457.00

M.Ed. Section (Self financed)

6.5.5. Are the accounts audited regularly? If yes give the details of internal and external audit procedures and information on the outcome of last two audits (Major pending audit paras, objections raised and dropped.

The accounts of the institutions are audited regularly. There is an internal and external audit system for accounts. The Internal audit is done regularly by Chartered Accountant. The financial documents, receipts and vouchers are verified after scrutiny. The external audit is done regularly by Government officer. The financial documents, receipts and vouchers are verified after scrutiny. During last two years the audit statement does not show any pending, objectionable and dropped items.

6.5.6. Has the institution computerized its finance management system? If yes, give details.

Yes, the Institution has computerized it's finance management system.

- The Institute has latest computer software (CMS Software) for its financial management.
- All the financial budget allocations are made with the help of computers software.
- All the work about income, expenses, admissions, payrolls etc. are managed by CMS Software.

6.6. BEST PRACTICES IN GOVERNANCE AND LEADERSHIP.

6.6.1. What are the significant best practices in Governance and Leadership carried out by the Institution?

Title of the practice: Systematic management of financial resources

The context that required initiation of the practice:

The institution's progress depends upon educational, administration and financial management process. The planned budget has been prepared in consultation with the management and departmental heads. The institution development base is its financial management. Institution kept its financial management is transparent and decentralized.

Objectives of the practice:

• To enable the institution to keep its financial transactions transparent.

- To enable the institution to maintain systematic financial work culture.
- To enable the institution to decentralized the financial management.
- To enable the institution to keep financial management up to date.

The Practice:

The following activities are done for Systematic management of financial resources:

- The financial software is made available for the office staff.
- Prepare the budget at the beginning of the financial year.
- Maintain the record of day to day financial transactions.
- The purchase committee is established in the institution.
- The separate purchase committee is also established for UGC funding in the institution.
- The IQAC takes part in the meaningful financial transaction.
- The management takes review of financial transaction every week.
- The internal audit is done regularly by the institution.
- The external audit is also done regularly by the institution.

Obstacles faced if any and strategies adopted to overcome them:

No obstacles are faced by the institution

Impact of the practice:

- The institutional financial transactions become smooth.
- The institutional financial transactions made promptly and accurately with the help of software.
- The institutional financial transactions are more transparent and systematic.
- The record of the financial transactions is systematically maintained.

Resources required:

• Government and Private auditors, Office financial software

Contact person for further details: Dr. S.S. Ganapur, Principal Mob.: 7875669859, Email: dr.ssganapur@gmail.com

2. Title of the practice: Rigorous support for faculty empowerment

The context that required initiation of the practice:

The institution is rigorously support for the faculty empowerment. The development of the institution is very much depends on the development of the faculty. The quality of the teaching learning process, activities and programme is also depends on the quality of the faculty. So the institution is very active towards faculty empowerment.

Objectives of the practice:

- To enable the faculty members to participate in UGC faculty development programme.
- To enable the faculty members to participate in conferences, seminars and workshops.
- To enable the faculty members to present and publish the articles in reputed journals.
- To enable the faculty members to publish their books under the state publisher.

• To enable the faculty members to organize the various faculty development programmes.

The Practice:

The following activities are arranged to support for faculty empowerment:

• Provide the faculty empowerment facilities in the institution. Viz. computers, internet, laptops and library assistance.

• Permitted to the faculty members to participate in various faculty development programme.

• The duty leave is sanction to the faculty members for attending the various programmes.

• The institution organizes the curriculum development workshops in the institution with the collaboration with Solapur university, Solapur.

• The institution organizes the National level training programme of Human rights and child rights with the collaboration with human right commission, New Delhi.

• The institution organizes the National level conferences and seminars collaboration with UGC and Solapur university, Solapur.

• The institution permitted to the faculty members to attend the workshops and training programmes organized by open university YCMOU, Nasik.

• The institution motivates the faculty members to get sanction the UGC funded minor and major research projects.

Obstacles faced if any and strategies adopted to overcome them:

No obstacles are faced by the institution

Impact of the practice:

• The institution has organized two national level training programmes, two national level conferences, one national level seminar and three curriculum development workshops during last five year.

• The UGC sanctioned 09 minor research projects to our faculty members.

• The faculty members are published 151 research articles in the reputed journals during last five years.

• The faculty members are published 10 educational books during last five years.

• The faculty members are participated in 387 conferences, seminars, workshops and faculty development programmes of UGC.

• The faculty members are work as resource person and chair person in various national level programmes.

• Our faculty members play major role in the development of B.Ed. and M.Ed. curriculum of Solapur university, Solapur.

• Our faculty members are work as chairman and member of the various university committees.

Resources required:

• Government, Private, university and NGO's.

Contact person for further details: Dr. S.S. Ganapur, Principal

Mob.: 7875669859, Email: dr.ssganapur@gmail.com

Compliance:

1. The college is yet to develop strategy to achieve stated Vision, Mission and IQAC is to be strengthened:

The IQAC of our college worked towards realizing the goals to develop and achieve stated vision and mission of the institute. It has organized seminars/conferences on current educational issues and curricular aspects and restructuring the syllabus. Innovative practices were organized by leaders of the institution e.g. woman empowerment cell, e-forum of faculty and students for academic interaction. Arranged and participated in social awareness rallies. Arranged CCM, models of teaching and evaluation workshops,

2. The Institutional leadership exists but needs innovative outlook and practices:

In the field of research and consultancy many faculty members completed their minor research projects and submitted to UGC. All most all faculty members are involved in educational research activity continuously, thereby enhancing the rational thinking, critical analysis, and to develop reasoning ability. Started psychological consultancy program for higher secondary students from various institutes from Solapur city.

For students support and progression, our institute has started placement cell for the job opportunities in their fields. For this we have tied up and call the concern educational institutes for campus interviews to provide the job opportunities to the student teachers. We conduct student-teacher-parent meets on regular basis. Yearly we organize a state level elocution competition in the prestigious name of "Shriman Bhausaheb Gandhi" for the personality development of the students. We arrange health check-up camps and blood donation camp every year as a social responsibility.

3. Strategic action plan for future development is to be prepared:

The institution has prepared the perceptive plan (Action Plan) in the beginning of the every year. The action plan is made under the guidance of IQAC. The IQAC monitored the implementation of the action plan in the institution and give suggestions to imprve.

4. Budgetary provision be made for conducting seminars, workshops and promotion of research:

Organize educational research and related seminars/ workshops/ conferences at state as well every year as national level as a faculty development program. Budgetary provisions were made for the same.

CRITERIA VII: INNOVATIVE PRACTICES

7.1: INTERNAL QUALITY ASSURANCE SYSTEM

7.1.1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes, the institution has established Internal Quality Assurance Cell (IQAC)

First Establishment and Composition of the IQAC: 2005

Existing Establishment and Composition of the IQAC: 2012

Chairperson : Dr. Shivakumar S. Ganapur, Principal

Members : Dr. Ranjeet H. Gandhi, Secretary

Coordinator : Dr. Ashwin K. Bondarde

Sr. No.	Designation	Name
1.	Members of Management	Hon. Dr. Ranjeet Gandhi
		Hon. Mr. B.V. Shah
2.	Chair Person	Prin. Dr. S. S. Ganapur
3.	Coordinator of IQAC	Dr. A. K. Bondarde
4.	Nominees of Local Society	Shri C.R. Doshi
5.	Stakeholders	Shri Shreyanse S. Shah
6.	Alumni Member	Shri Arjun Vhatkar
7.	Teachers	Dr. B. G. Ahire
		Shri A. J. Teke
		Dr. Smt. A. M. Rangrej
		Dr. D. S. Waghmare
		Dr. Smt. U.Y. Bodhe
		Shri. R.G. Gosavi
8.	Technical Resource Person	Dr. B.S. Bhave
6.	Member from Administrative staff	Shri. J. V. Kambhoj
7.	Member from students	Shri. Nitin Waghmode

Major Activities Undertaken:

- Organization of Curricular development workshops in the institution.
- Organization of National level Conferences and seminars in the institution in collaboration with UGC and Solapur University.
- Arranging Experiential learning strategy by way of educational tours, field visits for academic improvement of student teachers.
- Establishing separate Language, Science, Mathematics, History and Geography club in the institution for student participation in pedagogy activities.

- Organization of Seminars and workshops for student teachers to enrich their knowledge and develop the interactive skills.
- Development of ICT skills in student teachers through ICT laboratory.
- Establishment of smart class room for student teachers.
- Development of language proficiency in student teachers through Language Laboratory.
- Suggesting new titles of books for library and organization of Book Exhibition in library.
- Arranging research activities for developing research culture in the institution.
- Arranging Personality development programmes for student teachers.
- Planning and organizing health checkup programmes and blood donation camp as an extension work.
- Organization of inter institution sports and cultural competitions.
- Assessment of the Teacher Educator performance by the student teachers.
 Evaluation of Internal Quality of Academic Activities:
- In IQAC meeting the review of academic activities to be planned and already executed is taken.
- Suggestion box is kept to get the feedback from the students.
- Written feedbacks are received from all student teachers regarding faculty performance and the academic activities of the institution.
- Every year academic results are analyzed and suggestions are made to the teachers for improvement in the forthcoming year.
- Discussions with faculty members in faculty meet about academic activities and researches done during the year.
- Academic and Administrative Audit from University committee.
- All curricular activities such as Teaching Enrichment programme, Teaching aid workshop, Syllabus orientation workshop, social service, field visit, psychology experiments, internal practical work, Action research work, Constructivism workshop, Models of teaching workshop, Unit Test, Tutorial and Preparatory examination are also effectively planned and executed under the guidance of IQAC.

7.1.2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The institution evaluates the achievements of goals and objectives at the following levels: **At the Management Level: (LMC)**

Twice a year we have interactive sessions with the management, one at the beginning of the year for budgeting and planning and second at the end of the academic year for the evaluation and discuss about the remedial measures to be adopted.

At the Faculty and student Level:

At the end of the every academic activity the student teachers performance is assessed by the teacher educators in light of the goals and objectives of the institution, also the student teachers give their opinions to the teacher educators. The teacher educators provide the information to the principal. The principal and the coordinators of specific academic activities take review and plan for further proceedings, improvements.

At the Parents and Alumni level:

Through PTA meet the performance and achievement of student teachers are communicated to parents by the institution and written feedback is obtained from parents.

In alumni meet the alumni reviews the achievements and performance of the institution reflected through principal speech and accordingly the alumni give their feedback.

At the practice teaching and Internship schools level:

Before the commencement and at the end of the internship practice, the heads of the schools, school teachers and guide teacher educators evaluate the performance of the student teachers in every activity performed in the school. Accordingly suggestions for improvement are given.

7.1.3 How does the institution ensure the quality of its academic programmes?

The institution ensures the quality of its academic programmes in the following ways: **Through Formative and Summative evaluation:**

Various measures are taken for the student teachers regularly to ensure the quality of the academic programmes. The performance of the tests like Tutorials, unit tests, Preparative test are analyzed by the teacher educators and necessary strategies are planned and adopted in the teaching-learning process for maintaining the academic quality. Teaching aids prepared by student teachers are evaluated and student teachers are encouraged for preparation of more teaching aids by conducting competitions.

Through feedback:

Regular participatory approach is adopted in the practicing schools by the teacher educators for observation of the student teachers teaching skills and behavior. Teacher educators, school teacher and peer provide feedback to the student-teacher for improvement.

Through Awards and Recognitions:

The institution takes notice of the awards and recognitions received by the institution, faculty members, staff members, students and motivate and praise them for continual performance and achievement.

7.1.4 How does the institution ensure the quality of its administration and financial management processes?

Administration process:

The institution ensures the quality of its administration in the following manner:

- The institutional administration has been decentralized and fully automated.
- The institutional administration has been monitored by the principal in written way and is also reviewed by the LMC.
- The IQAC supervises the entire administrative processes.
- The functions and the responsibilities of all institutional committees are well defined and are clearly specified. The principal takes review of the agenda of every meeting before actual proceedings.
- All the committees plan their activities in detail and an overall plan of the activities is developed in the year plan.
- Transparency is maintained in staff recruitment process.
- The functions and the responsibilities of administrative work regarding student teachers and faculty member is well defined and monitored by the principal.

Financial management processes:

The institution ensures the quality of its financial management in the following manner:

- Yearly budget is prepared in consultation with staff and suggestions of the IQAC.
- Purchase committee is established and functioning.

- Yearly budgeted heads and expenses are prioritized by the purchase committee and arrangements are made accordingly.
- Yearly financial statement is prepared and audited by internal and Govt. auditors.

7.1.5 How does the institution identify and share good practices with various constituents of the institution.

The institution identifies and shares good practices with various constituents of the institution in the following way:

- All the good practices are conveyed to the management.
- All the good practices are published in college magazine (Kasturi) which is distributed to student teachers, stakeholders, practice schools, vacation courses participants, resource persons, guest lecturers, principals of other colleges and eminent personalities.
- During the annual meetings of the PTA and alumni the good practices are shared and discussed.
- The good practices are discussed, shared and appreciated among the faculty members in the faculty meetings.
- The good practices are discussed, shared among the participants from other institutions in seminars, workshops and conferences proceedings.

7.2 INCLUSIVE PRACTICES

7.2.1. How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

The institution sensitizes teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum is emphasized in the following manner:

- The institution has conducted National Awareness Training Programme on "Human rights" in the year 2014.
- The institution has conducted National Awareness Training Programme on "Child rights" in the year 2015.
- The separate paper on Environmental Education, Value Education and Inclusive Education have been included in the revised curriculum of B.Ed.
- The separate paper on Inclusive Education, Guidance and Counseling, Constitution and Education, Human rights and Peace Education have been included in the revised curriculum of M.Ed.
- The topics like identification of children with special needs are taught in the B.Ed. and M.Ed. core subjects.
- The institution organizes educational visits to special schools and Orphan children organization. This experience helps the students to know and get firsthand experience of the differently able, challenged students and orphanage children.
- The institution has sent the proposal for arranging National conference on "Diversity and Inclusive Education" to the Solapur University during 2016-17.

7.2.2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

- In the B.Ed. and M.Ed. curriculum the topics related inclusion, gender differences and exceptionalities. Are included Inequalities, socially disadvantaged groups, gender disparity, Child's rights, Human rights and education, Individual Differences etc.
- Student teachers get familiarized about inclusion, gender differences and exceptionalities from activities in following visits:
- 1. Visit to the Special schools,
- 2. Visit to the Villages
- 3. Visit to the Orphanage organizations
- 4. Visit to the National Child Labour Project schools
- The institution organizes special lectures, workshops on several topics like inclusive education, empowerment of women and equality of gender.
- Equal opportunity to the student teachers is given so as to participate in all cultural activities and programme organized in the institution.

Impact on learning:

- Through the above activities and visits, lectures student teachers get aware of the scenario of different situations in the society.
- This has great impact on student teachers behavior, performance.
- This has resulted in student teachers perceptions, attitude to endeavor different real life situations.
- The different programmes, lectures and visits enable the student teachers to handle school students sensibly during practice teaching and Internship programme.
- The student teachers get acknowledged about inclusion and exceptionalities as well as gender differences from various activities and reflections of these are seen in planning and execution of various activities such as competitions, preparing Lesson Plan, cultural programme, group discussion by student teachers.

