



आदिवासी सेवा सहाय्यक व शिक्षण प्रसारक संस्थेचे,  
**श्री.सुरुपसिंग हिऱ्या नाईक शिक्षणशास्त्र महाविद्यालय,**  
**नवापूर, जिल्हा नंदुरबार.**  
Adivasi Seva Sahayyak & Shikshan Prasarak Sanstha's  
**Shri.Surupsing Hirya Naik College of Education,**  
**Navapur, Dist. Nandurbar.**

Recognized by NCTE and Affiliated to North Maharashtra University, Jalgaon

Email – shncollege@rediffmail.com

www.shneducation.org

**SELF APPRAISAL REPORT - 2016.**  
**(CYCLE-2)**  
**(Track ID MHCOTE11879)**



**SUBMITTED FOR RE-ACCREDITATION**  
**TO**  
**NATIONAL ASSESSMENT & ACCREDITATION COUNCIL (NAAC)**  
**NAGARBHAVI, BENGLORE- 560072.**  
**MAY , 2016.**

**SHRI. SURUPSING HIRYA NAIK COLLEGE OF EDUCATION, NAVAPUR  
DIST-NANDURBAR-425418 (MAHARASHTRA)**

Recognized by NCTE and Affiliated to North Maharashtra University, Jalgaon

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**SELF APPRAISAL REPORT - 2016.  
(CYCLE-2)**

**Section A:**

**Section B:**

**Part-I: Institutional Data**

**Part – II: Evaluative Report**

**Section C:**

**APPENDICES**

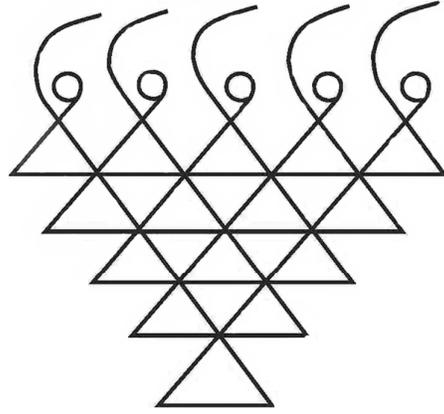
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या कुंदेदु तुषारहार धवला, या शुभ्र वस्त्रावृता ।  
 या वीणावर दण्डमंडितकरा, या श्वेतपद्मासना ॥  
 या ब्रह्माच्युतशंकरप्रभृतिभिर्देवैः सदा वन्दिता ।  
 सा मां पातु सरस्वती भगवती निःशेष्य जाड्यापहा ॥



आदिवासी सेवा सहाय्यक व शिक्षण प्रसारक संस्थेचे,  
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जा.क्र. :

O.W.No.: 234/2016-17

दिनांक: / / २०१६

Date : 16 / 06 / 2016

To,  
**The Director**  
**National Assessment and Accreditation Council,**  
**Bangalore – 560 056**

**Subject: Submission of Re-Accreditation Report (TRACK ID – MHCOTE11879)**

Dear Sir,

Please find herewith five print copies and one soft copy (CD) of Self Assessment and Re-Accreditation Report for your kind perusal.

*Kindly acknowledge the receipt and oblige.*

*Thanking you.*

Yours sincerely,

**(Dr. Lata More)**

Principal

Shri. Surupsing Hirya Naik College of Education  
 Navapur Dist. Nandurbar





**Principal's Desk.....**

Shri. Surupsing Hirya Naik, College of Education was established in 1990 by great visionary Shri. Surupsingji Naik, Shri. Manikraoji Gavit, Shri. Vipinbhai Chokhawala, Shri. Maluramji Agrawal and their friends to impart quality and value based teacher education. It is affiliated to North Maharashtra University, Jalgaon, recognised by NCTE and included under 2(f) and 12 (B) of UGC Act. Our institution aims at empowering the student teachers with the professional and social competencies to compete with the challenging world. The synergetic efforts of management, teaching staff, non-teaching staff and students, who have been working as a team with an excellent cooperation and zeal, proved as a great boon for this institution to grow from stature to strength in the pursuit of knowledge and excellence.

This self-study report is a comprehensive status report of our institution, its achievements, strengths, weaknesses, opportunities and challenges. An attempt has been made to portray a comprehensive picture of the institutional activities organized to realize our mission and vision as per the NAAC guidelines. The report is written in two parts as per the guidelines given in the Manual for self –appraisal of Teacher Education Institutions. The Part – I provides quantified data/ information of the Institution for the self appraisal and Part –II provides descriptive /qualitative information of the Institution.

This report reflects the outcome of dedicated and collective efforts of every individual associated with this institution. It tries to bring together different stakeholders to make the process highly participatory and interactive. The staff members gave their best to scrutinize and compile the facts to make the SAR factual. The process of compiling this document enabled us to have a deeper insight into the nature and the process of the academic programmes offered by our institution to meet the challenges of teacher education. This academic exercise has helped us in understanding and planning the institutional activities to march forward in order to reach our motto – “*Quest for Human Excellence*”.

I feel privileged and pride in placing this Appraisal Report before the Hon'ble members of the NAAC Peer team. It is an outcome of passion and perseverance of my colleagues at Shri. Surupsing Hirya Naik, College of Education to whom I owe a great deal.

We are spruced for the NAAC visit and eagerly looking forward to it.

Sincerely

Principal

On behalf of

Shri. Surupsing Hirya Naik,

College of Education, Navapur.



**Motto-**

**“Quest for human  
excellence”**

**Vision-**

**‘Excellence in  
competencies and value  
based teacher  
education.’**

## Mission-

'To provide sustainable, qualitative, value base teacher education to meet the needs of the stakeholders in the current challenging social and educational system.'

## Values-

- Nurturing the humanistic competencies.
- Inculcation of value system.
- Seeking for excellence.
- Inculcating contemporary values.

## • Objectives:

- To introduce the prospective teachers to the fundamentals of education through various papers, prescribed in B.Ed. course.
- To equip the student teachers to acquire competencies and skills required for effective teaching and become reflective practitioners.
- To acquaint the student teachers with Information Communication Technology and its application in teaching and learning in 21st century.
- To draw out the innate talents of student teachers through various academic and other activities.
- To empower student teachers to develop rational thinking and scientific attitude.
- To sensitize the faculty members and student teachers towards the social realities, issues and challenges.
- To promote capabilities for inculcating and integrating value based education in schools.
- To encourage student teachers for community participation and social service through various community based activities.
- To provide placement services to the student teachers so as to help in their career development.
- To produce efficient teachers as human resource who can promote healthy citizenship contributing towards national development.

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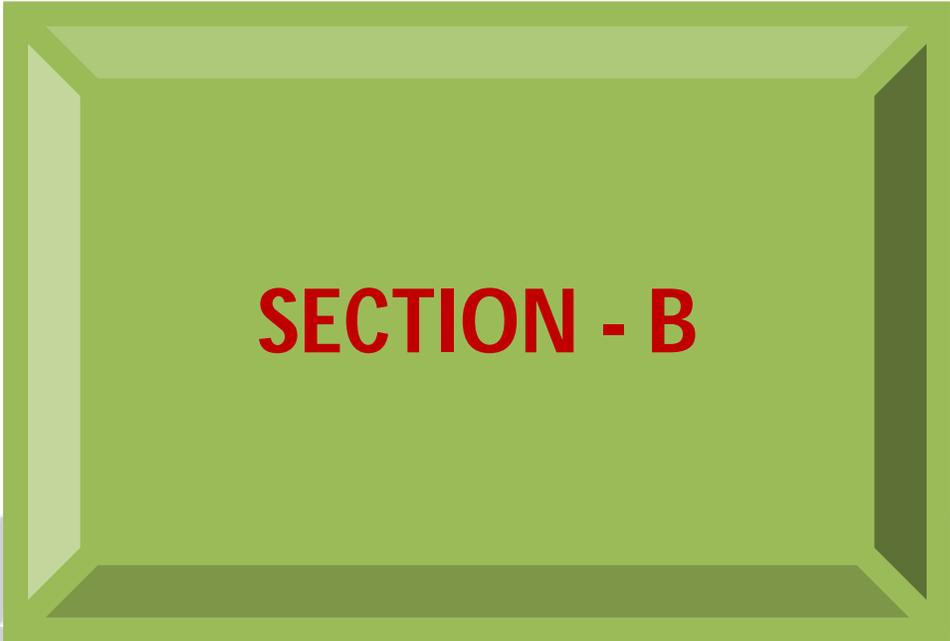
**Aadivasi Seva Sahayyak And Shikshan Prasarak Sanstha, Navapur.****MANAGING COMMITTEE**