7.2.3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

There are various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation. To achieve the same the institution has proper infrastructure and a constructive learning environment. All student teachers are given many opportunities for social interactions, active engagement in learning and self-motivation.

Various activities undertaken for:

Positive social interactions -

Special invited lectures

- Child rights awareness training programme
- Women's rights awareness
- Health awareness programme
- Conducting cultural competitions
- Conducting Poster presentation competition
- Social service camp
- Blood donation
- Participation in Social rallies
- Aids awareness programme
- Celebration of national and international days
- Rural women orientation programme (Mahila Melava)
- Social issues orientation from street plays
- Andhashradha Nirmulan prograame

Active engagement in learning:

- Library facility with INFLIBNET, OPAC and separate library Google site
- Various curricular Laboratories (Educational Psychology Lab., Science and Mathematics Lab., ICT Lab., Social Science Lab. Etc.)
- Internet facility
- Articles in institutional magazine (Kasturi) by the student-teachers
- Participation by the students in various workshops viz Content Cum Methodology, Models of teaching, Evaluation workshop, Enhancing Teaching Skills workshop, Constructivism workshop, Teaching Aid workshop etc.
- Internship in various secondary schools in Solapur City.
- Preparation of teaching aids, ICT presentations and instructional material for Lessons.
- Participation by students in seminars and presentation of the content with PPT.
- Action Research and report writing.
- Participation by the students in EPC (Enhancing Professional Capacities). Viz. Understanding of Self, Critical Understanding of ICT, Drama and Art in Education and Reading and Reflecting on Text.
- Preparation of course wise internal sessional work and projects.
- Study tours and Field visits are organized by the institution for student teachers.
- Various subject club activities are organized.
- Participation by students in Tutorials, Unit Tests and Preparatory Examination.
- Participation in various internal and external competitions such as elocution, sports, quiz etc.
- Preparation of poster and hand written booklets on social issues by student teachers.

Self-motivation:

- High achievers, meritorious students and prize winners in various internal and external competitions and examinations are felicitated with award and are encouraged.
- Teacher educators put remarks on various practicum submitted by student teachers, these remarks foster the student teachers to self motivate for carrying out further activities.

7.2.4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The institution focuses on different activities which have scope for developing proficiency in student teachers for working with children from diverse backgrounds and exceptionalities. Some of the major activities are as appended bellow:

- Encouraging student-teachers to do Case studies and Action researches in the areas related to the problems of the school children with diverse background and exceptionalities.
- Conducting observation sessions in the practicing schools.
- Conducting seminars, talks and discussions.
- Visits to special schools and Orphanage organization.
- Insisting student-teachers to identify the individual differences and psychological needs of the exceptional children in practice teaching schools.
- Student teachers profile preparation

7.2.5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

The institution addresses to the special needs of the physically challenged and differently-abled students enrolled in the institutions by following way:

The percentage of the physically challenged and differently-abled students enrolled in institution is negligible. If there happens a case of enrollment of such a student then the institution handles the situation in following way:

- Internship and practice lessons allotment in teaching responsive schools.
- The lessons are assigned in schools that are suitable to them.
- Extra time is allotted during the examinations for completion of papers and submission of practicum.
- Guidance for placement.
- Opportunity to participate in co-curricular and extra-curricular activities.
- Priority is given to such student teachers in any type of guidance, counseling.
- Prompt medical services are provided at the time of need.

7.2.6 How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The institution handles and respond to gender sensitive issues in the following way:

- Women Empowerment Cell is established in the Institution. In the meetings, gender sensitive issues are discussed and solved.
- Women Grievance Redresal Cell is established in the institution.
- Internal Complaint Committee (ICC) is established in the year 2016-17. This committee is stated by UGC for Prohibition of Sexual Harassment of women at work place.
- Inculcating gender related issues in the paripath sessions.
- Conducting Guest lectures on issues related to women empowerment.
- Personality development programmes for girl students are organized by the institution.
- Arranging cultural programmes on women empowerment.
- Topics on gender sensitive issues are included in the B.Ed. and M.Ed. curriculum. The faculty members highlight those issues in their lectures.

7.3 STAKEHOLDER RELATIONSHIPS

7.3.1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The institution ensures the access to the information on organizational performance to the stakeholders in the following manner:

- PTA meeting
- Alumni get together / meet
- Institutional Website
- Institutional magazine (Kasturi)
- In the Annual Prize Distribution Program
- Institution's notice board
- Local Managing Committee meetings
- News in newspapers
- Institutional Broacher
- Management periodical namely "Global Connect"
- Use of social networking Facebook and WhatsApp (Team K C Ed)

7.3.2. How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement in the following manner:

- Grievance redressal mechanism
- Feedback Mechanism
- Periodical Faculty Meets
- Mentor ward
- College website
- Suggestion box
- Institutional magazine
- Open forum with the student-teachers
- Use of social media like Facebook Page and WhatsApp group (Team K C Ed)
- Views and opinions expressed by student teachers and stakeholders at conclusion meet.
- Send off programme

7.3.3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

The feedback mechanisms in vogue to collect, collate data from students, professional community, Alumni and other stakeholders on program quality are:

- Feedback from Principal
- Feedback from Head of the practicing schools
- Feedback from Faculty members

- Feedback from Student teachers
- Feedback from alumni
- Feedback from parents
- Feedback from other institution
- Feedback from the management
- Feedback through e-resources
- Suggestion box
- Evaluation by student teachers through written documents (Reports)

The feedback obtained from various resources are analyzed, evaluated and utilized to make better decisions for the quality improvement.

Additional Information to be provided by Institutions opting for Re-accreditation 1. How are the core values of NAAC reflected in the various functions of the institution?

i) Reflection on National Development:

• Our Vision, Mission and Objectives are strong and relevant to aims of education and national development.

• Thrust on empowerment of student teachers through quality teacher education leading to competent teachers.

• The institute ensures access, equity and transparency in admissions.

• Provision, promotion and regulation of teacher education by offering UG, PG and Research programmes based on national, global and regional needs.

• Inculcation of Core elements through curriculum.

• Participation of faculty and student teachers in *Swachha Bharat Abhiyan* (Mission Clean India)

- Participation in social awareness rallies, rally on constitution day.
- Activities under Jagar Janivancha Abhiyan promoting national development.

• Counseling, Guidance, facilities and special support to women and other deprived sections of the society.

• Orientation of villagers through cultural programme and social service camp.

• We provide competent, committed and performance oriented teachers to the school and the society, which is contribution to national development.

• Camp for voters' registration and voting awareness was organized by the college in the college campus.

ii) Fostering global competencies among students:

- Practical training includes practice teaching, subjects practical, IT practical, research, assignments, tutorials, internal examinations.
- Adoption of ICT enabled learning strategies computer software Internet and ICT tools.
- Thrust on soft skills such as communication skills, computer usage, personality developments
- Participation of student teachers in national seminars / workshops/ conferences.
- placement and career guidance for student teachers.

- Life skills, competencies required for teaching profession are developed through our rigorous training programme.
- We build confidence among the student teachers through Computer literacy, Skills to use electronic gadgets and technology aids.

• Opportunities to learn and use English as a language of modern age, Hindi a language uniting people of our country together, and Marathi and Local languages as means of understanding within and around families are provided, supported in our institute.

• The concept of Global Citizenship is fostered through classroom lectures and activities.

iii) Inculcating a Value System among Students:

• Thrust on awareness about national integrity, patriotism, communal harmony, environmental protection through various programs

Through social service camp	Daily Morning assembly (Paripath)
Celebration of national festivals.	Separate course on value education
Inclusive concept and practice.	Special day celebrations
Guest lectures on values	Social awareness rallies
Study tours / Excursion	Field visits to special schools and orphanage organizations

iv) Promoting the Use of Technology:

- Advance ICT/ET laboratory
- Usage of computer Internet and ICT
- INFLEBNET and OPAC facility for student teachers
- Google site of library
- E- forum of student teachers and faculty members (WhatsApp group)
- Arranging workshop for critical understanding of ICT
- Motivate student teachers to make use of advance ICT in their practice teaching
- Free access for handling any type of technological gadgets in the institution for educational purposes.
- Daily use of technology in teaching learning process
- Daily student teachers and faculty member's attendance recorded through bio-metric device and report is prepared.
- Purchasing various software for library and office.
- Computerization of library, administration and finance sections

v) Quest for Excellence:

- Establishment of IQAC and smooth functioning.
- Professionalism in approach and practice.
- Thrust for continuous improvement.
- Planning & strategies for implementation of goals.
- Thrust on staff appraisal.
- Feedback from student teachers and parents, alumni and heads of schools.
- Evaluation of faculty members by student teachers.
- Feedback from student teachers about institutional infrastructure.
- Quality initiatives at all existing systems and sections.
- Functional IQAC and timely submission of AQAR.

Thus the institute is addressing the Core Values of NAAC.

Workshop on Teaching Aids Workshop on Constructivism ETS Orientation examination University Viva Voce preparatory Workshop Research Models of Teaching Education Visit to Innovative Organization Seminars Lesson Planning Workshop EPC Admission and Weeks Examination Internal Action Physical Social service Internship Project work Tutorials Theory Activities **J** 1 ы ω 4 5 6 Τ 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 $\overset{\omega}{\imath}$ 34 34

3. MAPPING OF ACADEMIC ACTIVITY OF THE INSTITUTION: (B. Ed. First Year) 2015-16

KASTURBAI COLLEGE OF EDUCATION, SOLAPUR

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3. MAPPING OF ACADEMIC ACTIVITY OF THE INSTITUTION: (M. Ed. First Year) 2015-16

examination

Estd.: 1970

Shri A. P. D. Jain Pathashala's (*Minority Institute*) (NAAC ACCREDITED B⁺)

KASTURBAI COLLEGE OF EDUCATION

SETH WALCHAND HIRACHAND MARG. ASHOK CHOWK, SOLAPUR - 413 006.

Phone & Fax : 0217-2651705, 2391744

Email : kcesolapur@gmail.com

Website: http://kcebed.org

Declaration by the Head of 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 thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this SSR during the Peer Team visit.

Place : Solapur Date : 25/11/2016

(Dr. S. S. Ganapur) Principal Dr. S.S.Ganapur PRINCIPAL Kasturbal College of Education SOLAPUR-413 008.

महाराष्ट्र शासन सक्षम प्राधिकारी तथा प्रधान सचिव अल्पसंख्याक विकास विभाग. मंत्रालय, मुंबई - ४०० ०३२.

क्रमांकः अशैसं-२००८/४३०/प्र.क्र.२२३/२००८/का.१,

दिनांक :- ३ नोव्हेंबर, २००८.

अल्पसंख्याक दर्जाच्या मान्यतेचे प्रमाणपत्र

श्री ऐल्लक पत्रालाल दिगंबर जैम पाठशाळा, सोलापूर या शैक्षणिक संस्थेने त्यांच्या संस्थेस धार्मिक अल्पसंख्याक शैक्षणिक संस्था म्हणून दर्जाच्या मान्यतेचे प्रमाणपत्र मिळण्यासाठी दि.८.९.२००८ रोजी अर्ज सादर केला होता. दि.१७.१०.२००८ रोजी माझ्या समक्ष संबंधित संस्थेसोबत झालेल्या सुनावणी दरम्यान संस्थेच्या पदाधिकाऱ्यांनी केलेल्या सादरीकरणाच्या आधारे सदर संस्था ही अल्पसंख्याक विकास विभाग, शासन निर्णय, क्र.अशैसं-२००८/प्र.क्र.१३३/२००८/का.१, दि.४ जुलै, २००८ अन्वये विहित करण्यात आलेल्या निकषांतर्गत राज्य शासनाने घोषित केलेल्या धार्मिक (जैन) अल्पसंख्याकामधील व्यक्तींकडून अथवा व्यक्तींच्या समुदायाकडून स्थापित व संचालित करण्यात येत असल्याबाबत माझे समाधान झाले आहे. परिणामतः सदर संस्था ही धार्मिक (जैन) अल्पसंख्याक शैक्षणिक संस्था असल्याचे याद्वारे घोषित करण्यात येत आहे.

हे प्रमाणपत्र केवळ महाराष्ट्र राज्यापुरते लागू असेल. सदर संस्थेस प्रदान करण्यात आलेला धार्मिक अल्पसंख्याक दर्जा हा संस्था संचालित करत असलेल्या सर्व शैक्षणिक शाखांना लाग राहील.

उपरोल्लेखित शैक्षणिक संस्थेस याद्वारे प्रदान करण्यात आलेला धार्मिक अल्पसंख्याक दर्जा हा शैक्षणिक वर्ष २००८-०९ पासून विधिग्राह्य असेल. संबंधित संस्थेने अल्पसंख्याक विकास विभाग, शासन निर्णय, क्र.अशैसं-२००८/प्र.क्र.१३३/२००८/का.१, दि.४ जुलै, २००८ अन्वये विहित करण्यात आलेल्या निकष व अर्टीची सातत्याने व विनिर्देशपूर्वक पूर्तता करणे बंधनकारक राहील.

a ymilladel (टी. एफ. थेकेकरा) सक्षम प्राधिकारी तथा प्रधान सचिव अल्पसंख्याक विकास विभाग, महाराष्ट्र शासन BROX-COPY The say

Ph. 23236351, 23232701, 23237721 23234116, 23235733, 23232317 23236735, 23239437, 23239627

Extension No. 413 (CPP-I Colleges) UGC Website: <u>www.ugc.ac.in</u> विश्वविद्यालय अनुदान आयोग बहादुरशाह जफर मार्ग नई दिल्ली-110 002 UNIVERSITY GRANTS COMMISSION BAHADURSHAH ZAFAR MARG NEW DELHI-110 002

F. No. 1-1/2004 (CPP-I)

March, 2010

The Principal, Kasturbai College of Education, Ashok Chowk, Solapur, Dist. Solapur – 413 006, Maharashtra.

26 MAR LUIU

Sub: - Recognition of Kasturbai College of Education, Ashok Chowk, Solapur, Dist. Solapur – 413 006, Maharashtra, under Section 2 (f) & 12 (B) of the UGC Act, 1956.