<b>Chairman</b>	<b>Shri. Surupsing H. Naik</b>
<b>Vice Chairman</b>	<b>Shri. Vipinbhai M. Chokhawala</b>
<b>Treasurer</b>	<b>Shri. Aariffbhai Balesaria</b>
<b>Hon. Secretary</b>	<b>Shri. Shirishkumar S. Naik</b>
<b>Hon. Secretary</b>	<b>Shri. Harishbhai M. Agrawal</b>
<b>Joint Secretary</b>	<b>Shri. Ajit S. Naik</b>
<b>Joint Secretary</b>	<b>Shri. Ajay Patil</b>
<b>All Directors</b>	

<b>Shri. Surupsing Hirya Naik College of Education, Navapur.</b>		
<b>GOVERNING COUNCIL MEMBERS</b>		
<b>Sr. No.</b>	<b>Designation</b>	<b>Name</b>
<b>1</b>	<b>Chairman</b>	<b>Shri. Surupsing H. Naik</b>
<b>2</b>	<b>Member</b>	<b>Shri. Vipinbhai M. Chokhawala</b>
<b>3</b>	<b>Member</b>	<b>Shri. Shirishkumar S. Naik</b>
<b>4</b>	<b>Member</b>	<b>Shri. Harishbhai M. Agrawal</b>
<b>5</b>	<b>Member</b>	<b>Shri. Aariffbhai Balesaria</b>
<b>6</b>	<b>Member</b>	<b>Shri. Ajit S. Naik</b>
<b>7</b>	<b>Member</b>	<b>Shri. Ajay Patil</b>
<b>8</b>	<b>Member</b>	<b>Shri. Vinod B. Naik</b>
<b>9</b>	<b>Secretary</b>	<b>Dr. Lata S. More</b>
<b>10</b>	<b>Member (Faculty Representative)</b>	<b>Dr. Sanjay J. Ahire</b>
<b>11</b>	<b>Member (Faculty Representative)</b>	<b>Dr. Jagdish R. Kale</b>
<b>12</b>	<b>Member (Faculty Representative)</b>	<b>Shri. Philip R. Gavit</b>
<b>13</b>	<b>Member (Administrative Staff Representative)</b>	<b>Shri. Wqar Shaikh</b>

<b>Shri. Surupsing Hirya Naik College of Education, Navapur.</b>		
<b>STEERING COMMITTEE</b>		
<b>Sr. No.</b>	<b>Faculty</b>	<b>Designation</b>
1	Dr. Lata S. More- Surwade	Principal
2	Dr. Sanjay J. Ahire	Coordinator
3	Dr. Pushpa G. Patil	Member
4	Dr. Manda T. More	Member
5	Dr. Jagdish R. Kale	Member
6	Shri. Vijay Vetal	Member
7	Shri. Wqar Shaikh	Member
8	Shri. Anil S. Chaudhari	Member

<b>MEMBERS OF STAFF</b>	
<b>PRINCIPAL</b>	
Dr. Lata S. More- Surwade	M.A., M.Ed. SET, Ph. D., DSM.
<b>FACULTY</b>	
Dr. Sanjay. J. Ahire	M.A., M.Ed., Ph. D.
Dr. Pushpa G. Patil	M.A., M.Ed. SET, Ph. D.
Dr. Jagdish R. Kale	M.Sc., M.Ed, SET, Ph.D.
Dr. Nitinkumar Mali	M.A., M.Ed. SET, Ph. D.
Dr. Gauri V. Patil	M.Sc., M.Ed, SET, Ph.D.
Dr. Manda T. More	M.A., M.Ed. SET, Ph. D.
Shri. Kishor C. Sonwane	M.A., M.Ed. SET, Ph. D.
Dr. Rekha B. Patil	M.Sc., M.Ed, SET, Ph.D.
Shri. Philip R. Gavit	M.A., M.Ed.
Shri. Yogendra P. Girase	M.A., M.Ed.
<b>LIBRARIAN</b>	
Shri. Topale D. P.	M.A.M.Lib. SET
Shri. Vipin Mavchi	M.A. M.Lib.
<b>COMPUTER INSTRUCTOR</b>	
Shri. Anil S. Chaudhari	B.A.D.C.S.
<b>ADMINISTRATIVE STAFF</b>	
Shri. Vijay Vetal	M.com
Shri. Wqar Shaikh	M.com
Shri. Sidhu Bhadane	B.A.
<b>SUPPORTING STAFF</b>	
Shri. Prakash Patharkar	S.S.C.
Shri. Muralidhar Desai	H.S.C
Shri. Ajit Valvi	H.S.C
Ku. Kavita Vasave	B.A.B.Lib



**SECTION - B**



**PART - I  
INSTITUTIONAL  
DATA**

### A. Profile of the Institution

1. Name and address of the institution: **SHRI. SURUPSING HIRYA NAIK COLLEGE OF EDUCATION, NAVAPUR DIST- NANDURBAR**
2. Website URL: **www.shneducation.org**
3. For communication:

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal – <b>Dr. Lata Subhash More</b>	<b>02569 250259,</b> <b>02569 251540,</b> <b>09421884125</b>	--	<b>shncollege@rediffmail.com,</b> <b>shncollege90@gmail.com,</b> <b>lataurwade@gmail.com</b> <b>more_lata@rediffmail.com</b>
Vice-Principal --	--	--	--
Self - appraisal Co-ordinator – <b>Dr. Sanjay Ahire</b>	<b>02569 250259,</b> <b>09405817692</b>	--	<b>ahiresajay2@rediffmail.com</b>

#### Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal <b>Dr. Lata Subhash More</b>	0259251540	09421884125
Vice-Principal	--	--
Self - appraisal Co-ordinator- <b>Dr. Sanjay Ahire</b>	09405817692	09405817692

4. Location of the Institution:

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

5. Campus area in acres:

**17 acres**

6. Is it a recognized minority institution?

Yes

No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
JUNE	1990

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

**NORTH MAHARASHTRA UNIVERSITY JALGAON, MAHARASHTRA STATE.**

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

Month &amp; Year

Month &amp; Year

<b>2(f)</b>	<b>MM</b>	<b>YYYY</b>
	<b>JULY</b>	<b>2005</b>

<b>12(B)</b>	<b>MM</b>	<b>YYYY</b>
	<b>JULY</b>	<b>2011</b>

10. Type of Institution

a. By funding

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

b. By Gender

i. Only for Men ii. Only for Women iii. Co-education 

c. By Nature

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

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

Yes  No 

If yes, has the institution applied for autonomy?

Yes  No 

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary	--	--	Certificate	--	--
		--	--	Diploma	--	--
		--	--	Degree	--	--
ii)	Primary/ Elementary	--	--	Certificate	--	--
		--	--	Diploma	--	--
		--	--	Degree	--	--

iii)	Secondary/ Sr. secondary	--	--	Certificate	--	--
		--	--	Diploma	--	--
		<b>B.Ed</b>	<b>Graduation with 50%</b>	Degree	<b>Two Year</b>	<b>Marathi</b>
iv.	Post Graduate	--	--	Diploma	--	--
		<b>M.Ed</b>	<b>B.Ed / B.A D.Ed</b>	Degree	<b>Two Year</b>	<b>Marathi</b>
v.	Other (specify)	--	--	Certificate	--	--
		--	--	Diploma	--	--
		--	--	Degree	--	--

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary	--	--	--	--
Primary/ Elementary	--	--	--	--
Secondary/ Sr.secondary	<b>B.Ed</b>	<b>WRC/5-6/97/ 8 February 1998. WRC/OAPW0445/ 113033/2015/151352 Date 15/09/2015</b>	<b>Permanent</b>	<b>4 Units- 200 (50 students in each)</b>
Post Graduate	<b>M.Ed</b>	<b>APW01744/125024 Date 25/08/2006 WRC/APW01744/125024/2015/152781 Date 15/09/2015</b>	<b>Permanent</b>	<b>1 Unit of 50 Students.</b>
Other (specify)	--	--	--	--

(Additional rows may be inserted as per requirement)

**Criterion I: Curricular Aspects**

1. Does the Institution have a stated Vision:

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

Mission:

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

Values:

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

Objectives:

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

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

a) How many programmes?

02-  
1. B.Ed , 2. M.Ed

b) Fee charged per programme -Academic Year- 2014-15. (Fees for Academic Year 2015-16 is not Sanctioned yet)

**B.Ed- 41950/- for one year course**

**M.Ed- 69500/- for one year course**

3. Are there programmes with semester system?

**Yes. From the Academic Year 2014-15 the B.Ed and M.Ed courses are running with Semester System.**

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

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

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

06

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

D.Ed-

--

B.Ed.-

07

M.Ed. (Full Time)-

04 papers.

M.Ed. (Part Time)

----

Any other (specify and indicate)

----

6. Are there Programmes offered in modular form?

No

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

Yes

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

No.
-----

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

• Heads of practice teaching schools-

Yes
-----

• Academic peers-

Yes
-----

• Alumni

Yes
-----

• Students-

Yes
-----

• Employers-

Yes
-----

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

One Year
----------

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

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

Number	05
--------	----

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

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

Number	12 courses (Whole syllabus) of B.Ed & M.Ed course
--------	---

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

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

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

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

**Criterion II: Teaching-Learning and Evaluation**

1. How are students selected for admission into various courses?
- a) Through an entrance test developed by the institution  ✓
- b) Common entrance test conducted by the - University/Government  ✓
- c) Through an interview  ✓
- d) Entrance test and interview-  ✓
- e) Merit at the qualifying examination-  ✓
- f) Any other (specify and indicate) Merit & Interview  ✓

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

2. Furnish the following information (for the previous academic year):
- a) Date of start of the academic year
- b) Date of last admission
- c) Date of closing of the academic year
- d) Total teaching days
- e) Total working days

3. Total number of students admitted (Academic Year 2-15-16)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	--	--	--	--	--	--	--	--	--
B.Ed.	52	48	100	51	45	96	01	03	04
M.Ed. (Full Time)	29	21	50	29	21	50	--	--	--
M.Ed. (Part Time)	--	--	--	--	--	--	--	--	--

4. Are there any overseas students?  Yes  No  ✓

If yes, how many?

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

a) Unit cost excluding salary component - B.Ed

Unit cost excluding salary component - M.Ed.

**(Unit cost for the academic year 2014-2015)**

b) Unit cost including salary component –	B.Ed.	36000
Unit cost including salary component-	M.Ed.	64000/-

**(Unit cost for the academic year 2014-2015)**

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	--	--	--	--
B.Ed.	85.50%	50%	92.81%	45%
M.Ed. (Full Time)	<b>NA (NO student is admitted belonging to open catagary)</b>		88.33%	45%
M.Ed. (Part Time)	--	--	--	--

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

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

8. Does the institution develop its academic calendar?

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

(Copy is enclosed herewith)

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.	-	-	-
B.Ed.	30.96%	9.68%	59.36%
M.Ed. (Full Time)	40%	--	60%
M.Ed. (Part Time)	-	-	-

10. Pre-practice teaching at the institution

- a) Number of pre-practice teaching days

45	Days
----	------

- b) Minimum number of pre-practice teaching Lessons given by each student - **4X5=20**

5x2=10x2 +2 Bridge / Integrated Lesson (teach- reteach)	24
---	----

## 11. Practice Teaching at School

- a) Number of schools identified for practice teaching

1	2
---	---

- b) Total number of practice teaching days-
- For 2 yrs course 20 weeks**

4	0
---	---

- c) Minimum number of practice teaching lessons given by each student-
- for 2 year B.Ed course Minimum 90 lessons.**

1	6
---	---

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

2	4
---	---

No. of Lessons In simulation	20.	No. of Lessons Pre-practice teaching	04
------------------------------	-----	--------------------------------------	----

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

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

## 14. Does the institution provide for continuous evaluation?

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

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

Programmes	Internal	External
D.Ed.	-	-
B.Ed.	40%	60%
M.Ed. (Full Time)	40%	60%
M.Ed. (Part Time)	-	-

**For both 1 and 2 Year B.Ed & M.Ed Courses.**

## 16. Examinations

- a) Number of sessional tests held for each paper

0	2
---	---

- b) Number of assignments for each paper

0	4
---	---

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

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

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

Yes	✓	No	
-----	---	----	--

Number	<b>B.ED- 05 FOR EACH SEMISTER</b> <b>M.ED- 04 FOR EACH SEMISTER.</b>
--------	---

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

Yes	✓	No	
-----	---	----	--

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

Compulsory  Optional

### Criterion III: Research, Consultancy and Extension

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

Number	08	80.62	%
--------	----	-------	---

2. Does the Institution have ongoing research projects?

Yes	✓	No	
-----	---	----	--

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
VCRMS NMU, Jalgaon	60000/-	3 Years	North Maharashtra University Jalgaon.
Self Funded	3500/-	1 Year	SSHNCOEN
Self Funded	2500/-	1 Year	SSHNCOEN
Self Funded	2800/-	6 Months	SSHNCOEN
Self Funded	4500/-	1 Year	SSHNCOEN
Self Funded	3500/-	1 Year	SSHNCOEN
Self Funded	3600/-	6 Months	SSHNCOEN
Self Funded	4200/-	6 Months	SSHNCOEN
Self Funded	3500/-	1 Year	SSHNCOEN

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

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

24

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

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

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

Yes		No	✓
-----	--	----	---

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

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

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

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

**YES. Guidance, laboratory and library facilities are provided to the research scholars.**

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

	Yes	No	Number
International journals	<input checked="" type="checkbox"/>	--	25
National journals – referred papers	<input checked="" type="checkbox"/>	--	55
Non referred papers	<input checked="" type="checkbox"/>	--	15
Academic articles in reputed magazines/news papers	<input checked="" type="checkbox"/>	--	35
Books	<input checked="" type="checkbox"/>	--	25
Any other (specify and indicate) Seminar/ Conference Souvenir	<input checked="" type="checkbox"/>	--	24

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

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

Number	<input type="text" value="09"/>
--------	---------------------------------

**One of the faculty member Dr. Nitin Mali have been awarded as the BEST PRESENTER AWARD in Awishkar Research Competition organized by North Maharashtra University.**

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

	Faculty	Students
<b>National seminars</b>	35	05
<b>International seminars</b>	15	02
<b>Any other academic forum- Staff Academy/ Vichar Manthan</b>	60	500

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

(Mark `✓' for yes and `X' for No.)

Self-instructional materials-

✓

Print materials

✓

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

✓

Digitalized (Computer aided instructional materials)

✓

Question bank

✓

Any other (specify and indicate)

✓

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

Yes		No	✓
-----	--	----	---

If yes, indicate the nature of the post.