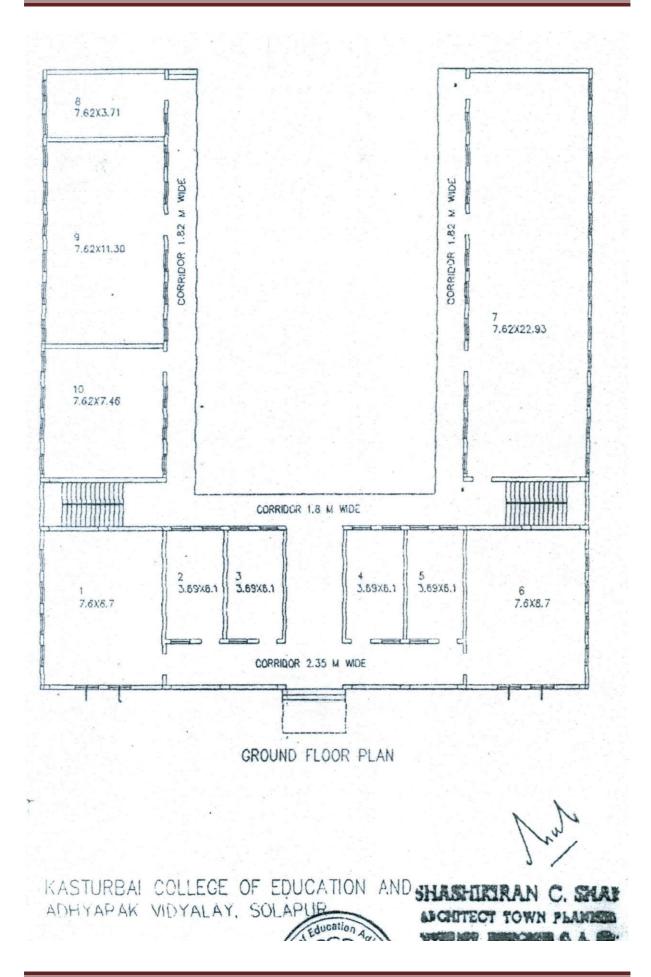
SPEED POST

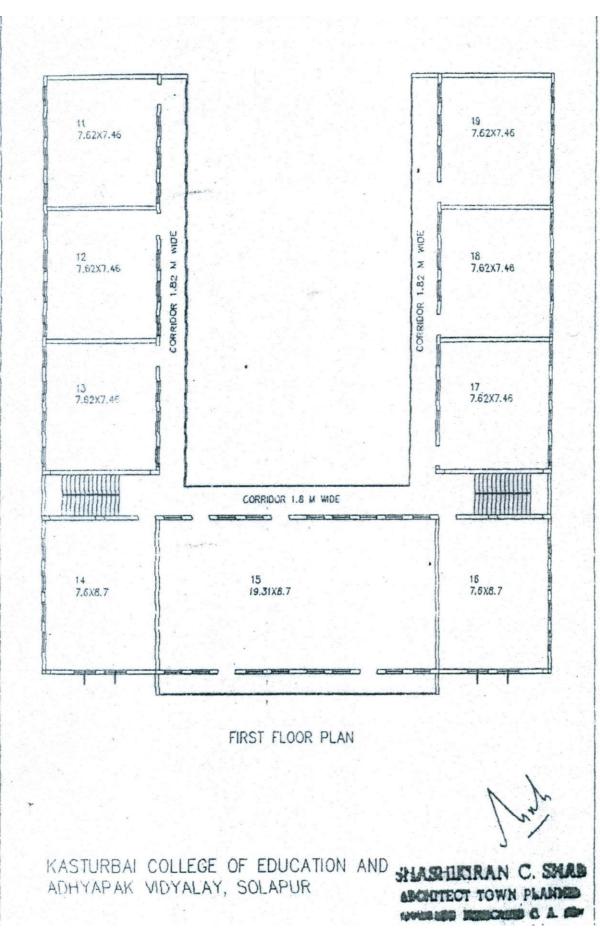
Sir,

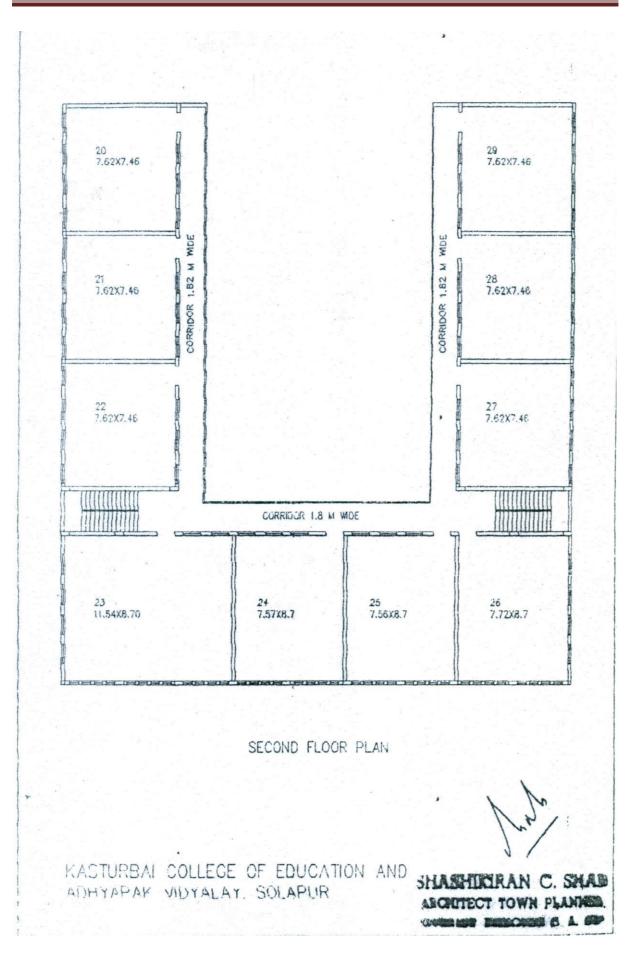
With reference to your letter No. KCE/Bed/UGC/24/2009-10/375 dated 09-02-2010 on the above subject I am directed to say that the name of Kasturbai College of Education, Ashok Chowk, Solapur, Dist. Solapur – 413 006, Maharashtra, is included in the list of Colleges maintained under Section 2 (f) & 12 (B) of the UGC Act, 1956 under the head Non Government Colleges teaching upto Under Graduate Degree. The College is also eligible to receive Central assistance under Section 12 (B) of the UGC Act.

Yours faithfully,

(Sunita Gulati) Section Officer







KASTURBAI COLLEGE OF EDUCATION, SOLAPUR B.Ed. SECTION PAYMENTS FOR 2012-2013

Head of Accounts	Budget 2012-20	Actual	Budget 2013-2014
Salary (Teaching & Non-Teaching)	11023000.00	9321370.00	11670000.00
Total (A)	11023000.00	9321370.00	11670000.00
Other Expenses :			1
Gymkhana	14000.00	13714.00	14400.00
Practical Lab.	19000.00	21412.00	19000.00
A.S.G & Co-curricular Activity Fee	32000.00	32547.00	32000.00
College Development Fund	4000.00	4055.00	4000.00
College Magazine	8000.00	13500.00	. 8000.00
Computer Lab. Fee	24000.00	53205.00	24000.00
Educational Tour	32000.00	32708.00	32000.00
Medical Chek-up	2000.00	1500.00	2000.00
Social Servcice Camp	40000.00	40095.00	40000.00
Student Stationery	24000.00	24734.00	24000.00
Advertisement Exp	10000.00	0.00	10000.00
Affiliation Fee	15000.00	16500.00	15000.00
Audit Fee Expenses	10000.00	29619.00	20000.00
Binding Charges Expenses	2000.00	1435.00	2000.00
Electricity Exps.	75000.00	64120.00	75000.00
Fule Exps.	25000.00	39204.00	35000.00
Visc. Exps.	10000.00	22765.00	12600.00
Muncipal Tax	100000.00	100000.00	100000.00
Periodicals, Magazine & Reading Room	15000.00	16147.00	15000.00
Postage & Fax Exps	3000.00	1311.00	2000.00
Printing & Stationery	25000.00	26615.00	25000.00
Repairs to Building & Road Exps.	25000.00	21850.00	25000.00
Repairs to Furniture & Office	25000.00	30028.00	10000.00
Seed Money	5000.00	0.00	5000.00
Seminar Exps	10000.00	2900.00	3000.00
Sundry Repairs	3000.00	1946.00	2000.00
r.A. Bill Exps	20000.00	18130.00	20000.00
Telephone Exps.	12000.00	9667.00	15000.00
Jniform to Peon Exps.	5000.00	7330.00	5000.00
Total (B)	594000.00	647037.00	596000.00
Capital Expenditure :		· ·	
Furniture & Office Equipment	68000.00	54400.00	50000.00
ibrary Books & E- Books	10000.00	10368.00	10000.00
JGC Minor Research Project Grant	110000.00	35500.00	75000.00
JGC Additional Assistance Grant		2002481.00	3000000.00
JGC Development of Sports		500000.00	10,0000.00
Total(C)	188000.00	2602749.00	3235000.00
Surpuls		242220.00	
Grand Total A + B + C	11805000.00	12813376.00	15501000.00

KASTURBAI COLLEGE OF EDUCATION, SOLAPUR B.Ed. SECTION RECEIPTS FOR 2012-2013

Head of Accounts	Budget	Actual	Budget
	2012-20	013	2013-2014
Salary Grant	10372000.00	9039975.00	11111000.00
Tuition & Admission Fee	651000.00	585834.00	690000,00
TOTAL (A)	11023000.00	9625809.00	1180100 0.00
Non Salary Grant	443000.00	443000.00	283500.00
TOTAL (B)	443000.00	443000.00	283500.00
UGC Lib Books & Equipment Grant	110000.00	115500.00	77500.00
UGC Additional Assistance Grant		2000000.00	300000.00
UGC Development of Sports		400000.00	100000.00
TOTAL (C)	110000.00	2515500.00	3177500.00
Other Fees			
Gymkhana Fee	14000.00	15300.00	14400.00
Library Fee	10000.00	10200.00	9600.00
Practical Lab. Fee	19000.00	20400.00	19000.00
A.S.G & Co-curricular Activity Fee	32000.00	33600.00	32000.00
College Development Fund	4000.00	4250.00	4000.00
College Magazine	8000.00	8000.00	8000.00
Computer Lab. Fee	24000.00	24000.00	24000.00
Educational Tour	32000.00	32400.00	32000.00
Medical Chek-up	2000.00	2000.00	2000.00
Social Servcice Camp	40000.00	40000.00	40000.00
Student Stationery	24000.00	24000.00	24000.00
Misc. Receipts	20000.00	14917.00	30000.00
			· · · · · · · · · · · · · · · · · · ·
TOTAL (D)	229000.00	229067.00	239000.00
Grand Total A + B + C+ D	11805000.00	12813376.00	1550100 0.00
No. of Students :			
2012 - 2013	80		
2013 - 2014	80		

KASTURBAI COLLEGE OF EDUCATION, SOLAPUR B.Ed. SECTION PAYMENTS FOR 2013-2014

Head of Accounts	Budget	Actual	Budget
			2014-2015
Salary (Teaching & Non-Teaching)	11670000.00	12439994.00	11502600.00
Total (A)	11670000.00	12439994.00	11502600.00
Other Expenses :			
Gymkhana	14400.00	14399.00	14400.00
Practical Lab.	19000.00	12268.00	19000.00
A.S.G & Co-curricular Activity Fee	32000.00	35607.00	24000.00
College Development Fund	4000.00	4104.00	4000.00
College Magazine	8000.00	6750.00	8000.00
Computer Lab. Fee	24000.00	25960.00	20000.00
Educational Tour	32000.00	40255.00	36000.00
Medical Chek-up	1500.00	1500.00	2000.00
Social Servcice Camp	40000.00	41046.00	48000.00
Student Stationery	24000.00	22700.00	24000.00
Advertisement Exp	10000.00	14592.00	10000.00
Affiliation Fee	15000.00	15000.00	15000.00
Audit Fee Expenses	20000.00	20494.00	16000.00
Binding Charges Expenses	2000.00	840.00	1000.00
Electricity Exps.	75000.00	77680.00	77000.00
Fule Exps.	35000.00	26195.00	25000.00
Misc. Exps.	12600.00	17971.50	15000.00
Muncipal Tax	100000.00	100000.00	100000.00
Periodicals, Magazine & Reading Room	15000.00	22356.00	20000.00
Postage & Fax Exps	2000.00	1654.00	1000.00
Printing & Stationery	25000.00	22694.00	15000.00
Repairs to Building & Road Exps.	25000.00	21850.00	22000.00
Repairs to Furniture & Office	10000.00	0.00	5000.00
Seed Money	5000.00	0.00	3000.00
Seminar Exps	3000.00	351.00	1000.00
Sundry Repairs	2000.00	5015.00	1000.00
T.A. Bill Exps	20000.00	11941.00	100000.00
Telephone Exps.	15000.00	8980.00	10000.00
Uniform to Peon Exps.	3000.00	3260.00	5000.00
Total (B)	593500.00	575462.50	641400.00
Capital Expenditure :			*3
Furniture & Office Equipment	50000.00	1750.00	10000.00
Library Books & E- Books	10000.00	11193.00	10000.00
Total(C)	60000.00	12943.00	20000.00
Surpuls			
Grand Total A + B + C	12323500.00	13028399.50	12164000.00

KASTURBAI COLLEGE OF EDUCATION, SOLAPUR B.Ed. SECTION RECEIPTS FOR 2013-2014

2013-20 11111000.00 690000.00 11801000.00	9936933.00 1056163.00 10993096.00	2014-2015 10200000.00 1441500.00
690000.00 11801000.00	1056163.00	1441500.00
11801000.00		
	10993096.00	44044500.00
	10993096.00	44044500 00
		11641500.00
283500.00	283559.00	283500.00
283500.00	283559.00	283500.00
14400.00	14040.00	14400.00
		9600.0
		19200.0
		24000.0
		4000.0
		8000.0
	23700.00	20000.0
	31600.00	36000.0
2000.00	1975.00	2000.0
40000.00	39500.00	48000.0
24000.00	23700.00	24000.0
30000.00	23094.00	29800.0
239000.00	229239.00	239000.0
	1793505.50	
12323500.00	11505894.00	12164000.0
70		
	40000.00 24000.00 30000.00 239000.00	9600.00 9360.00 19000.00 18720.00 32000.00 31600.00 4000.00 4050.00 8000.00 7900.00 24000.00 23700.00 32000.00 31600.00 2000.00 31600.00 2000.00 1975.00 40000.00 39500.00 24000.00 23700.00 30000.00 23094.00 1793505.50 12323500.00 11505894.00 11505894.00

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KASTURBAI COLLEGE OF EDUCATION, SOLAPUR B.Ed. SECTION RECEIPTS FOR 2014-2015

Head of Accounts	Budget	Actual	Budget
	2014-2	2015	2015-2016
Salary Grant	10200000.00	9268928.00	11220000.00
Tuition & Admission Fee	1441500.00	180795.00	1226900.00
TOTAL (A)	11641500.00	9449723.00	12446900.00
Non Salary Grant	283500.00	283559.00	283500.00
	200000.00	200003.00	20000.00
TOTAL (B)	283500.00	283559.00	283500.00
Other Fees			
Gymkhana Fee	14400.00	14220.00	50000.00
Library Fee	9600.00	9480.00	50000.00
Practical Lab. Fee	19200.00	18960.00	50000.00
A.S.G & Co-curricular Activity Fee	24000.00	23700.00	15000.00
College Development Fund	4000.00	4300.00	2500.00
College Magazine	8000.00	8000.00	5000.00
Computer Lab. Fee	20000.00	20000.00	12500.00
Educational Tour	36000.00	36000.00	22500.00
Medical Chek-up	2000.00	2025.00	1250.00
Social Servcice Camp	48000.00	48600.00	30000.00
Student Stationery	24000.00	24281.00	13750.00
Misc. Receipts	29800.00	28832.00	22500.00
TOTAL (C)	239000.00	238398.00	275000.00
Deficit	0.00	1099258.00	0.00
Grand Total A + B + C	12164000.00	11070938.00	13005400.00
No. of Students :			
2014 - 2015	79		
2015 - 2016	50		

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KASTURBAI COLLEGE OF EDUCATION, SOLAPUR B.Ed. SECTION PAYMENTS FOR 2014-2015

Head of Accounts	Budget	Actual	Budget
	2014-2	015	2015-2016
Salary (Teaching & Non-Teaching)	11502600.00	10471488.00	12446900.00
Total (A)	11502600.00	10471488.00	12446900.00
Other Expenses :	0		
Gymkhana	14400.00	22410.00	30000.00
Practical Lab.	19000.00	16657.00	30000.00
A.S.G & Co-curricular Activity Fee	24000.00	18632.00	30000.00
College Development Fund	4000.00	5190.00	2500.00
College Magazine	8000.00	12000.00	5000.00
Computer Lab. Fee	20000.00	16790.00	12500.00
Educational Tour	36000.00	33726.00	22500.00
Medical Chek-up	2000.00	1500.00	1250.00
Social Servcice Camp	48000.00	43749.00	30000.00
Student Stationery	24000.00	10284.00	13750.00
Advertisement	10000.00	20976.00	15000.00
Affiliation Fee	15000.00	15000.00	15000.00
Audit Fee Expenses	16000.00	16000.00	16000.00
Binding Charges	1000.00	2730.00	1000.00
Electricity	77000.00	87170.00	80000.00
Fule	25000.00	25912.00	20000.00
Miscellaneous	15000.00	13085.00	10000.00
Muncipal Tax	100000.00	100000.00	100000.00
Periodicals, Magazine & Reading Room	20000.00	12379.00	12000.00
Postage & Fax	1000.00	1257.00	1000.00
Printing & Stationery	15000.00	30213.00	15000.00
Repairs to Building & Road	22000.00	21850.00	22000.00
Repairs to Furniture & Office	5000.00	0.00	3000.00
Seed Money	3000.00	0.00	2000.00
Seminar	1000.00	0.00	1000.00
Sundry Repairs	1000.00	5909.00	1000.00
Г.А. Bill	100000.00	5528.00	5000.00
Telephone	10000.00	8397.00	9000.00
Jniform to Peon	5000.00	2760.00	3000.00
Total (B)	641400.00	550104.00	508500.00
Capital Expenditure :			
Furniture & Office Equipment	10000.00	40584.00	0.00
ibrary Books & E- Books	10000.00	8762.00	50000.00
Total (C)	20000.00	49346.00	50000.00
Surpuls	0.00	0.00	0.00
Grand Total A + B + C	12164000.00	11070938.00	13005400.00

KASTURBAI COLLEGE OF EDUCATION, SOLAPUR.
M.Ed. SECTION
RECEIPTS FOR 2012 - 2013

Head of Accounts	Budget	Actual	Budget
	2012-2013		2013-2014
Tuition Fee	1300000.00	955407.00	780000.00
Other Misc. Receipts	5000.00	7790.00	5000.00
Total	1305000.00	963197.00	785000.00
Deficit	1167000.00	931297.00	813000.00
Grand Total Rs.	2472000.00	1894494.00	1598000.00
No. of Students :			
2012-2013	20		
2013-2014	12		

Head of Accounts	Budget Actual		Budget
	2012-20		2013-2014
Salary (Teaching & Non Teaching)	1800000.00	1433338.00	1000000.00
Advertisement	10000.00	10491.00	10000.00
Affiliation Fee	15000.00	16500.00	15000.00
Association Membership Fee	10000.00	10000.00	10000.00
Audit Fee	15000.00	14933.00	15000.00
Bank Commission	2000.00	150.00	1000.00
Book Binding	4000.00	1030.00	2000.00
Building Usage	210000.00	205463.00	210000.00
Co-curricular Activity	15000.00	5608.00	15000.00
College Magazine	6000.00	4950.00	6000.00
Computer Lab.	10000.00	7717.00	10000.00
Depriciation	30000.00	22944.00	25000.00
Educational Tour	10000.00	5543.00	5000.00
Electrical Maintenance	10000.00	1900.00	5000.00
Electricity	75000.00	69170.00	75000.00
Freight & Cartages	10000.00	0.00	5000.00
Gardening	10000.00	0.00	5000.00
Generator Set Consumable	40000.00	2455.00	15000.00
Internal Road Repair	15000.00	13000.00	15000.00
Maintenance to Building	15000.00	0.00	15000.00
Medical Checkup	1000.00	500.00	1000.00
Miscellaneous	5000.00	1795.00	5000.00
Municipal Taxes	20000.00	5000.00	10000.00
Periodicals & Reading Reading Room	10000.00	10256.00	10000.00
Postage	1000.00	0.00	1000.00
Printing & Stationery	30000.00	16576.00	15000.00
Prize Distribution	10000.00	3770.00	12000.00
Repaiers to Furniture	10000.00	800.00	10000.00
Seminar	10000.00	2226.00	10000.00
Social Service Camp	20000.00	15159.00	20000.00
Telephone	5000.00	3762.00	5000.00
Travelling	13000.00	4860.00	10000.00
Typing & Xerox	5000.00	1227.00	5000.00
Capital	20000.00	3371.00	25000.00
Total Rs.	2472000.00	1894494.00	1598000.00

2016

KASTURBAI COLLEGE OF EDUCATION, SOLAPUR. M.Ed. SECTION RECEIPTS FOR 2013 - 2014

Head of Accounts	Budget	Actual	Budget
	2013-20	014	2014-2015
Fuition Fee	780000.00	1216935.00	780000.00
Other Misc. Receipts	5000.00	6665.00	5000.00
Total	785000.00	1223600.00	785000.00
Deficit	813000.00	3576.00	235000.00
Grand Total Rs.	1598000.00	1227176.00	1020000.00
No. of Students :	510		
2013-2014	12		
2014-2015	15		

PAYMENTS FOR 2013 - 2014

PAYMENTS FOR 2013 - 2014			
Head of Accounts	Budget	Actual	Budget
	2013-2	014	2014-2015
Salary (Teaching & Non Teaching)	1000000.00	839429.00	630000.00
Advertisement	10000.00	1824.00	5000.00
Affiliation Fee	15000.00	15000.00	15000.00
Association Membership Fee	10000.00	12000.00	10000.00
Audit Fee	15000.00	7893.00	5000.00
3ank Commission	1000.00	0.00	1000.00
Book Binding	2000.00	570.00	1000.00
Building Usage	210000.00	205463.00	205000.00
Co-curricular Activity	15000.00	4350.00	5000.00
College Magazine	6000.00	1500.00	2000.00
Computer Lab.	10000.00	1100.00	1000.00
Depriciation	25000.00	17622.00	10000.00
Educational Tour	5000.00	6600.00	5000.00
Electrical Maintenance	5000.00	0.00	0.00
Electricity	75000.00	45010.00	45000.00
Freight & Cartages	5000.00	0.00	0.00
Gardening	5000.00	0.00	0.00
Generator Set Consumable	15000.00	5361.00	5000.00
nternal Road Repair	15000.00	13000.00	13000.00
Vaintenance to Building	15000.00	0.00	5000.00
Medical Checkup	1000.00	0.00	1000.00
Aiscellaneous	5000.00	1870.00	2000.00
Aunicipal Taxes	10000.00	5000.00	5000.00
Periodicals & Reading Reading Room	10000.00	12309.00	10000.00
Postage	1000.00	294.00	500.00
Printing & Stationery	15000.00	2853.00	2500.00
Prize Distribution	12000.00	5254.00	5000.00
Repaiers to Furniture	10000.00	0.00	5000.00
Seminar	10000.00	0.00	0.00
Social Service Camp	20000.00	4650.00	5000.00
Felephone	5000.00	3762.00	5000.00
Fravelling	10000.00	3566.00	5000.00
Typing & Xerox	5000.00	896.00	1000.00
P.N.S. Registration Fee	0.00	10000.00	0.00
Capital	25000.00	0.00	10000.00
fotal Rs.	1598000.00	1227176.00	1020000.00

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KASTURBAI COLLEGE OF EDUCATION, SOLAPUR. M.Ed. SECTION RECEIPTS FOR 2014 - 2015

Head of Accounts	Budget	Actual	Budget
	2014-20	015	2015-2016
Tuition Fee	780000.00	763685.00	975000.00
Other Misc. Receipts	5000.00	7711.00	5000.00
Total	785000.00	771396.00	980000.00
Deficit	813000.00	736270.00	455000.00
Grand Total Rs.	1598000.00	1507666.00	1435000.00
No. of Students :			
2014-2015	15		
2015-2016	15		

PAYMENTS FOR 2014 - 2015

Head of Accounts	Budget	Actual	Budget
	201	4-2015	2015-2016
Salary (Teaching & Non Teaching)	630000.00	988980.00	1045000.00
Advertisement	5000.00	8132.00	5000.00
Affiliation Fee	15000.00	35500.00	15000.00
Association Membership Fee	10000.00	10000.00	10000.00
Audit Fee	5000.00	4000.00	5000.00
Bank Commission	1000.00	0.00	1000.00
Book Binding	1000.00	280.00	500.00
Building Usage	205000.00	205463.00	205000.00
Co-curricular Activity	5000.00	6671.00	5000.00
College Magazine	2000.00	1500.00	2000.00
College Level Scholarship	0.00	145000.00	0.00
Computer Lab./Practical & Lab	1000.00	1180.00	1000.00
Depriciation	10000.00	13615.00	10000.00
Educational Tour	5000.00	2352.00	5000.00
Electrical Maintenance	0.00	0.00	0.00
Electricity	45000.00	33930.00	45000.00
Generator Set Consumable	5000.00	0.00	5000.00
Internal Road Repair	13000.00	13000.00	13000.00
Maintenance to Building	5000.00	0.00	5000.00
Medical Checkup	1000.00	0.00	1000.00
Miscellaneous	2000.00	2520.00	2000.00
Municipal Taxes	5000.00	5000.00	5000.00
Periodicals & Reading Reading Room	10000.00	7143.00	10000.00
Postage	500.00	348.00	500.00
Printing & Stationery	2500.00	2981.00	3000.00
Prize Distribution	5000.00	1000.00	5000.00
Repaiers to Furniture	5000.00	0.00	5000.00
Social Service Camp	5000.00	1595.00	5000.00
Telephone	5000.00	4188.00	5000.00
Travelling	5000.00	11133.00	5000.00
Typing & Xerox	1000.00	1235.00	1000.00
P.N.S. Registration Fee	0.00	0.00	0.00
Jniforms to Peon	0.00	920.00	0.00
Capital	10000.00	0.00	10000.00
	1020000.00	1507666.00	1435000.00

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KASTURBAI COLLEGE OF EDUCATION, SOLAPUR M.Phil. SECTION RECEIPTS FOR 2012-2013

Head of Accounts		Budget	Actual	Budget
		2012-20	013	2013 - 2014
Admission Fee		1000.00	500.00	700.00
Tuition Fee		24000.00	22690.00	21000.00
Other Fee		15000.00	5980.00	9100.00
Grand Total		40000.00	29170.00	30800.00
Year		No. of Students		
2012 - 2013		5		
2013 - 2014	12	7		

PAYMENTS FOR 2012-2013

Head of Accounts	Budget	Actual	Budget
	2012-201	3	2013 - 2014
Salary & Honorarium	15000.00		15000.00
Library Books	2000.00		2300.00
Printing & Statonery	3000.00		1000.00
Affiliation Fee	2000.00	1650.00	1500.00
Audit Fee	2000.00	2500.00	2000.00
Miscellaneous	6000.00	972.00	4000.00
Capital Exp.	10000.00		5000.00
Total	40000.00	5122.00	30800.00
Surplus		24048.00	
Grand Total	40000.00	29170.00	30800.00

KASTURBAI COLLEGE OF EDUCATION, SOLAPUR M.Phil. SECTION RECEIPTS FOR 2013-2014

lead of Accounts	Budget	Actual	Budget
	2013-20	014	2014-2015
dmission Fee	700.00	400.00	500.00
uition Fee	21000.00	12000.00	15000.00
)ther Fee	9100.00	7530.00	6500.00
Total	30800.00	19930.00	22000.00
Deficit		3545.00	
Grand Total	30800.00	23475.00	22000.00
Year	No. of Students		
2013 - 2014	4		
2014 - 2015	5		

PAYMENTS FOR 2013-2014

lead of Accounts	Budget	Actual	Budget
	2013-2014		2014-2015
alary & Honorarium	15000.00	13000.00	15000.00 #
ibrary Books	2300.00	0.00	1000.00 =
rinting & Statonery	500.00	2078.00	500.00
ffiliation Fee	1500.00	1500.00	1500.00 -
udit Fee	2500.00	2500.00	2500.00 -
liscellaneous	4000.00	1858.00	0.00
ractical & Lab Exps.	0.00	2539.00	
apital Exp.	5000.00		1500.00
otal	30800.00	23475.00	22000.00
urplus	1		
irand Total	30800.00	23475.00	22000.00

KASTURBAI COLLEGE OF EDUCATION, SOLAPUR M.Phil. SECTION RECEIPTS FOR 2014-2015

Head of Accounts	Budget	Actual	Budget
	2014-20	15	2015-2016
Admission Fee	500.00	700.00	700.00
Tuition Fee	15000.00	21000.00	21000.00
Other Fee	6500.00	10990.00	8500.00
Misc. Receipts	0.00	3838.00	0.00
Total	22000.00	36528.00	30200.00
Deficit	0.00	12095.00	0.00
Grand Total	22000.00	48623.00	30200.00
Year	No. of Students		
2014 - 2015	6		
2015 - 2016	5		

PAYMENTS FOR 2014-2015

Head of Accounts	Budget	Actual	Budget
	2014-2	2015	2015-2016
Salary & Honorarium	15000.00	11700.00	15200.00
Affiliation Fee	1500.00	7500.00	1500.00
Audit Fee	2500.00	2500.00	2500.00
Book Binding	0	240.00	500.00
Co-Curricular Activities	0	2881.00	2000.00
College Magazine	0	1000.00	1000.00
Miscellaneous	0.00	4416.00	500.00
Practical & Lab	0.00	4535.00	3000.00
Printing & Statonery	500.00	2549.00	1500.00
Sundry Repairs	0	820.00	500.00
Travelling Exps	0	315.00	500.00
Xerox & Typing Charges	0	696.00	500.00
Library Books	1000.00	0.00	1000.00
Capital Exp.	1500.00	9471.00	0.00
Total	22000.00	48623.00	30200.00
Grand Total	22000.00	48623.00	30200.00

S. A. P. D. J. Pathashala's KASTURBAI COLLEGE OF EDUCATION

Seth Walchand Hirachand Marg, Ashok Chowk, Solapur-413006.

Language Laboratory

Sr. No.	Particular	Quantity
01	Student Computers	20
		1
02	Master Computer	01
03	Oral Software	01
04	Head Phones	21
05	Web Cam	01
06	LAN Connected	01
07	Chairs	21

S. A. P. D. J. Pathashala's

KASTURBAI COLLEGE OF EDUCATION

Seth Walchand Hirachand Marg, Ashok Chowk, Solapur-413006.