Full-time  Part-time  Additional charge

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

Yes		No	✓
-----	--	----	---

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

Yes	✓	No	
-----	---	----	--

**Tribal Youth Development Center, Literacy Program, Ek Mushti Dhanya Yojna, Beti Bachao Abhiyan, Awareness Rallies, Exhibition and Cultural Programs for Women.**

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

15

**With Police Dept/ Schools/Sister Institutes/ Law Personnel/ Mahila Mandals/ Young Foundation etc.**

16. Does the institution provide consultancy services?

Yes	✓	No	
-----	---	----	--

**The consultancy services provided for students and other beneficiaries totally on free of cost. In case of paid consultancy what is the net amount generated during last three years? NA**

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.) 1500 Sq. Mts.
2. Are the following laboratories been established as per NCTE Norms?
- |   | Yes                                 | No                       |
|---|-------------------------------------|--------------------------|
| a) Methods lab                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| b) Psychology lab                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| c) Science Lab(s)                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| d) Education Technology lab             | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e) Computer lab                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| f) Workshop for preparing Teaching aids | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
3. How many Computer terminals are available with the institution? 45
4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year? 90,000/
5. What is the Amount spent on maintenance of computer facilities during the previous academic year? 25000/-
6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year? 10000/
7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year? 60,000/
8. Has the institution developed computer-aided learning packages?
- |  | Yes                      | v                                   | No                       |                          |
|--|--------------------------|-------------------------------------|--------------------------|--------------------------|
|  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
9. Total number of posts sanctioned
- |                     | Open |    | Reserved |    |
|---------------------|------|----|----------|----|
| <b>B.Ed Course</b>  | M    | F  | M        | F  |
| Teaching            | 07   | 03 | 07       | 03 |
| Non-teaching        | 03   | 02 | 02       | 02 |
| <b>M.Ed Course-</b> | M    | F  | M        | F  |
| Teaching            | 03   | 02 | 01       | 01 |
| Non-teaching        | 02   | 00 | 01       | 00 |

10. Total number of posts vacant

Teaching- B.Ed

Non-teaching- B.Ed

M	F	M	F
00	00	02	00
01	00	00	00

Teaching- M.Ed

Non-teaching-M.Ed

M	F	M	F
02	01	00	00
01	00	00	00

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

Open Reserved

Lecturers (for B.Ed &amp; M.Ed Course)

M	F	M	F
01	00	05	05
00	00	02	01

Readers (for M.Ed Course)

M	F	M	F
00	00	00	00

Professors (for M.Ed Course)

M	F	M	F
00	00	00	01

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

Open Reserved

Lecturers (for B.Ed)

M	F	M	F
01	00	01	00

Readers

M	F	M	F
00	00	00	00

Professors

M	F	M	F
00	00	00	00

c. Number of teachers from same state-

14

Other states-

--

## 12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	--
B.Ed.	<b>1:14</b>
M.Ed. (Full Time)	<b>1:07</b>
M.Ed. (Part Time)	--

## 13. a. Non-teaching staff

Open      Reserved

Permanent

M	F	M	F
02	00	04	01

Temporary

M	F	M	F
00	00	00	00

## b. Technical Assistants

Permanent

M	F	M	F
00	00	01	00

Temporary

M	F	M	F
00	00	00	00

## 14. Ratio of Teaching – non-teaching staff

**4:2**

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

**79.68%**

## 16. Is there an advisory committee for the library?

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

## 17. Working hours of the Library

On working days

**08 Hours per Day**

On holidays

**03 Hours as per Requirement**

During examinations

**10 Hours per Day**

## 18. Does the library have an Open access facility

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

## 19. Total collection of the following in the library

a. Books	11833
b. Textbooks-	2282
c. Reference books-	4646
d. Magazines-	15
e. Journals subscribed-	12
Indian-	07
Foreign journals-	05
f. Peer reviewed journals-	03
g. Back volumes of journals-	167
h. E-information resources-	Yes
Online journals/e-journals -	Yes
CDs/ DVDs-	247
Databases-	Yes
Video Cassettes-	38
Audio Cassettes-	30

## 20. Mention the Total carpet area of the Library (in sq. mts.)

Upper Space: 55.34 Sq.

Lower Space: 121.76 Sq. Mt.

Seating capacity of the Reading room

50

## 21. Status of automation of Library

Yet to intimate

Partially automated

Fully automated

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

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

**Yes. We have a Reading Club for the learners from vicinity.**

23. Are students allowed to retain books for examinations?

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

24. Furnish information on the following

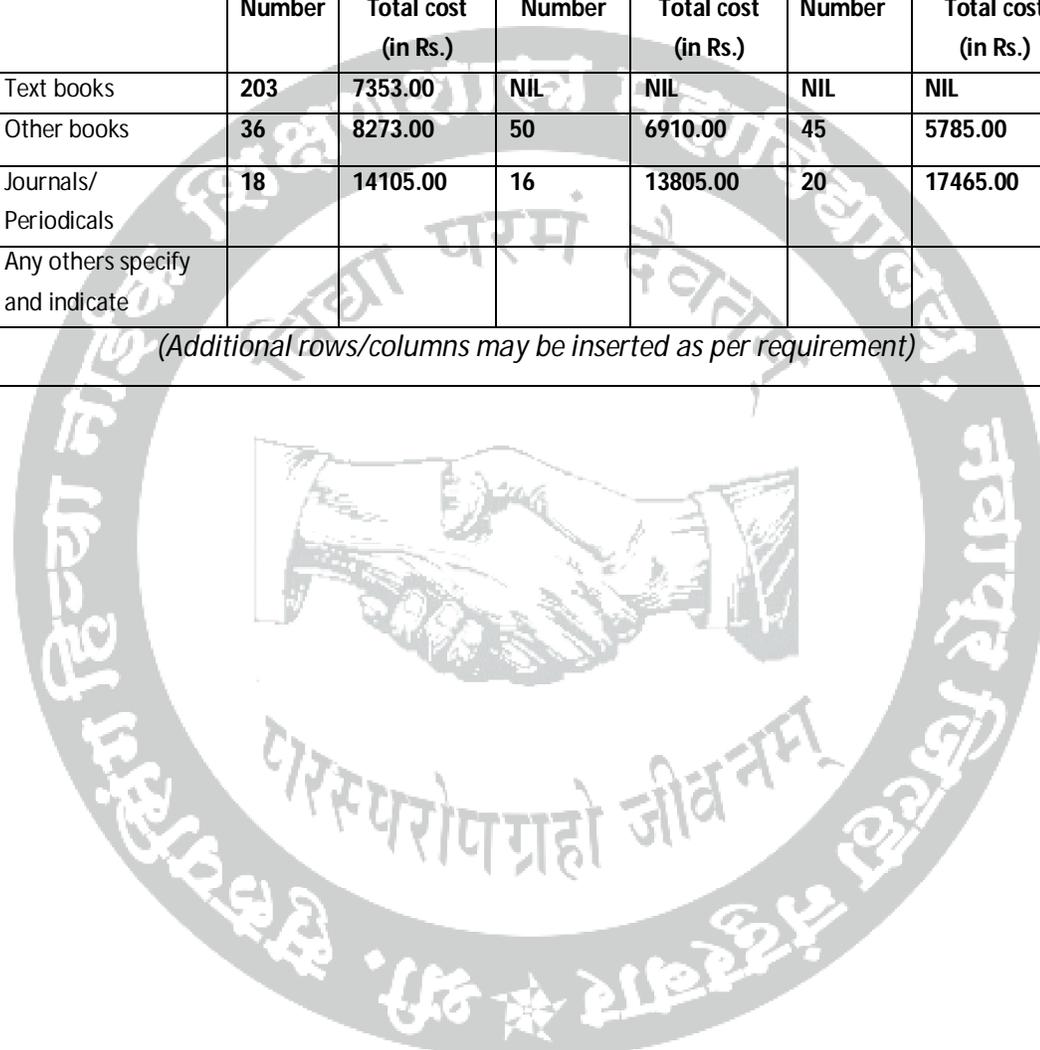
Average number of books issued/returned per day	<input type="text" value="75"/>
Maximum number of days books are permitted to be retained	
by students	<input type="text" value="06"/>
by faculty	<input type="text" value="06"/>
Maximum number of books permitted for issue	
for students	<input type="text" value="03"/>
for faculty	<input type="text" value="10"/>
Average number of users who visited/consulted per month	<input type="text" value="750"/>
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled	<input type="text" value="1:70"/>

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

03%

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

	2013-14		2014-15		2015-16	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	203	7353.00	NIL	NIL	NIL	NIL
Other books	36	8273.00	50	6910.00	45	5785.00
Journals/ Periodicals	18	14105.00	16	13805.00	20	17465.00
Any others specify and indicate						
<i>(Additional rows/columns may be inserted as per requirement)</i>						



## Criterion V: Student Support and Progression

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

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.	<b>00</b>	<b>2.71%</b>	<b>1.63%</b>
M.Ed. (Full Time)	<b>00</b>	<b>00</b>	<b>00</b>
M.Ed. (Part Time)	--	--	--

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

Yes	<b>v</b>	No	
-----	----------	----	--

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

**For One Year Course 15 STUDENTS and now 10**

3. Does the institution offer Remedial instruction?

Yes	<b>v</b>	No	
-----	----------	----	--

4. Does the institution offer Bridge courses?

Yes	<b>v</b>	No	
-----	----------	----	--

5. Examination Results during past three years (provide year wise data) (2012-13,2013-14,2014-15)

	UG			PG			M. Phil		
	2012-13 I	2013-14 II	2014-15 III	2012-13 I	2013-14 II	2014-15 III	I	II	III
Pass percentage	<b>91.87%</b>	<b>66.28%</b>	<b>73.36%</b>	<b>80.64%</b>	<b>57.14%</b>	<b>57.89%</b>	--	--	--
Number of first classes	<b>133</b>	<b>72</b>	<b>123</b>	<b>23</b>	<b>14</b>	<b>05</b>	--	--	--
Number of distinctions	<b>14</b>	<b>08</b>	<b>12</b>	<b>01</b>	<b>06</b>	<b>06</b>	--	--	--
Exemplary performances (Gold Medal and university ranks)	--	--	--	<b>01</b>	--	<b>3<sup>rd</sup></b>	--	--	--

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

NET

SLET/SET

Any other (specify and indicate)

Qualifying Exam	2013-14	2014-15	2015-16
NET	02	04	03
SLET/SET	04	05	04
Any other/ TET/CTET	04	06	01
JRF/Fellowship	01	01	02

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

Financial Aid (B.Ed)	2013-14 I	2014-15 II	2015-16 III
Merit Scholarship	--	--	--
Merit-cum-means scholarship (Social Welfare)	09	04	01
Merit-cum-means scholarship (GOI- Adivasi Prakalp for ST Catagory)	137	149	88
Fee concession	--	--	--
Loan facilities	--	--	--
Any other specify and indicate	--	--	--
Financial Aid (M.Ed)	2013-14 I	2014-15 II	2015-16 III
Merit Scholarship	--	--	--
Merit-cum-means scholarship (Social Welfare)	01	00	03
Merit-cum-means scholarship (GOI- Adivasi Prakalp for ST Catagory)	34	19	45
Fee concession	--	--	--
Loan facilities	---	--	--
Any other specify and indicate	--	--	--

(Additional rows may be inserted as per requirement)

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

Yes		No	√
-----	--	----	---

9. Does the institution provide Residential accommodation for:

Faculty

Yes		No	✓
-----	--	----	---

Non-teaching staff

Yes		No	✓
-----	--	----	---

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

Yes	✓	No	
-----	---	----	--

If yes, number of students residing in hostels

Men- 08	Women- 04
---------	-----------

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

Sports fields

Indoor sports facilities

Yes	✓	No	
-----	---	----	--

Gymnasium

Yes	✓	No	
-----	---	----	--

12. Availability of rest rooms for Women

Yes	✓	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	✓	No	
-----	---	----	--

14. Is there transport facility available?

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

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

	Organised		Participated			
	Yes	No	Number	Yes	No	Number
Inter-collegiate	--	✓	--	✓	--	<b>10</b>
Inter-university	--	✓	--	✓	--	<b>05</b>
National	--	✓	--	--	✓	--
Any other (specify and indicate)	--	✓	--	--	--	--

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	<b>NIL</b>	<b>NIL</b>
Regional	<b>15</b>	<b>Certificates</b>
National	<b>NIL</b>	<b>NIL</b>
International	<b>NIL</b>	<b>NIL</b>

18. Does the institution have an active Alumni Association?

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

If yes, give the year of establishment

<b>2003</b>
-------------

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

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

20. Does the institution regularly publish a college magazine?

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

21. Does the institution publish its updated prospectus annually?

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

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

	2013-14 Year 1 (%)	2014-15 Year 2 (%)	2015-16 Year 3 (%)
Higher studies	<b>16%</b>	<b>19%</b>	<b>12%</b>
Employment (Total)	<b>84%</b>	<b>81%</b>	<b>88%</b>
Teaching	<b>82%</b>	<b>80.5%</b>	<b>88%</b>
Non teaching	<b>01%</b>	<b>0.5%</b>	<b>00%</b>

23. Is there a placement cell in the institution?

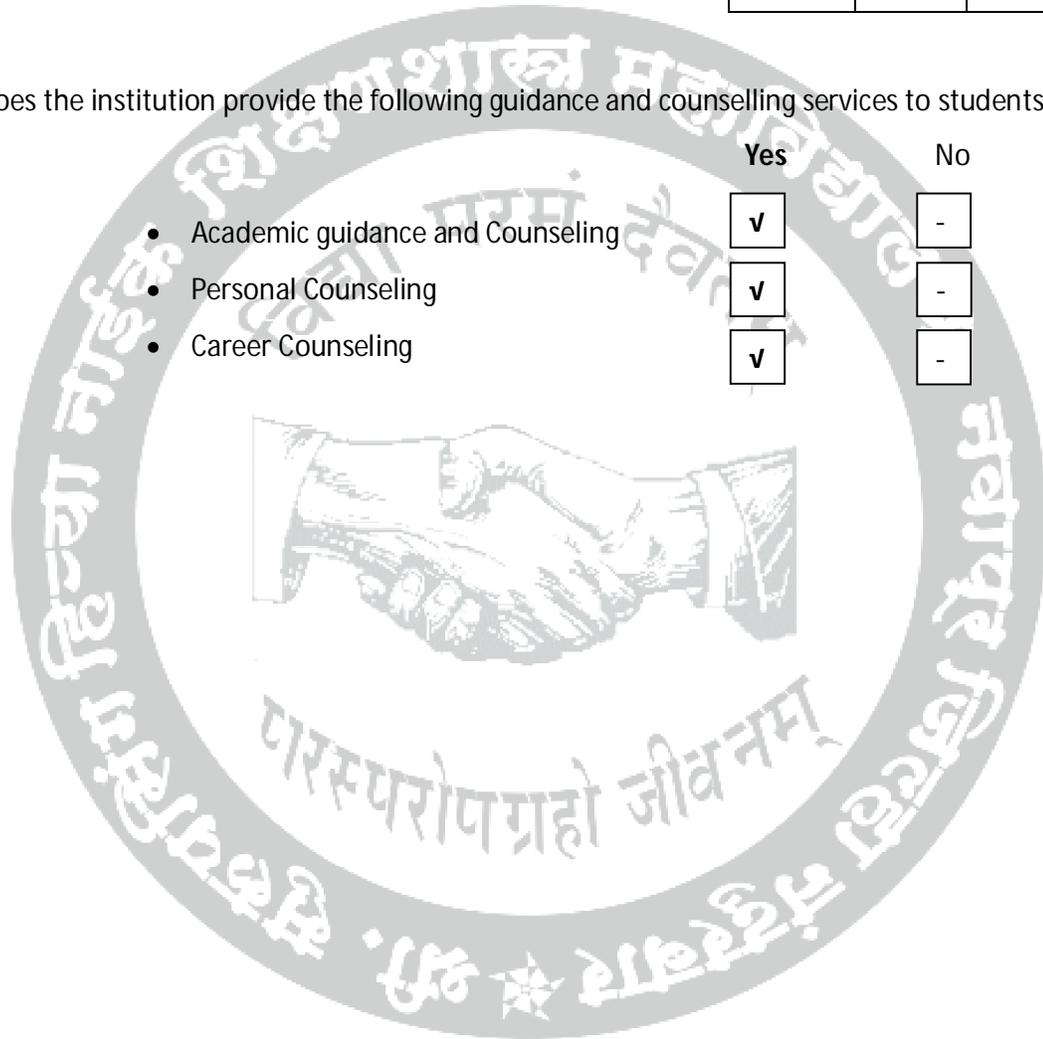
Yes	✓	No	
-----	---	----	--

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

2013-14	2014-15	2015-16
(1)	(2)	(3)
49	62	18

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

	Yes	No
• Academic guidance and Counseling	✓	-
• Personal Counseling	✓	-
• Career Counseling	✓	-