ICT and ET Laboratory

Sr. No.	Particular	Quantity
01	CCTV CAMERA	10
02	CD WITH EDUCATIONAL SOFTWARE	150
03	LCD PROJECTOR	4
04	VOICE RECORDER	8
05	PUBLIC ADDRESSING SYSTEM	2
06	LAPTOPS	2
07	LCD PROJECTER	4
08	DIGITAL CAMERA	2
09	SCANNER	1
10	COMPUTERS PIV WITH WINDOWS XP ETC.	40
11	PRINTER DOT MARIX 132 COL.	02
12	PRINTER DOT MARIX 80 COL.	01
13	UPS/Battery	06
14	4 INTERNET FACILITY	
15	Chairs	40
16	Lesser Printer	01

S. A. P. D. J. Pathashala's

KASTURBAI COLLEGE OF EDUCATION

Seth Walchand Hirachand Marg, Ashok Chowk, Solapur-413006.

Science and Mathematics Laboratory

Sr. No.	Particular	Quantit		
01	Microscope	10		
02	02 Different Science Models			
03	Round Bottle Glass	3		
04	Flat Bottom Glass	13		
05 .	Flat Bottom Flask	13		
06	Glass Jar Small	4		
07	Sprit Lamp	10		
08	Science Charts	235		
09	Science 3D Charts	118		
10	Science Common Slides	58		
11	Slide Tray	04		
12	Slide Box	04		
13	Scientist Photographs	09		
14	Chemicals	36		
15.	Tuning Fore (Set)	8		
16.	Tuning Rubber Paid	6		
17.	Bar magnet	10 pair		
18.	'U' type Magent	3		
19.	Round Magnet	4		
20.	Magnet Needle	6		
21.	Mirror Stand	4		
22.	Colony Meter	1		
23.	Vanier Caliper	6		
24.	Micrometer Screqage	5		
25.	Spring Balance	5		
26.	Metal ball with round handle	5		
27.	Test tube holder	6		
28.	Spring	2		
29.	Len's Stand	4		
30.	Resoling battle	3		
31.	Thermometer	10		
32.	Electroscope	4		
33.	Leclanche's Cell copper	3		
34.	Hokayantra	6		
35.	Concone Small	11		
36.	Concone Big	3		
37	Dobal Conver Small	5		
38	Dobal Conver Big	2		
39	Glass Slab	2		
40 .	Prision	4		
41	Dobal Concave	2		
42	Magnifying with Glass (ãä¼ãâØã)handle	4		

S. A. P. D. J. Pathashala's KASTURBAI COLLEGE OF EDUCATION

Seth Walchand Hirachand Marg, Ashok Chowk, Solapur-413006.

Social Science Laboratory

Sr. No.	Particular	Quantity
01	History Charts	163
02	History Set of Charts	18
03	Pictures	53
04	3D Charts	42
. 05	Paper Charts	44
06	Geography Charts	146
07	Geography Set of Charts	18
08	08 Maps	
09	Geography Models	19
10	Geography 3D Charts	39

Mr.S.G. Patil CHARTERED ACCOUNTANT

10,East Mangalwar Peth, Solapur-413002 Dial : 2326335 P.P

SHRI. A.P.D.J. PATHASHALA'S KASTURBAI COLLEGE OF EUDCATION ADHYAPAK VIDYALYA, SOLAPUR. B.ED. SECTION INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31st MARCH, 2014

EXPENDITURE	Rs.	Rs.	INCOME	Rs.	Rs.
Salary to Teaching Staff		F	y Grants		
Basic Pay	2909220.00		Salary	9936933.00	
AGP/GP	864000.00		Non-Salry	283559.00	10220492.00
D.A.	3492164.00		Non Carly		
	754644.00	-	y Fees		
H.R.A.		L	Admission	7260.00	
C.L.A.	14400.00			1048903.00	1056163.00
Licence Fee	16800.00		Tuition	1040903.00	1000105.00
T.A.	92288.00				
Special Pay	24000.00		Other Fee		
Sixth Pay Difference	2034320.00	10201836.00 E	By Gymkhana Fee	14040.00	
			Practical & Lab. Fee	18720.00	
Salary to Non Teaching Stat	ff		Library Fee	9360.00	42120.00
Basic Pay	783120.00				
AGP/GP	207400.00	F	y University Approved Fee		
D.A.	915165.00		A.S.G.Co-Curricular Activity Fee	31600.00	
	198104.00		College Magazine Fee	7900.00	
H.R.A.			Computer Lab. Fee	23700.00	
C.L.A.	10850.00		Educational Tour Fee	31600.00	
Т.А.	15812.00				
C.H.A.	1800.00		Medical Check up Fee	1975.00	
Washing Allowance	1200.00		Student Stationery	23700.00	
Six Pay Diff. of Non Teachin	104707.00	2238158.00	Social Service Camp Fee	39500.00	104005 00
			College Development Fee	4050.00	164025.00
Other Fee Exps.			D D		06000.00
Gymkhana Expenses	14399.00		y Pay Recovery		96000.00
Prac. & Lab. Expenses	12268.00	26667.00			
University Approved Fee Ex	nancas	F	y Misc. Receipt		
ASG & Co-curr. Activity Exp			Ex-Student Fee	70.00	
	25960.00		Stationery	5974.00	
Computer Lab. Exps.			Certificate Fee	750.00	
College Magzine Exps.	6750.00			600.00	
Educational Tour Exps.	40255.00		Admission & Processing Fee		
Medical Cehckup	1500.00		T.C. Fee	15200.00	00004.00
Social Service Camp Exps.	41046.00		Consulting Fee	500.00	23094.00
Student Stationery	22700.00				
College Development Fund	4104.00	177922.00			
Desurring Exponence			y U.G.C. National Seminar Add. F	ee	99100.00
Recurring Expenses	14592.00	-		00	00100101
Advertisement Exps.			y Solapur University Workshop Fe	0	2800.00
Affilition Fee	15000.00	C	by Solapul Oniversity Workshop re		2000.00
Audit Fee Exps.	20494.00		Deficit transformed to Del. Object		1A1CEAC EL
Bank Commission	1368.50	5	y Deficit transferred to Bal. Sheet		1416546.50
Binding Charges	840.00				
Electricity Exps.	77680.00				
Fuel Exps.	26195.00				
Miscellneous Exps.	16603.00				
Muncipal Taxes	100000.00				
Periodical & Magazine	17499.00				
Printing & Stationery Exps.	17870.00				
Postage	1654.00				
	4857.00				
Reading Room Exps.					
Repairs to Building & Road					
Seminar Exps.	351.00				
Sundry Repairs	5015.00				
T.A. Bill	11941.00		and the second		
Telephone Exps.	8980.00		5.G. P.C.		
Uniforms to Peon Exps.	3260.00		19:		
Xerox & Typeing Exps	4824.00	370873.50	E 10, East 14		
			Li malwar reuni	-	
	Bal.C/f	13015456.50	S SOLAPUR S	Bal.C/f	13120340.50
	Bal.C/f	13015456.50	121 SOLAPUNE	bal.on	1312

Mr.S.G. Patil CHARTERED ACCOUNTANT	C. S.	10,East Mangalwar Peth, Solapur-413002 Dial : 2326335 P.P
Bal.E	/f 13015456.50	Bal.B/f 13120340.50
To Youth Festival Fee To University Prorata Contribution To University Student Insurance Fee To U.G.C. National Seminar Add.Exp. To Solapur University Workshop Exp	1150.00 702.00 925.00 99092.00 3015.00	
	13120340.50	13120340.50
Solapur Solapur Martin Solapur Notice Kastur	PRINCIPAL aai College of Education SOLAPUR	PATTERED ACCOUNTANT UNDUR SHARTERED ACCOUNTANT LAPUR 23 JUL 2014
10		

CHARTERED ACCOUNTAN	NTS	-	10) , East Mangalwar Solapur-4	
	S	HRI. A.P.D.J.	PATHASHALA'S		
KASTURBA	I COLLEGE	OF EUDCATI	ON ADHYAPAK VIDYALYA, S	SOLAPUR.	
		B.ED. S	SECTION		
INCOME AND E	EXPENDITUR	E ACCOUNT	FOR THE YEAR ENDING 31st	MARCH, 2015	
EXPENDITURE	Rs.	Rs.	INCOME	Rs.	Rs.
Salary to Teaching Staff			By Grants		
Basic Pay	2828884.00		Salary	9268928.00	
AGP/GP	799419.00		Non-Salry	283559.00	9552487.00
D.A.	3712777.00		Tron-Sally	283339.00	9552407.00
H.R.A.	725661.00		By Fees		
C.L.A.	13292.00		Admission	5100.00	
Licence Fee				5100.00	
	16800.00		Tuition	175695.00	180795.00
T.A.	115848.00				
Special Pay	24000.00		By <u>Other Fee</u>		
Sixth Pay Difference	51588.00	8288269.00	Gymkhana Fee	14220.00	
			Practical & Lab. Fee	18960.00	
Salary to Non Teaching Staf	f		Library Fee	9480.00	42660.00
Basic Pay	766000.00		-		
GP/GP	194400.00	8.11	By University Approved Fee		
D.A.	981745.00		A.S.G.Co-Curricular Activity F	ee 23700.00	
H.R.A.	192080.00		College Magazine Fee	8000.00	
C.L.A.	10200.00				
Т.А.			Computer Lab. Fee	20000.00	
	35794.00		Educational Tour Fee	36000.00	
С.Н.А.	1800.00		Medical Check up Fee	2025.00	
Washing Allowance	1200.00	2183219.00	Student Stationery	24281.00	
			Social Service Camp Fee	48600.00	
Other Fee Exps.			College Development Fee	4300.00	166906.00
Gymkhana Expenses	22410.00				
Prac. & Lab. Expenses	16657.00	39067.00 I	By Pay Recovery		80000.00
			De Miss Dessint		
University Approved Fee Fra	00000	1	By <u>Misc. Receipt</u> Ex-Student Fee	150.00	
University Approved Fee Exp				150.00	
ASG & Co-curr. Activity Exps			Stationery	9116.00	
Computer Lab. Exps.	16790.00		Certificate Fee	290.00	
College Magzine Exps.	12000.00		Sale of Raddi	4276.00	
ducational Tour Exps.	33726.00		T.C. Fee	15000.00	28832.00
Medical Cehckup	1500.00				
Social Service Camp Exps.	43749.00	H	By University Eligibility Fee		4200.00
Student Stationery	10284.00				
College Development Fund	5190.00	141871.00 E	By University Ashwamedh Fee		474.00
Recurring Expenses		r	By University Emergency Fund		10.00
Advertisement Exps.	20976.00	L	y oniversity Emergency Fund		10.00
Advertisement Exps.					
	15000.00	E	By National Level Conference Fee		59500.00
Audit Fee Exps.	16000.00				
Bank Commission	1934.00	E	By Deficit transferred to Balance	Sheet	979498.0
Binding Charges	2730.00				
Electricity Exps.	87170.00				
uel Exps.	25912.00				
Aiscellneous Exps.	11151.00				
Juncipal Taxes	100000.00				
Periodical & Magazine	7145.00				
Printing & Stationery Exps.	25723.00				
Postage	1257.00				095362
USIDUE					

Mrs. S.G. Patil CHARTERED ACCOUNTANTS	en e			10 , East Mar	2326335 P.P. ngalwar Peth, lapur-413002
Bal B/f	314998.00	10652426.00	Bal B/f		11095362.00
Reading Room Exps.	5234.00				
Building Repairs	11850.00				
Internal Road Repairs	10000.00				
Sundry Repairs	5909.00				
T.A. Bill	5528.00				
Telephone Exps.	8397.00				
Uniforms to Peon Exps.	2760.00				
Xerox & Typeing Exps	4490.00	369166.00			
Youth Festival Fee		1736.00			
University Student Insurance Fee		129.00			
National Level Conferene Exps.		71515.00			
University Exam Fee		390.00			
	1	11095362.00			11095362.00
	=				



	Mrs.S.G.Patil Chartered Accountant	$T = \delta_{0}$				0, East Mangalw Solapur Dial : 2326	
					THASHALA'S		32
		KASTURBA	COLLEGE	OF E	EUDCATION, SOLAPUR	<u>ર.</u>	10, East
			B.ED.	SEC	CTION		Mangelwar Peth,
							SOLAPUR /
	INCOME AND	EXPENDITU	RE ACCOUNT	FO	R THE YEAR ENDING 31s	st MARCH, 2016	REBACCOU
	EXPENDITURE	Rs.	Rs.		INCOME	Rs.	Rs.
T	Salary to Tapahing Staff			-			110.
I	Salary to Teaching Staff Basic Pay	2746139.00			Grants		
	AGP/GP	789806.00			Salary	11418333.00	
	D.A.	4087563.00			Non-Salry	283559.00	11701892.00
	H.R.A.				F		
	C.L.A.	698260.00			Fees		
	Licence Fee	11791.00			Admission	1900.00	
	T.A.	16800.00			Tuition	588880.00	590780.00
		106762.00					
	Special Pay	24000.00			Other Fee		
	Stagnant Increment	83346.00			Gymkhana Fee	49000.00	
	Sixth Pay Difference	432361.00	8996828.00		Library Fee	49000.00	
_					Other Fee	200.00	
To	Salary to Non Teaching				Practical & Lab. Fee	49000.00	147200.00
	Basic Pay	796610.00					
	AGP/GP	195300.00			University Approved Fee		
	D.A.	1174480.00		,	A.S.G.Co-Curricular Activity Fee	15000.00	
	H.R.A.	198382.00			College Magazine Fee	5000.00	
	C.L.A.	10200.00		(Computer Lab. Fee	12250.00	
	T.A.	37781.00		I	Educational Tour Fee	22500.00	
	C.H.A.	1800.00		1	Medical Check up Fee	1250.00	
	Washing Allowance	1550.00	2416103.00		Student Stationery	13750.00	
					Social Service Camp Fee	30000.00	
То	Other Fee Exps.				Parents Teacher Association Fee		
	Gymkhana Expenses	47939.00		(College Development Fee	2550.00	103575.00
	Prac. & Lab. Expenses	54672.00	102611.00		0		100010.00
				By F	Pay Recovery		63325.00
То	University Approved Fee	Expenses		-,			00020.00
	ASG & Co-curr. Activity Exr	31364.00		By I	Misc. Receipt		
	Computer Lab. Exps.	2175.00			Ex-Student Fee	130.00	
	College Magzine Exps.	7300.00			Stationery	10496.00	
	Educational Tour Exps.	11472.00			Certificate Fee	40.00	
	Social Service Camp Exp	30389.00			Sale of Raddi	1885.00	
	Student Stationery	3965.00			Consultancy Fee	9200.00	
	Parents Teacher Associatic	2249.00			C.C. Fee	6400.00	28151 00
	College Development Fund	2450.00	91364.00		.0.166	0400.00	28151.00
		2400.00		By I	Jniversity Ashwamedh Fee		200.00
To	Recurring Expenses			by c	Silversity Asilwainedit Fee		300.00
	Advertisement Exps.	8046.00		By I	Iniversity Even Fee		100.00
	Affilition Fee	35500.00		By C	Jniversity Exam. Fee		190.00
	Audit Fee Exps.	22000.00		By I	Iniversity Evan Form For		400.00
	Bank Commission	4438.00		by C	Iniversity Exam. Form Fee		480.00
	Binding Charges	2260.00	5	By I	Iniversity Student Insuranc	- Foo	400.00
	Electricity Exps.	86975.00		by C	sinversity Student Insurance	C FEE	400.00
	Fuel Exps.	27593.00		By I	Iniversity Vouth Factivel F		760.00
	Miscellneous Exps.	20495.00		by U	Iniversity Youth Festival Fe	ee	760.00
	Muncipal Taxes	100000.00		By N	lational Level Conference	Foo	10000 00
	Periodical & Magazine	12264.00	t.	Dy IN	lational Level Conference	ee	12000.00
	Printing & Stationery Exps.	17903.00		By C	. U. S. National Level Sem	inor Foo	E4000.00
	Postage	811.00	Ľ	by S	. 0. 3. National Level Sem	Indi Fee	54900.00
	Reading Room Exps.	6116.00		BV N	ational Child Rights Semin	ar Grant	50000 00
	Building Repairs	11850.00		Dy IN	auonai oniiu Rights Semin	a Glan	50000.00
		1000.00					

	Mrs.S.G.Patil	10 Me			10 Fast Ma	ngalwar Peth,
	Chartered Accountant		- A.		` Sol	apur - 413002 : 2326335 P.P
	Bal B/f	356251.00	11606906.00	Bal B/f		12753953.00
	Internal Road Repairs	10000.00				
	Sundry Repairs	3834.00				
	T.A. Bill	24749.00				
	Telephone Exps.	9651.00				
	Software Exps.	15390.00				
	Uniforms to Peon Exps.	2780.00				
	Xerox & Typeing Exps	7371.00	430026.00			
То	University Eligibility Fee		1708.00			
То	University Prorata Contrib	ution	702.00			
Го	University Exam Late Fee		150.00			
Го	University Development F	und	50.00			
Го	SUS Srujanrang Periodical C		500.00			
Го	SUS National Level Semin	nar Exps.	66257.00			
Го	National Child Rights Sem		61876.00			
Го	Surplus transferred to B	ls	585778.00			
		a de laces de la	12753953.00		× ×	12753953.00



4

Mrs.S.G.PATIL CHARTERED ACCOUNTANT	10,East Mangalwar Peth, Solapur-413002 Dial :2326335 P.P				
	CHDI V	P. D. JAIN PA	τησεμαία'ς		
KASTURRAL			OHYAPAK VIDYALAY		
KASTORDAL		M.ED. SECT		y oour on	
INCOME & EXPE	NDITURE ACC		E YEAR ENDING 31s	t MARCH, 2014	
EXPENDITURE	Rs.	Rs.	INCOM	E Rs.	Rs.
Salary To Teaching Staff			By <u>Fees</u>		
Basic Pay	237169.00		Tuition Fee		1216935.00
D.P.	96911.00				
D.A.	334339.00		By Miscellaneous F	eceipts	
H.R.A.	43609.00		T.C. Fee		2200.0
C.L.A.	1788.00				
T.A.	5613.00	719429.00	By Bank Interest		4465.0
			Du University Even	Faa	120.0
Salary To Non-Teaching Staff		120000.00	By University Exam	ree	120.0
asic Pay		120000.00	Dy University Degi	tration Foo	120.0
			By University Regis	tration ree	120.0
Recurring Expenses	1924 00		By University Stud	ant Incurance	37.0
Advertisement Exps.	1824.00		By University Stud		57.0
Affiliation fee	15000.00		By Deficit Transfer	rad to B/s	4456.0
Association Membership Fee	12000.00 7893.00		by Dencit Hansier	eu to bys	4450.0
Audit Fee					
Book Binding Exps.	570.00				
Building Usage Exps.	205463.00				
Co-curricular Activity Exps.	4350.00 1500.00				
College Magazine Exps.	1100.00				
Computer Consumable Educational Tour	6600.00				
	45010.00				
Electricity Exps. Fuel Expenses	5361.00				
Internal Road Repairs & Main.	13000.00				
M.V.A.A.S. Association CET Exps.	150.00				
Miscellaneous Exps.	1680.00				
Municipal Tax Exps.	5000.00				
P.N.S. Registration Fee	10000.00				
Periodicals & E-Journals	8008.00				
Printing & Stationery	2553.00				
Prize Distribution Exps.	5254.00				
Postage	294.00				
Practical & Lab Exps.	40.00				
Reading Room Exps.	4301.00				
Social Service Camp Exps.	4650.00				
Student Stationery Exps.	300.00				
Telephone Bill Exps.	3762.00				
Travelling Exps.	3566.00				
Xerox & Typing charges	896.00	370125.00			
				S.S.G. PA	
Balance C/f		1209554.00	Balance C/f	E 10, East F	1228333.
				Mangalwar Peth,	
			1	E SOLAPUR E	
				1 the and the	

Mrs.S.G.PATIL CHARTERED ACCOUNTANT	10, 10, 10		10,East Mangalwar Peth, Solapur-413002 Dial :2326335 P.P		
Balance B/f	1209554.00	Balance B/f		122 8333.00	
University Pro-rata Contribution	109.00				
o Eligibility Fee	900.00				
o University Registration Fee	96.00				
o University Youth Festival Fee	52.00				
o Depreciation	17622.00				
Total Rs.	1228333.00	Tot	al Rs.	1228333.00	
)					
	Hang SC Hang SC Hang SC	ALAPUR ST 21	Sepurit RTERED AC AUG 2014	COUNTANT	

CHARTERED ACCOUNTANT	C. 84				ur-413002
					10.00
KACTURR		A. P. D. JAIN P		10	T maganiz Pata,
KASTORBA	AI COLLEGE OF	M.ED. SECT	DHYAPAK VIDYALAYA, SOLAPI	UK	15 SUCADUR
INCOME & EX			HE YEAR ENDING 31st MARCH	2015	CHED AUCOU
INCOME & EX	FENDITONE AC	COONT FOR I	TE TEAK ENDING SIST MAKCH	, 2015	AQLO
EXPENDITURE	Rs.	Rs.	INCOME	Rs.	Rs.
o Salary To Teaching Staff			By <u>Fees</u>		
Basic Pay	248787.00		Tuition Fee		763685.00
D.P.	124394.00				
D.A.	429158.00		By Miscellaneous Receipts		
H.R.A.	55977.00		T.C. Fee		2000.0
C.L.A.	2345.00				
T.A.	7819.00	868480.00	By Certificate Fee		100.0
			By Ex-Student Fee		100.0
Salary To Non-Teaching Staff			By Sale of Raddi		2296.0
Basic Pay		120500.00	By Stationery		170.0
		120300.00	ST Stationery		1/0.0
Recurring Expenses			By Bank Interest		3135.0
Advertisement Exps.	8132.00				
Affiliation fee	35500.00		By Eligibility Fee		92.0
Admission Processing Exps.	714.00				5 110
Association Membership Fee	10000.00		By University Registration Fe	0	120.0
Audit Fee	4000.00		by oniversity negistration re		12.0.0
Book Binding Exps.	280.00		By University Student Insura	nco	105.0
Building Usage Exps.	205463.00		by Oniversity Student Insula	nce	105.0
Co-curricular Activity Exps.	6671.00		By Deficit Transferred to B/s		726457 0
			by Dencit Hansterred to bys	1	736457.0
College Magazine Exps.	1500.00				
College Level Scholarship	145000.00				
Educational Tour	2352.00				
Electricity Exps.	33930.00				
Bymkhana Exps.	50.00				
Internal Road Repairs & Main.	13000.00				
Miscellaneous Exps.	1756.00				
Municipal Tax Exps.	5000.00		×.		
Periodicals & E-Journals	2746.00				
Printing & Stationery	456.00				
Prize Distribution Exps.	1000.00				
Postage	348.00				
Practical & Lab Exps.	1180.00				
Reading Room Exps.	4397.00				
Social Service Camp Exps.	1595.00				
Student Stationery Exps.	2525.00				
Telephone Bill Exps.	4188.00				
Travelling Exps.	11133.00				
Uniforms to Peon	920.00				
Xerox & Typing charges	1235.00	505071.00			
	1233.00	505071.00			
	13				
Balance C/f	505071.00	1494051.00	Balance C/f		1508170.00

	-				Dial-	2326335 P.P
		the second s	ATHASHALA'S			
KASTU		157.2.2.50.2. 2010.05.0.2.0.	DUCATION, SC	DLAPUR		
		M.ED. SEC				
INCOME & EXPENDIT						
EXPENDITURE	Rs.	Rs.	INCO	DME	Rs.	Rs.
Salary To Teaching Staff	200250.00		By Fees			
Basic Pay D.P.	280250.00 134200.00		Tuition Fee			442939.00
).A.	462990.00			Dessists		
J.A. J.R.A.	60390.00		By Miscellaneo Certificate F		40.00	
C.L.A.	2640.00		T.C. Fee	66	1000.00	1040.00
r.A.	8800.00	949270.00		-	1000.00	1040.00
17 - 17 - 17 - 17 - 17 - 17 - 17 - 17 -	0000.00	040270.00	By Bank Interes	t		1286.00
alary To Non-Teaching Staff		167750.00	· · · · · · · · · · · · · · · · · · ·			1200.00
Basic Pay			By Parents Tea	cher Associati	on	475.00
			By Ex. Student			20.00
Recurring Expenses			By Solapur Uni.	Ashwamedh I	Fee	186.00
dvertisement Exps.	30595.00		By Solapur Uni.	Development	Fund	100.00
filiation fee	35500.00		By Solapur Uni.	E-Suvidha Fe	е	100.00
ssociation Membership Fee	10000.00		By Solapur Uni.	Eligibility Fee		458.00
udit Fee	4000.00		By Solapur Uni.	Eligibility Form	n Fee	46.00
look Binding Exps.	1340.00		By Solapur Uni.	Emergency F	ee	200.00
uilding Usage Exps.	205463.00		By Solapur Uni.	Exam. Form F	ee	190.00
o-curricular Activity Exps.	5292.00		By Solapur Uni.	Student		
college Magazine Exps.	1460.00		Insurance Fe	ee		174.00
college Scholarship	70000.00		By Solapur Uni.	Pro-rata		
ducational Tour Exps.	1350.00		Contribution			45.00
lectricity Bill Exps.	43845.00		By Solapur Uni.		ee	100.00
Symkhana Exps.	126.00		By Solapur Uni.	Registration		
ternal Road Repairs & Main.	13000.00		Form Fee			10.00
lembership Registration	5000.00		By Solapur Uni.	Youth Festiva	IFee	452.00
liscellaneous Exps.	3034.00					
lunicipal Tax Exps.	5000.00		By Deficit Trans	sferred to B/s		1151306.00
eriodicals & E-Journals	2398.00					
ostage Exps.	606.00					
ractical & Lab Exps.	6650.00					
rinting & Stationery Exps.	3074.00					
rize Distribution Exps. eading Room Exps.	2080.00 4400.00					
elephone Bill Exps.	4989.00					
ravelling Exps.	8564.00					
erox & Typing charges	2952.00	470718.00				
olapur Uni. Apatkalin Nidhi		180.00				
epreciation		11209.00				
Total Rs.		1599127.00		Total Rs.	_	1599127.00
					=	
			SGA			
		1.	ARE FI	00		
			Mangelwar Path	(-)		
		3	SOLAPUR	XY	m	
		12	al 18	01		
			CAED ACCOUL	CHARTERE	DACCOU	INTANT
				15 SE		

Mrs. S.G. Patil CHARTERD ACCOUNTANT 10, East Mangalwar Peth, Solapur- 413 002 Dial- 2326335 p.p.

SHRI A. P. D. JAIN PATHASHALA'S KASTURBAI COLLEGE OF EDUCATION, SOLAPUR M.PHIL SECTION

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31st MARCH, 2014

EXPENDITURE	Rs.	Rs.	INCOME	Rs.	Rs.
To Recurring Expenses			By Admission Fees		400.0
Affiliation Fee	1500.00		21		
Audit Fee	2500.00		By Fees		
Book Binding Exps.	160.00		Tuition Fee	12000.00	
Co-Curricular Activities Exps.	1332.00		Gymkhana Fee	480.00	
College Magazine Exps.	1500.00		Internet Fee (Yearly)	2000.00	
Misc. Exps.	526.00		Library Fee	1200.00	
Practical & Lab Exps.	2539.00		Lab. Development Fee	3500.00	
Printing Exps.	238.00		Medical Fee	350.00	19530.0
Travelling Exps.	50.00				
Xerox & Typing Charges	130.00	10475.00	By Bank Interest		2685.0
verox & ryping charges		10 1/0100	By Certificate Fee		10.0
To Salary of Teaching Staff		13000.00	By Ashwamedh Fee		96.0
To salary of reaching stan		10000.00	By Registration Fee		2000.0
To Suplus transferred to B/s		1666.00	By S.A.F.		70.0
to suplus transferred to bys		1000.00	By University Emergency Fund		70.0
			By University Vikas Nidhi		200.0
			By Youth Festival Fee		80.0
			by routiliestivalies		
Total Rs.	-	25141.00	Total R	s. =	25141.0
			E.		
			×		
6					
	2				
1 531	A).		SG	^	
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(E) Kasturbai Co	NCIPAL llege of Educ	ation	S Mangaiwar Peth *	ERED ACCO	

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21 AUG 2014

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Mrs. S.G.Patil CHARTERED ACCOUNTANT

10,East Mangalwar Peth, Solapur-413002 Dial : 2326335 P.P

SHRI A. P. D. JAIN PATHASHALA'S KASTURBAI COLLEGE OF EDUCATION, SOLAPUR M.PHIL SECTION INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31st MARCH, 2015

EXPENDITURE	Rs.	Rs.	INCOME	Rs.	Rs.
To Recurring Expenses					
Affiliation Fee	7500.00				
Audit Fee	2500.00		By Fees		
Book Binding Exps.	240.00		Admission Fees	700.00	
Co-Curricular Activities Exps.	2881.00		Tuition Fee	21000.00	
College Magazine Exps.	1000.00		Gymkhana Fee	840.00	
Misc. Exps.	4406.00		Internet Fee (Yearly)	3500.00	
Postage	10.00		College Magazine Fee	700.00	
Practical & Lab Exps.	4535.00		Library Fee	2100.00	
Printing Exps.	2549.00		Lab. Development Fee	3500.00	
Sundry Repairs	820.00		Medical Fee	350.00	32690.00
Travelling Exps.	315.00				
Xerox & Typing Charges	696.00	27452.00	By Bank Interest		2998.00
			By T.C. Fee		840.00
o Salary of Teaching Staff		9500.00	By Ashwamedh Fee		210.00
			By Registration Fee		3560.00
o Salary of Administrative Staff		2200.00	By S.A.F.		70.00
			By University Emergency Fund		70.00
o Suplus transferred to B/s		3156.00	By University Vikas Nidhi		350.00
			By Youth Festival Fee		220.00
			- /		the day Q a

42308.00

By Eligibility Fee

42308.00

1300.00

PRINCIPAL Kasturbai College of Education

SOLAPUR



Mrs. S.G. Patil 10, East Mangalwar Peth, CHARTERD ACCOUNTANT Solapur- 413 002 Dial- 2326335 p.p. SHRI A. P. D. JAIN PATHASHALA'S KASTURBAI COLLEGE OF EDUCATION, SOLAPUR **M.PHIL SECTION** INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31st MARCH, 2016 EXPENDITURE Rs. Rs. INCOME Rs. Rs. **To Recurring Expenses** By Fees Affiliation Fee 1500.00 **Tuition Fee** 6000.00 Audit Fee 2500.00 Book Binding Exps. 280.00 By Bank Interest 2959.00 Co-Curricular Activities Exps. By T.C. Fee 1576.00 600.00 Misc. Exps. 1095.00 Postage 75.00 By Deficit Transferred to B/s 4454.00 Practical & Lab Exps. 2567.00 Printing Exps. 2140.00 Sundry Repairs 670.00 Travelling Exps. 315.00 Xerox & Typing Charges 195.00 12913.00 To Eligibility Fee 1100.00 14013.00 14013.00 Total Rs. Total Rs.