## Criterion VI: Governance and Leadership

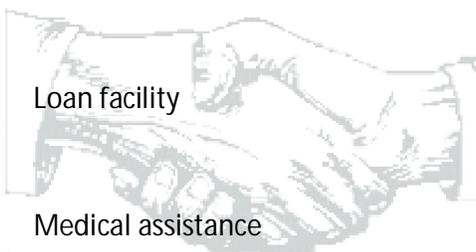
1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes	✓	No	
-----	---	----	--

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

Governing Body/management	02
Staff council	12
IQAC/or any other similar body/committee	06
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies) <b>Greivance Redressal Cell, Student Council, Faculty Development/ Staff Academy.</b>	05

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



Loan facility

Yes	✓	No	
-----	---	----	--

Medical assistance

Yes	✓	No	
-----	---	----	--

Insurance

Yes	✓	No	
-----	---	----	--

Other (specify and indicate)

**(EPF)**

Yes	✓	No	
-----	---	----	--

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

02	02	01
----	----	----

5. Furnish the following details for the past three years(2013-14,2014-15,2015-16)

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

04
----

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

National

04	04	24
----	----	----

International

05	05	03
----	----	----

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

06	07	07
----	----	----

**These are organized under the head of Staff Academy.**

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

03	05	05
----	----	----

- e. Research development programmes attended by the faculty

06	04	07
----	----	----

- f. Invited/endowment lectures at the institution

03	04	04
----	----	----

Any other areas (specify the programme and indicate)

**Organized National Level Seminar.**

01	00	01
----	----	----

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

- a. Self-appraisal

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

- b. Student assessment of faculty performance

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

- c. Expert assessment of faculty performance

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

- d. Combination of one or more of the above

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

- e. Any other (specify and indicate).

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

**Feedback is taken orally In Monthly Meeting about the responsibility shouldered to the specific staff.**

7. Are the faculty assigned additional administrative work?

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

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

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

Grant-in-aid

Fees (2014-15). B.Ed

M.Ed

**(The Fees for current year is yet not recieved)**

Donation

Self-funded courses

Any other (specify and indicate)

9. Expenditure statement (for last two years)

Year 1      Year2  
2014-15      2015-16

	Year 1 2014-15	Year2 2015-16
Total sanctioned Budget	84.40 lac	83.28 lac
% spent on the salary of faculty	56.87%	52.83%
% spent on the salary of non-teaching employees	22.74%	22.81%
% spent on books and journals	0.76%	0.76%
% spent on developmental activities (expansion of building)	5.45%	5.52%
% spent on telephone, electricity and water	3.73%	3.79%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.35%	0.72%
% spent on maintenance of equipment, teaching aids, contingency etc.	1.72%	1.08%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.29%	0.30%
% spent on travel	0.59%	0.60%
Any other (specify and indicate)	7.50%	11.59%
Total expenditure incurred	100%	100%

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

(Academic Year 2013-14, 2014-15, 2015-16)

Surplus in Rs.	Deficit in Rs.
---	4300.00
---	----
---	4097900.00

11. Is there an internal financial audit mechanism?

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

12. Is there an external financial audit mechanism?

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

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

Administration

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

Finance

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

Student Records

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

Career Counselling

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

Aptitude Testing

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

Examinations/Evaluation/  
Assessment

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

Any other (specify and indicate):

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

Extension Programs

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

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

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

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

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

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

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

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

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

a) for teachers

<input checked="" type="checkbox"/>
-------------------------------------

b) for students

<input checked="" type="checkbox"/>
-------------------------------------

c) for non - teaching staff

<input checked="" type="checkbox"/>
-------------------------------------

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

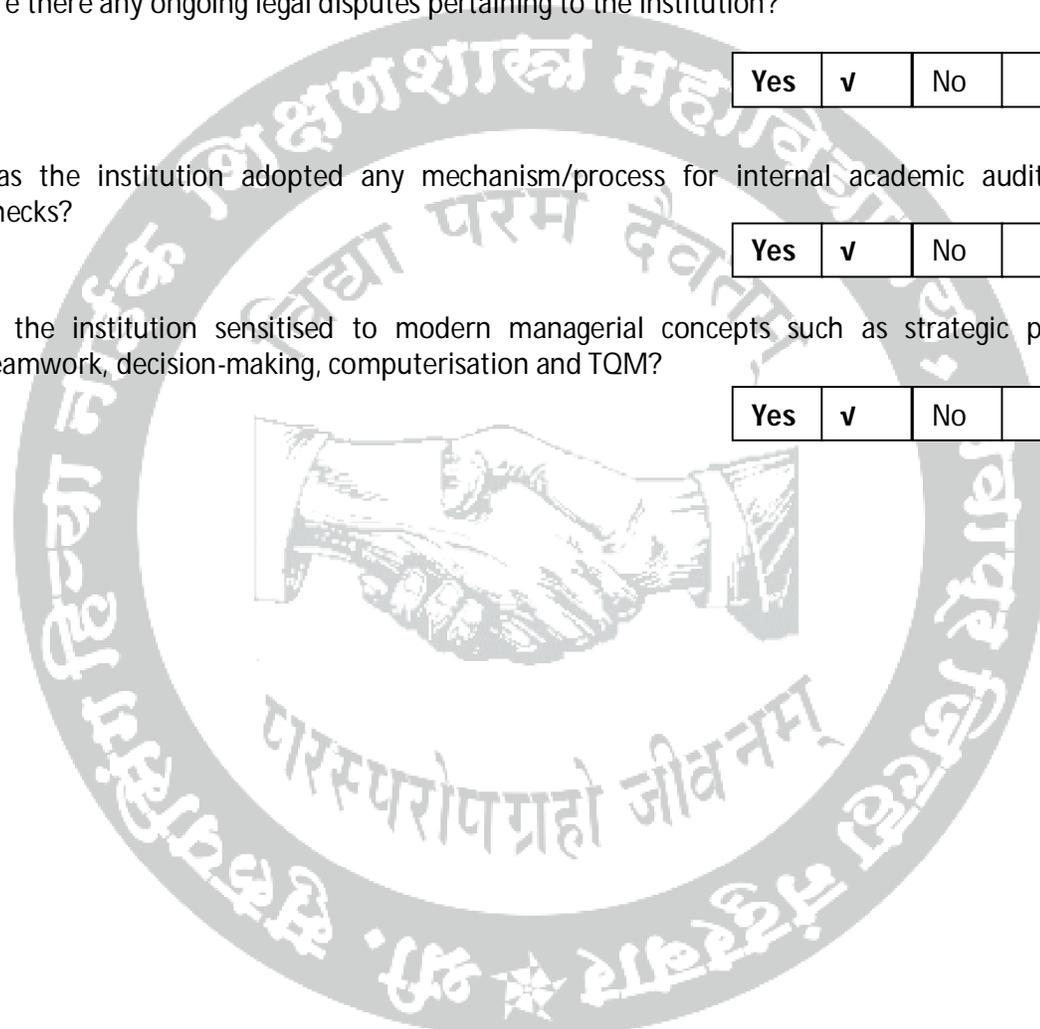
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

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

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

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

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



### Criterion VII: Innovative Practices

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

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
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3. What is the percentage of the following student categories in the institution?

	Category	B.Ed Course				M.Ed Course			
		Men	%	Women	%	Men	%	Women	%
a	SC	01	1%	00	00%	00	00%	00	00%
b	ST	44	44%	43	43%	28	28%	19	19%
c	OBC	03	03%	03	03%	00	00%	02	02%
d	Physically challenged	00	00%	01	01%	00	00%	00	00%
e	General Category	01	01%	03	03%	00	00%	00	00%
f	Rural	44	44%	44	44%	28	28%	19	19%
g	Urban	05	05%	06	06%	00	00%	02	02%
h	Any other ( specify)	--	--	--	--	--	--	--	--

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

#### For B.Ed Course

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	02	02%	00	00%
b	ST	01	01%	03	03%
c	OBC	04	04%	02	02%
d	Women	05	05%	00	01%
e	Physically challenged	00	00%	00	00%
f	General Category	03	03%	02	02%
g	Any other( specify)	--	--	--	--

#### For M.Ed Course

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	01	01%	00	00%
b	ST	00	00%	01	01%
c	OBC	00	00%	02	02%
d	Women	00	00%	01	01%
e	Physically challenged	00	00%	01	01%
f	General Category	02	02%	00	00%
g	Any other( specify)	--	--	--	--





## 1) EXECUTIVE SUMMARY-

### Institution specific information:

Nestled in the vicinity of Satpuda Region, Navapur is a miracle indeed of the post independent India. It is a unique rural-urban township in North Maharashtra that has its genesis in the idea of rural rejuvenation through education. The township, a testimony of a decoit infested land having 80% of the tribal population metamorphosing into an educational hub, is the home of the Shri. Surupsing Hirya Naik, College of Education.

Gandhiji's idea of rejuvenation of the nation through rural reconstruction became the vision of Shri. Surupsingji Naik and his friends Shri. Manikraoji Gavit, Shri Vipinbhai Chokhawala, Shri. Maluramji Agrawal, Shri. Ibrahimbhai Balesaria, it inspired them to take up an arduous responsibility of developing an educational township. Their dream of creating an educational hub became a reality in 1974. This had been made possible through dedication, commitment to a social cause on the part of the Founders and cooperation of the local community. Thus was established the 'Adivasi Seva Sahayyak and Shikshan Prasarak Sanstha, Navapur', which was to later become the Mother Institute of Shri. Surupsing Hirya Naik, College of Education, Navapur! The intention behind establishing the sanstha was to empower the tribal and rural youth through education and thereby to take care of the needs of the local society and of the nation that had just freed itself from shackles of a foreign rule. Established in 1990, with the aim of contributing to rural reconstruction, the Shri. Surupsing Hirya Naik, College of Education, Navapur operates towards preparing quality teachers with conviction in and commitment towards the profession and concern for their influence on the society. The college offers a fulltime, regular courses called **B.Ed (Advanced)** exclusively through Marathi as the medium of instruction. Student teachers enrolled at the Shri. Surupsing Hirya Naik, College of Education go for practice teaching to schools representing different affiliating Boards-Maharashtra State Secondary Education Board (MSSEB), Central Board of Secondary Education (CBSE), among others. Keeping in view the syllabuses of these schools, the B.Ed. (Advanced) course has been designed with more and higher theoretical inputs and task and activity-based pedagogies.

The college also has been offering **M.Ed** programme since 2006. Two faculty members Dr. Lata More & Dr. Gauri Patil are recognized to supervise doctoral studies by North Maharashtra University, Jalgaon. The college is affiliated to the North Maharashtra University, Jalgaon on a permanent basis. Shri. Surupsing Hirya Naik, college is a Self Financed teacher development institution with 2(f) & 12 (B) status from the UGC. It was accredited by the NAAC in 2004 with B++ Grade. Information regarding the college has been uploaded on All India Survey of Higher Education (AISHE) portal. The college website is also updated periodically. The Principal of the college is also the Member of Board of Studies Faculty of Education at the North Maharashtra University. She is an accomplished academician which is visible through the numerous published work to her credit as well as her research papers published in International and National Journal etc. Her visits at various colleges as the Chairman of LIC and other Inspection Committees formed by the home university for academic purpose have helped her shape our college in a unique and strategic manner. Teacher educators at the institute too are value-oriented, competent and committed to the cause of education. They too have numerous accomplishments to their credit. Apart from focused work for students' academic progress, varied extension activities such as community outreach programmes, special education, environmental protection activities, cultural programmes, deployment of

technology for teaching learning and materials production are some of the strengths of the college. We believe that students are the reason for our being at the college. Therefore, there is unflinching support for developmental activities for them. Apart from guidance from qualified and committed teacher educators, students here receive rich exposure and ample opportunities for their holistic and value-oriented development. The infrastructural facilities at the college include spacious, well-ventilated and fully equipped rooms. Ubiquitous learning is a concept realized here through rich displays and other learning resources. Aiming at nation building, we are trying to **redefine knowledge in terms of knowledge-creation**, rather than mere knowledge-seeking.

#### **Regulatory bodies and their control:**

The college is managed by the 'Adivasi Seva Sahayyak and Shikshan Prasarak Sanstha, Navapur', a premier educational Trust in Maharashtra that has shown exemplary leadership to provide educational opportunities to tribal and rural youth and metamorphosed a wilderness into an educational hub buoyant with youthful activities. Being a self-financed institution, we have functional autonomy, hence accountability, on numerous issues. Affiliated to the North Maharashtra University, Jalgaon the academic and some administrative processes are carried out as per the regulations stipulated by the University. Role of the State Government vis-à-vis self-financed colleges is bi-focal: to provide NOC to start an institute and to regulate the fee. The State Fee Regulatory Committee meets and decides tuition fee.

The State Government is supportive. The NCTE plays a major role in deciding the policies on, and thereby, quality of Teacher Education Institutions (TEIs).

#### **Key relationship with the practice teaching schools and the community:**

Vernacular medium schools and SSHNCOE have been growing mutually through exchange of human and material resources. Senior teachers and principals from schools visit us as evaluators, judges, tutors, guests. With the introduction of two-year teacher education programmes, MoUs have been signed with numerous schools to make the internship programme fruitful. The college offers consultancy services to various educational bodies at the state and national levels. Links have been created with the community through the **Community Outreach Programme**. The programme aims at developing sensitivity and a sense of responsibility towards the community in general and tribal community in special. It also creates opportunities for us to reach out to the down trodden in the society. Research and publication activities form a part of our work culture.

#### **Challenges in building a quality institution**

Despite spread of English as a language of higher studies and research, phobia for English prevails even now. Preparing a cadre of quality teachers for teaching English, who can deliver effectively through Marathi medium, is a major challenge for us. The other challenge faced by us is the marks-driven 'merit' culture of institutions with a blind eye to quality. Nevertheless, the value-ridden and supportive work-culture at Shri. Surupsing Hirya Naik, College of Education functions like the touch stone. In the words of alumni, the college has 'metamorphosed the raw materials (us) into fine gold'. Such expressions from stakeholders strengthen our attempts towards building a quality TEI.