कस्तुरबाई कॉलेज ऑफ एज्युकेशन व अध्यापक विद्यालय, सोलापूर विद्यार्थ्या साठी अभ्यासक्रम मूल्यमापन सूची

सूचना :- १) तुमचे प्रतिसाद शैक्षणिक गुणवत्ता विकसनासाठी वापरले जातील. २) मूल्यमापन सुचीमध्ये कोठेही आपले नाव / परीक्षा क्र. वगैरे चा उल्लेख करु नये. ३) आपल्या प्रतिसादासमोर ४अशी खूण करावी.

अ.क्र.	प्रचल (Parameter)	सहमत	असहमत
۹.	अभ्यासक्रमाशी निगडीत व अद्ययावत पाठयक्रम आहे.		
2	अभ्यासक्रमातील विविध घटकांच्या अध्ययनासाठी संदर्भ व		
ર.	अभ्यासासाठी ग्रंथ, मासिके व नियतकालिके यांची उपलब्धता आहे.		
З.	अभ्यासक्रमातील नवनवीन घटक उपयुक्त आहेत.		
8.	अभ्यासक्रम मूल्यांकनाची पध्दत योग्य आहे.	an an air an air an	
બ.	शिक्षणक्रमातील आशयाची रचना समाजोपयोगी गरजांची पूर्तीकरणारी आहे.		
٤.	शिक्षणक्रम संशोधनास प्रेरित करणारा आहे.	1.8.1	
6.	शिक्षणक्रमातील आशयाची व्यापकता पुरेशी आहे.		
٢.	शिक्षणक्रमातून सखोल ज्ञानाची प्राप्ती होते.		
s.	संगणक प्रात्यक्षिकासाठी दिला जाणारा वेळ पुरेसा आहे.		
٩٥.	विद्यार्थ्यां मध्ये नैतिक मूल्य रुजविण्यासाठी मूल्य शिक्षणाच्या तासिकांची उपलब्धता आहे.		5.00
99.	प्रात्यक्षिकासाठी प्रत्येक आठवडयातील अध्यापनाचे तास पुरेसे आहेत.	es est	1.1
٩२.	विषयातील अध्यापनात गुणवत्ता आहे.		
93.	विषयाला मार्गदर्शकाकडून मिळणारी वागणूक योग्य आहे.		
98.	विभागाकडून मिळणारे शैक्षणिक मार्गदर्शन योग्य आहे.		
٩ ५.	प्रश्नपत्रिकेत संपूर्ण पाठयक्रमाचा समावेश असतो.		
٩٤.	उत्तर पत्रीकेचे मूल्यांकन योग्य तन्हेने केले जाते.		
90.	वेळेत निकाल प्रसिध्द केला जातो.		
9८.	सरावपाठाच्या वेळी शाळांतील शिक्षकांकडून सहकार्य मिळते.		
98.	प्रश्नपत्रिकेतील बहुपर्यायी प्रश्नातील पर्याय योग्य आहेत.		
20.	े शिक्षक विद्यार्थ्याच्या प्रात्यक्षिक कार्याचे वस्तूनिष्ठ मूल्यमापन करतात.	- 	
	एकूण		

कस्तुरबाई कॉलेज ऑफ एज्युकेशन व अध्यापक विद्यालय, सोलापूर शिक्षकांसाठी अभ्यासक्रम मूल्यमापन सूची

सूचना :- १) आपले प्रतिसाद शैक्षणिक गुणवत्ता विकसनासाठी वापरले जातील. २) आपल्या प्रतिसादासमोर √अशी खूण करावी.

अ.क.	प्रचल (Parameter)	सहमत	असहमत
۹.	शिक्षणक्रम संशोधनास चालना देणारा आहे.		
२.	मूलभूत विषयांमधून मूल्यांची रुजवणूक होते.		
3.	अभ्यासक्रमात कालानुरुप नावीण्यपूर्ण घटाकांचा समावेश करणे आवश्यक आहे.		5
8.	माहिती तंत्रज्ञनाविषयाचा अभ्यासक्रमातील भारांश वाढविणे गरजेचे आहे.		
ч.	अभ्यासक्रमात उपयोजनात्मक घटकांचा समावेश आहे.	da é stala	
٤.	अभ्यासक्रमात पर्यावरण शिक्षणाची योग्य सांगड घातली आहे.	1. 1. 1. 1.	
७.	अभ्यासक्रमात विद्यार्थ्याच्या वैविध्यपूर्व गरजांचा (diverse nees) विचार केलेला आहे.		
٤.	अभ्यासक्रमात विशेष गरजा असलेल्या विद्यार्थ्यासाठी आवश्यक घटकांचा समावेश आहे.		
۶.	पाठ्चक्रम अभ्यासक्रमाशी निगडीत व अद्ययावत आहे.		
90.	पाठ्चक्रमातील रचनेची व सुधारणेची प्रक्रिया समाधानकारक आहे.		
99.	वैकल्पिक विषयाच्या निवडीसाठी संधीची उपलब्धता आहे.		
٩२.	आशयातून सखोल ज्ञानाची प्राप्ती होते.		
9३.	सर्व प्रात्यक्षिकांसाठी वेळेची उपलब्धता पुरेशी आहे.	1.0	
98.	विषयनिहाय अध्यापनासाठी आठवडयातील अध्यापन तासिका पुरेशा आहेत.		
૧५.	महाविद्यालयात चांगल्या अध्ययन संसाधनांची उपलब्धता आहे म्हणून अध्यापन प्रभावी होते.		
٩٤.	अध्यापनात दृकश्राव्य साधने वापरली जातात.		1.1
90.	सद्यस्थितीत वापरल्या जाणाऱ्या अध्यापन पध्दती समाधानकारक आहेत	1.5.15	-
۹८.	सराव पाठासाठी पुरेशा शाळा उपलब्ध आहेत.		
٩९.	सैध्दान्तिक प्रश्न प्रकारात उपयोजनात्मक प्रश्नांची संख्या वाढविणे आवश्यक आहे.		
20.	निबंध लेखनाचे आयोजन पारदर्शक आहे.		
२१.	संदर्भ पुस्तके / ग्रंथ पुरेसे उपलब्ध आहेत.		
૨૨.	अंतर्गत परीक्षेची कार्यवाही व मूल्यमापन यंत्रणा या मध्ये सुधारणा आवश्यक आहे.		
-194 - 1	एकूण		

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कस्तुरबाई कॉलेज ऑफ एज्युकेशन व अध्यापक विद्यालय, सोलापूर माजी विद्यार्थी प्रत्याभरण सूची

सूचना :- १) आपले प्रतिसाद शैक्षणिक गुणवत्ता विकसनासाठी वापरले जातील. २) आपल्या प्रतिसादासमोर ४अशी खूण करावी.

अ.क्र.	महाविद्यालयाबाबतचे आपले मत	सहमत	असहमत
۹.	महाविद्यालयातील शिक्षकांचे अध्यापन विषयक कार्य गुणवत्ता पुर्ण आहे.		
٩.	अध्ययन सुविधांची उपलब्धता पुरेश्या प्रमाणात आहे.		
3.	विविध अध्यापन पध्दतीं चा वापर करुन पाठयक्रम पुर्ण केला जातो.	1	
8.	अध्यापनात शैक्षणिक साहित्यांचा व माहिती तंत्रज्ञानाचा समाधानकारकरित्या वापर केला जातो.		
ч.	महाविद्यालयातील शिक्षक वेळोवेळी शैक्षणिक समस्यांच्या संदर्भात मार्गदर्शन करण्यास तयार असतात.		
٤.	अभ्यासक्रमातील सर्व प्रात्यक्षिके समाधानकारकरित्या पूर्ण केली जातात.		
6.	महाविद्यालयात अद्ययावत साधनांची उपलब्धता आहे.		
٤.	विद्यार्थ्यांकडून अभ्यासक्रम व अभ्यासक्रमाची अंमलबजावणी याबाबतची मते स्वीकारली जातात.		
٩.	महाविद्यालयामध्ये माहिती तंत्रज्ञान व मानसशास्त्र प्रयोगशाळा सुसज्ज आहे.		
90.	ग्रंथालयात पुरेश्या प्रमाणात पाठयपुस्तके व संदर्भ पुस्तकांची उपलब्धता आहे.	1.0	
99.	ग्रंथालयात पुरेश्या प्रमाणात मासिके व वर्तमानपत्रांची उपलब्धता आहे.		1.1.1
१२.	विविध अभ्यासेतर कार्यक्रम महाविद्यालयात राबविले जातात.		100
93.	खेळ व विविध कलांना / सुप्त गुणांना पुरेश्या प्रमाणात वाव दिला जातो.		
98.	महाविद्यालयाची शिस्त चांगली आहे.		
94.	शासन नियमांनुसार फी आकारली जाते.	1	
٩٤.	महाविद्यालयातील कार्यालयीन कर्मचाचांकडून चांगली सेवा दिली जाते.		
90.	महाविद्यालयातील सर्व शिक्षकांमध्ये योग्य समन्वय आहे.		
9८.	महाविद्यालयात क्षमताधिष्ठित शिक्षक घडविला जातो.		
98.	माजी विद्यार्थ्यांचा सहभाग महाविद्यालयाच्या प्रगतीसाठी विचारात घेतला जातो.		3
२०.	विद्यार्थ्यां च्या नोकरी संदर्भात महाविद्यालयाचे नियमित सहकार्य मिळते		
२१.	विद्यार्थ्यांच्या व्यवसाय मार्गदर्शनासाठी माजी विद्यार्थ्यांचा सहभाग घेतला जातो.		
२२.	नोकरी संदर्भात माजी विद्यार्थ्यांचे सहकार्य घेतले जाते.		10 mg m
२३.	मला मिळालेल्या बहुमोल मार्गदर्शनामुळे मी आज या पदावर पोहोचलो आहे.		1
૨૪.	सामाजिक परिवर्तन घडविण्याची क्षमता कस्तुरबाई कॉलेज ऑफ एज्युकेशनच्या विद्यार्थ्या मध्ये आहे.		
૨५.	मला कस्तुरबाई कॉलेज ऑफ एज्युकेशनचा विद्यार्थी असल्याचा अभिमान वाटतो.		
	एकूण		

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कार्यालयाचे नाव , पत्ता व दूरध्वनी क्रमांक निवास पत्ता व भ्रमणध्वनी क्रमांक

स्वाक्षरी

कस्तुरबाई कॉलेज ऑफ एज्युकेशन व अध्यापक विद्यालय, सोलापूर सरावपाठ शाळा प्रमुख प्रत्याभरण सूची

सूचना :- १) आपले प्रतिसाद शैक्षणिक गुणवत्ता विकसनासाठी वापरले जातील. २) आपल्या प्रतिसादासमोर √अशी खूण करावी.

अ.क्र.	महाविद्यालयाबाबतचे आपले मत	सहमत	असहमत
۹.	सरावपाठ प्रात्यक्षिकासंबंधी चर्चा व पत्रव्यवहार केला जातो.		
૨.	सराव पाठाचे नियोजन अचूक असते.		951
3.	नियोजनाप्रमाणे सरावपाठ घेतले जातात.		
8	शालेय अडी - अडचणींचा विचार महाविद्यालयाकडून केला जातो.		
4	सरावपाठ नियोजन व प्रत्यक्ष पाठ यामध्ये पुरेसा कालावधी दिला जातो		
٤.	सरावपाठ व शालेय कामकाज याची योग्य सांगड घातली जाते.		
0.	विशिष्ट शाळांना सतत पाठाचे ताण पडू नये यांची दक्षता महाविद्यालयाकडून घेतली जाते.		
ζ.	सराव पाठांची संख्या माफक प्रमाणात आहे.		
۹.	विद्यार्थी सरावपाठ नाविन्यपुर्णतेने घेतो.		
90.	महाविद्यालयातील प्राध्यापक शाळेतील शिक्षकांशी शैक्षणिक विचारांची देवाण - घेवाण करतात.		
99.	प्रशिक्षणार्थी शाळेतील शिक्षकांचे शैक्षणिक मार्गदर्शन घेतात.		
۹ २ .	शाळेतील अनुभवी शिक्षकांचा प्रशिक्षणार्थीना लाभ होतो.		
93.	प्रशिक्षणार्थ्यांनी अद्ययावत साधनांचा सरावपाठात वापर केल्याने शाळेतील विद्यार्थ्यांचे अध्ययन उत्साहवर्धक होते.		
98.	शालेय अनुभव कार्यक्रमात सरावपाठा व्यतिरिक्त अन्य उपक्रम राबविले जातात.		
૧५.	शालेय अनुभव कार्यक्रमात विविध उपक्रमातील शालेय विद्यार्थ्यां चा व शिक्षकांच्या सहभागामुळे शालेय वातावरण पोषक बनते.		
٩٤.	प्रशिक्षणार्थीं ना शालेय अनुभवात दप्तर, ग्रंथालय व प्रयोगशाळा पहाणी करण्यास संधी दिली जाते.		
90.	महाविद्यालयाची शिस्त चांगली आहे.		
9८.	सरावपाठाबद्दल शालेय विद्यार्थी व शिक्षक समाधानी आहेत.		
98.	महाविद्यालयाचे कामकाज समाधानकारक आहे.		
૨૦.	विद्यापीठाच्या सरावपाठ परीक्षेत बहिस्थ परीक्षक म्हणून शाळेच्या शिक्षकांचे नियुक्ती केल्यामुळे विद्यार्थी शिक्षकांच्या गुणवत्ता वाढीस मदत होते.		
	एकूण		

मुख्याध्यापक / प्राचार्य नाव-

प्रशालेचे नाव , पत्ता व दूरध्वनी क्रमांक

स्वाक्षरी

कस्तुरबाई कॉलेज ऑफ एज्युकेशन व अध्यापक विद्यालय, सोलापूर संस्था सदस्य प्रत्याभरण सूची

सूचना ः- १) आपले प्रतिसाद शैक्षणिक गुणवत्ता विकसनासाठी वापरले जातील. २) आपल्या प्रतिसादासमोर √अशी खूण करावी.

अ.क्र.	महाविद्यालयाबाबतचे आपले मत	सहमत	असहमत
۹.	महाविद्यालयात प्रशासकीय कामकाज चांगले समाधानकारक चालते.	1	
२.	महाविद्यालया संबंधित गरजा स्थानिक व्यवस्थापन समिती मार्फत व्यवस्थापनाच्या निदर्शनास आणल्या जातात.		
з.	व्यवस्थापन व महाविद्यालयीन कर्मचारी यामधील उत्तम दुवा साधण्याचे कार्य प्राचार्य करतात.		÷.
8.	यु.जी.सी. व इतर अनुदानाचा विनियोग महाविद्यालयामार्फत गरजानुरुप केला जातो.		
ц.	महाविद्यालयात नाविण्यपूर्ण उपक्रम राबविले जातात.	a sa da	
٤.	विविध अभ्यासक्रम महाविद्यालयात चांगल्या प्रकारे राबविले जातात.		1 - 1 - 1 - 1 - N
७.	गुणवत्ता वाढीसाठी विविध कार्यशाळा, परिषदा, परिसंवाद इ.मध्ये सहभागी होण्याचे स्वातंत्र्य शिक्षकांना दिले जाते.		
८.	विद्यापीठाच्या विविध समित्यांवर महाविद्यालयाचे प्राध्यापक कार्यरत असतात.		
۶.	शिक्षकाचा महाविद्यालयाच्या दैनंदिन कामकाजातील सहभाग समाधानकारक आहे.		
90.	विविध सामाजिक उपक्रमात (एड्स रॅली, पर्यावरण, लोकसंख्या जाणीव जागृती) महाविद्यालयातील शिक्षक व विद्यार्थ्यां चा नेहमी सहभाग असतो.		
99.	महाविद्यालयात चालविल्या जाणाऱ्या विविध शिक्षक - प्रशिक्षक कार्यक्रमात समन्वय राखला जातो.		
٩२.	महाविद्यालयीन कर्मचाऱ्यांमध्ये खेळीमेळीचे वातावरण आहे.		in the second
93.	अद्ययावत शैक्षणिक माध्यमांचा वापर शिक्षक व विद्यार्थी करतात.		
98.	संस्थेमार्फत राबविल्या जाणाऱ्या विविध कार्यक्रमात महाविद्यालयाचे नेहमी सहकार्य असते.		
٩५.	महाविद्यालयाची वाटचाल नियोजित ध्येयाप्रमाणे व उद्दिष्ट पुर्तीच्या दिशेने आहे.		
1.1	एकूण		

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क.व्यवस्थापन व प्रशासनाबददल विद्यार्थी प्रतिसाद	तपशील	तिरग्रश्यर्गन्या अदनाणी सम.जन होणे	ାସସାଧ୍ୟୋ ସରସଦ୍ୟା ସମ୍ପର୍ଭୁମ ସଦ୍ୟ ନିତ୍ତି ନିତ୍ତି	विद्यार्थ्यांना विविध उपक्रमात सहभागासाठी प्रोत्साहन	तक्रार निवारणाची सोय	विद्यार्थ्यां शी संयमी व चांगले वर्तणूक	विद्यार्थ्याबददलची वृत्ती	विद्यार्थी संबंधित निर्णय प्रक्रियेत विद्यार्थ्यांचा सहभाग	कारभारातील पारदर्शकता	समाधानकारक संसाधन देखभाल	नियोजनाप्रमाणे कार्यभार चालविणे	व्यवस्थापनातील समन्वय	एकुण	ड.ग्रंथालयाबाबत विद्यार्थी प्रतिसाद	तपशील	वेळ	पुरेशी व समाधानकारक आसनव्यवस्था	क्रमिक व संदर्भपुस्तकांची उपलब्धता	नियतकालीकांची संख्या	पुस्तकदेवधेव व्यवहार	पुस्तकांची पुरेशी संख्या	म्रंथपालांची वर्तणुक	ग्रंथपाल सेवकाची वर्तणुक	झेरॉक्स सुविधा	पुस्तके आवश्यकत्या वेळेस हाताळण्याची सुविधा
	विषय क्र.	σ		٦.	а.	°.	<i>.</i> 5.	Ω.	.o	ć.	۶.	90.			विषय क्र.	٩.	ч.	3.	°.	ъ.	ω.	.0	د.	۶.	90.
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वेद्यार्थी प्रतिसाद	गुण १० पैकी)												र्थी प्रतिसाद	गुण १० पैकी										
अ.महाविद्यालयातील कार्यालयीन कर्मचाऱ्यांबददल विद्यार्थी प्रतिसाद	तपशील गुण १० पैकी	वेलेवर उपलक्षी	4841 04CM	समाधानकारक काम	संयमी व विनयशील संवाद	कामातील सचोटी	वक्तशीरपणा	अडचणीसोडविण्याची इच्छा	कामातील तत्परता	विद्यार्थ्यांना योग्य मार्गदर्शन	कार्यालयीन कागदपत्रांची वेळेवर उपलब्धता	प्रासंगिक सूचनांतील तत्परता	ខេត្តបា	 ब.उपलब्ध सोयीबददल व संसाधनाबददल विद्यार्थी प्रतिसाद	तपशील गुण १० पैकी	स्वच्छ वर्गखोल्या	स्वच्छ फर्निचर	विद्यार्थ्यां ची सामूहिक खोली	विद्यार्थीं नीची खोली	स्वच्छता गृह	सायकल स्टॅड	खेळसाहित्याची उपलब्धता 🛸	ਸ਼ੀਫ਼ਾਂਸਯ	प्रयोगशाळा	शैक्षणिक साहित्य

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विद्याथ्यचि नाव व सही

2016

KASTURBAI COLLEGE OF EDUCATION, SOLAPUR

SOLAPUR UNIVERSITY, SOLAPUR

PBAS PROFORMA FOR PROMOTION UNDER CAS (2015-2016)

PART A : GENERAL INFORMATION & ACADEMIC BACKGROUND

1.	Name (in Block Letters)	
2.	Father's Name	
3.	Department.	
4.	Current Designation and Grade Pay.	
5.	Date of Last Promotion.	
6.	Which position and Grade Pay are you an applicant under CAS ?	
7.	Date of Eligibility for promotion	
8.	Date and Place of Birth	
9.	Sex	
10.	Marital Status	
11.	Nationality	
12.	Indicate whether belongs to SC/ST/OBC Category	
13.	Address for Correspondence. (With Pin code)	
14.	Permanent Address. (With Pin code)	
	Telephone No.	*
	Email.	

15. Academic Qualifications (Metric till post graduation):

Examinations	Name of the board/ University	Year of Passing	Percentage of marks obtained	Division/ Class/ Grade	Subject	Remarks If any
S.S.C.						
H.S.C.	1	-				
B.Sc./B.A.						
M.Sc./M.A.						
B.Ed.						
M.Ed.						
M.Phil						
Ph.D.						

16. Research Degree(s) :

Degrees	Title	Date of Award	University
M. Phil / Ph.D.			

17. Appointments Held Prior to this Institution:

	Designation	Name of the Employer		Date of Leaving	Salary with Grade	Reason of Leaving
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18. Posts held after appointment at this institution:

Designation	Department	Date of Actua	l Joining	Grade	
		From	То		

19. Period of teaching experience:

- P.G. Classes (in years):
- U.G. Classes (in years):
- 20. Research experience excluding years spent in M.Phil./Ph.D. In years:

21. Fields of Specialization under the Subject/Discipline:

(a) (b)

22. Academic Staff College Orientation/ Refresher Course attended:

Name of the Course	Place	Duration	Sponsoring agency

PART B: ACADEMIC PERFORMANCE INDICATORS

(Please see detailed instructions of PBAS Proforma before filling out this section) CATEGORY I: TEACHING, LEARNING AND EVALUATION RELATED ACTIVITIES

(i) Lectures, Seminars, Tutorials, Practicals, Contact Hours

Sr. No.	Course/ Paper	Level	Mode of Teaching	No. of classes per week allotted	No. of classes Conducted	% of Classes taken per documented record
1	B.Ed.	U.G.	Lectures			
2	B.Ed.	U.G.	Demonstration, Guidance & Observation of Practice Teaching Lessons			
3	B.Ed.	U.G.	Tutorial			
4	* M.Ed.	P.G.	Lecturing			
Sr. No.	Course/ Paper	Level	Mode of Teaching	No. of classes per week allotted	No. of classes Conducted	% of Classes taken per documented record
5	* M.Ed.	P.G.	Demonstration & Research Guidance & Conducting Practical			
6	* M.Ed.	P.G.	Tutorial			

• Lecture (L), Seminar (S), Tutorial (T), Practical (P), Contact Hours (C)

Sr. No.	Short description	API Score
(a)	Classes taken (Max 50 for 100% performance % Proportionate score up to 80% performance, below which no score may be given)	
(b)	Teaching load in excess of UGC norms (max score 10)	

(ii) Reading/ instructional material consulted and additional knowledge resources provided to students

Sr. No.	Course/ Paper	Consulted	Prescribed	Additional resources provided
1	B.Ed. P	New books, e-resources & Journals, Web resources, e- books	Demonstration	
2	B.Ed. L	-"-	Notes	
3	* M.Ed. P	"_	Demonstration	
4	* M.Ed. L	_"_	Notes	
instr	uction as pe	on Preparation and imparting l er curriculum & syllabus enricl nal resources to Students (ma	nment by	

(iii) Use of participatory and innovative Teaching- Learning Methodologies, Updating of Subject Content, Course Improvement:

Sr. No.	Short description	API Score
1	Updating course design of Two Year B.Ed.	
2	ICT instructional Lecturing process - use of Multimedia, PPT	
3	Use of OHP and Transparency and Internet print outs	
.4	Use of Group Discussion and seminars	
	Total Score (Max Score : 20)	

(iv) Examination duties Assigned and Performed:

Sr. No.	Type of Examination Duties	Duties Assigned	Extent to which carried out	API Score
1	Invigilation University & College	Senior Supervisor	100%	5
2	Invigilation University & College	Junior Supervisor	100%	
3	Evaluation of Answer script	College & University Evaluation	100%	
4	Question paper setting for B.Ed. , M.Ed .	Setting University & College question Papers	100%	
5	Internal Assessment B.Ed. & M.Ed.	Practical exams / Viva Voce	100%	
6	College & University evaluation	Practical exams / Viva Voce for B.Ed. & M.Ed.	100%	
7	Thesis Evaluation	M. Phil Thesis Evaluation	100%	
		Ph. D Thesis Evaluation	100%	
	Т	otal Score (Max 25)		

CATEGORY II: CO-CURRICULAR, EXTENSION, PROFESSIONAL DEVELOPMENT RELATED ACTIVITIES

Please mention your contribution to any of the following:

Sr. No.	Type of activity	Average hours/Week	API Score
	i) Extension, Co-curricular & field based Activities		
1			
2			
	Total (Max 20)		

Sr. No.	(ii) Contribution to Corporate Life & Management of the Institution	Yearly/ Semester wise responsibilities	API Score
1		-	
2			
	Total (Max 15)		
Sr. No.	(ii) Professional development Activities	Yearly/ Semester wise responsibilities	API Score
1		-	
2			
	Total (Max 15)	L	
	Total Score (i+ ii+ iii) (Max 25)		

CATEGORY III: RESEARCH, PUBLICATION AND ACADEMIC CONTRIBUTION

A) Published Papers in Journals :

Sr. No.	Month of Publication	Name of Journal	Title	Level	ISBN/ ISSN Number	API Score
01 R (i) A	rticles / Chan	ora publicho	in Peole			
Sr. No	orticles/ Chapt	-	hor for Book			
	Internat	ional	National	State	API Sc	ore
01						

(ii) Full Papers in conference Proceedings

Sr. No	International	National	State	API Score
01				

(iii)	(iii) Books Published as single author or as editor:				
Sr. No	International	National	State	API Score	
01					

c) Ongoing and Completed Research Projects and Consultancies:

(c) i & i	i Ongoing Proj	ects / Consultar	icies:		
Sr. No.	Title	Agency	Period	Grants/ Amount Mobilized (Rs. Lakh)	API Score
01					

Sr.	01141			Grants/ amount Mobilized	
No.	Title	Agency	Period	(Rs. Lakh)	API Score

(D) Research Guidance:

17	Number Enrolled	Thesis Submitted	Degree awarded	API Score
M.Phil or equivalent				
Ph.D. or equivalent				

(E) 1 Training Courses, Teaching- Learning- Evaluation Technology Programmes, Faculty Development Programmes (Not less than one week duration) :

Sr. No.	Programme	Duration	Organized by	API Score
01				

(E) 2 Papers presented in Conferences, Seminars, Workshops, Symposia:

Sr. No.	Title of the paper Presented	Title Conference/ Seminar	Organized by	Whether international/ National/ state/ regional/ college or university level	API Score
01					

(E) 3 Invited lectures/Chairman at national and International conferences

Sr. No.	Title of Lecture/ Academic Session	Title of Conference/ Seminar etc.	Organized by	Whether International/ National	API Score
01					
02					

IV SUMMARY OF API SCORE

Sr. No.	Criteria	Last Academic Year (2014-15)	Total API Score for Assessment Period	Annual Av. API Score for Assessment Period 2015-16
Ι	Teaching, Learning and Evaluation related Activities		125	
II	Co-curricular, Extension Professional development etc.		25	
	Total I+II		150	
III	Research and Academic Contribution		15	0

PART C: OTHER RELEVANT INFORMATION

Please give details of any other credential, significant contributions, awards received etc. not mentioned earlier

Sr. No.	Details (Mention Year, value, where relevant)
1	
2	
3	
4	
5	

LIST OF ENCLOSERS:

(Please attach copies of certificates, sanction orders, papers etc.)

I certify that the information provided is correct as per records available with the university and/or documents enclosed along with duly filled PBAS Proforma

(

Place : Solapur Date : / /20 Signature of the faculty with Designation, Place & Date

)

Signature of HOD/ School

Chairperson/ Principal

N.B. 1) The individual PBAS proforma duly filled along with all enclosures, submitted for CAS promotions will be duly verified by the university/college as necessary and placed before the screening cum evaluation committee or selection committee for assessment/verification.
2) Attach separate sheets for providing extra information, space provided for writing is not sufficient.
3) Attach attested Xerox copies of documentary evidences wherever necessary.

कस्तुरबाई कॉलेेज ऑफ एज्युकेशन सोलापूर शेठ वालचंद हिराचंद मार्ग, अशोक चौक, सोलापूर-४१३००६. शिक्षक मूल्यमापन (बी.एड.) 2096 - 2096 सूचनाः

खालील तक्त्यात काही शिक्षक वर्तन प्रकार दिलेले आहेत. प्रत्येक प्रकाराला १० पैकी गुण द्यावयाचे आहेत. गुणदान पूर्णपणे गोपनीय ठेवण्यात येईल. याचा उपयोग कार्यप्रणाली सुधारणे इतकाच आहे. तरी आपण अत्यंत प्रामाणिकपणे व मुक्तपणे गुणदान करावे. सदरहू तक्ता भरून प्राचार्यांच्या नावाने परत पाठवावा. किंवा सुचना पेटीत टाकावा. आपणास ज्या प्राध्यापकांनी पाठ मार्गदर्शन व पाठ पाहिले नाहीत त्या वर्तन प्रकारा समोर गुणदान न करता अशी ----- रेष ओढावी.

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SELF APPRIASAL

KASTURBAI COLLEGE OF EDUCATION, SOLAPUR

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KASTURBAI COLLEGE OF EDUCATION, SOLAPUR

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