**SWOC Analysis of the Institute**

<b>STRENGTHS</b>	<ul style="list-style-type: none"> <li>• Placement of the students and alumni in schools affiliated to MSEB and CBSE boards across India and abroad.</li> <li>• Advanced courses, regular up-gradation of curricula, multiple options of Enhancing Professional Competence for students.</li> <li>• Management's insistence on appointing an experienced, fully qualified, fulltime principal and faculty members and provide ample and enriched infrastructure from the inception of the college in 1990.</li> <li>• First Self Financed College of the Home University to get accredited with B++ Grade in its first cycle of Accreditation.</li> <li>• First Self Financed College of the Home University to get ISO Certificate in May, 2016.</li> <li>• Conscious efforts to appreciate diversity: Students and faculty members from different provinces.</li> <li>• Well equipped physical and academic infrastructure: LCD projectors, OHPs, Language laboratory, Digital boards, subject labs, digitization of the library, Wi Fi Campus with LAN connection.</li> <li>• Deployment of advanced ICT applications: digital teaching aids, digitization of the library.</li> <li>• Mentoring of new recruits, teaching with advanced planning, Tutorial classes, Peer tutoring, each one teach one for needy students, Beti Bachao Abhiyan.</li> <li>• Continuous Evaluation of students through different modes: Tutorials, Examinations, Performance Analysis through simulations and mock interviews, contests.</li> <li>• Learner centric programmes with a number of co-curricular and extracurricular activities under Cultural Club round the year, national and international level conferences, events, and interaction.</li> <li>• Transparent and participatory Governance, Links with sister institutes &amp; MoUs, consultancies to schools, colleges and corporate bodies.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>• Proficiency in English and even in Vernacular Language: over 60% of students fall short of adequate proficiency in English and Vernacular Language i.g. Marathi.</li> <li>• Despite attaining 2(f) &amp; 12(B) status from the UGC, the institute has not been granted funds for the research proposals by teacher educators.</li> </ul>
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>• Need for English and Marathi language proficiency felt across levels of education (primary, secondary, tertiary) and society: Certificate courses.</li> <li>• Emphasis on more Research and Publications: TEs trained in research.</li> <li>• UGC recognition as college with Potential for Excellence.</li> <li>• Number of English medium and vernacular medium schools increasing, so better placements for student-teachers.</li> <li>• Teacher and Student Exchange at Global Level.</li> </ul>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>• Financial constraints (to meet up gradation of technology and human resources).</li> <li>• Proficiency in English for international intelligibility.</li> <li>• Two-year courses might lead to limited admissions.</li> <li>• Monitoring Internship programme for one full semester.</li> </ul>

## 2) CRITERIONWISE ANALYSIS

### CRITERION I: CURRICULAR ASPECTS



At the beginning of the 3rd millennium, when the social milieu is replete with demographic diversity, intellectually evolving and ethically challenging, the Shri. Surupsing Hirya Naik, College of Education operates with the vision of Excellence in competencies and value based teacher education.

- **Vision-**

**‘Excellence in competencies and value based teacher education’.**

- **Mission-**

**‘Our Mission is to provide sustainable qualitative value based teacher education to meet the needs of the stakeholders in the current challenging social and educational system’.**

Our philosophy is deeply rooted in India’s rich heritage, simultaneously aspiring to vie globally. Since its inception, the college has been striving to create a work culture conducive to individual and societal development. Established with the mission of strengthening the societal fabric towards sustainable quality life, we have been trying to translate Gandhiji’s message **‘Be the change you want to see in the world’** into action and catering the need of the stakeholders.

## 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 major considerations addressed by the objectives of our institution are as follows:**

Attempts are made to contribute towards societal reconstruction through knowledge enrich, skill-oriented and value-based education. Our goals objectives are as shown below-

- To promote academic excellence, our institution provides quality education and ensures the intellectual growth of student teachers through the curriculum prescribed by North Maharashtra University. Institution facilitates the self-development among student teachers through various programmes like orientation, seminar, expert’s talk, workshops, stress management techniques, communication skills and leadership qualities. Various activities like peer teaching practice sessions on communication and teaching skills, brain storming activities, innovative practices in curriculum transaction are conducted. These programmes ensure the harmonious growth and the self-development of prospective teachers.

Our institution, by providing the best possible facilities and services equips the student-teachers with essential skills contributing in the national development. In addition, the institution has infused ICT in all its academic and administrative activities which in turn equip the student teachers to meet the global demands and trends of the society.

- The institution provides the equal opportunities for all the student-teachers irrespective of caste, religion, language, gender etc. in all its activities.

Our institution makes an effort to harness the potentialities of the student teachers by instilling the values of respect, honesty, patriotism, discipline and team spirit etc.

These values are inculcated among the student teachers with their active participation in extension activities, group/individual projects and cultural programmes etc.

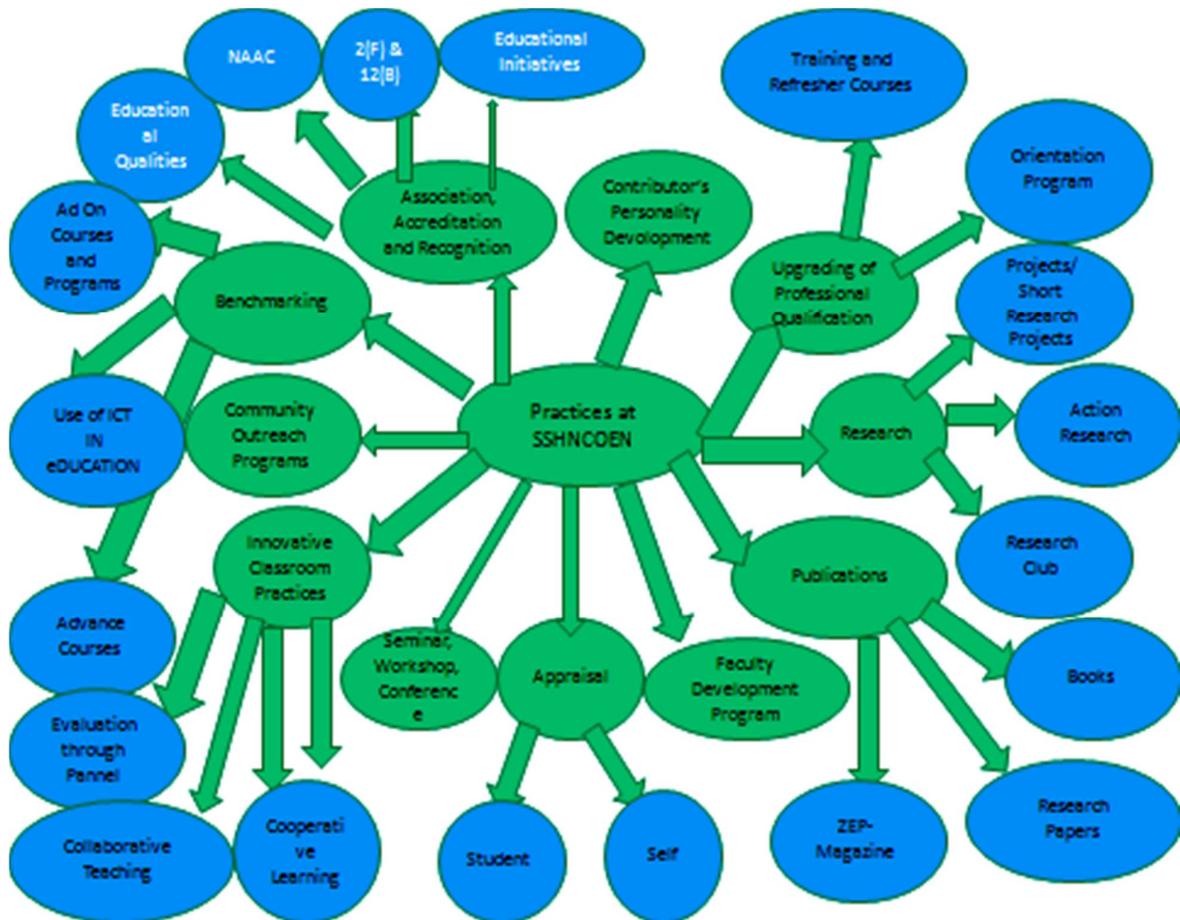
- The community centred activities enable the student teachers to become aware of the social concerns and prepares them as socially responsible individuals who can contribute to the national cause.
- To create environmental awareness and sensitize the student teachers on environmental issues. Under the Eco Club various activities like environment awareness programmes, planting the saplings, cleaning of campus etc. These activities promote the culture of protection and preservation of natural resources.
- The institution provides placement service to the student teachers in the reputed schools through the placement cell.



### 1.1.1 Goals of SSHNCOEN

As per the NCTE Norms the College has a designed course for B.Ed (Advanced). It also offers M.Ed. programmes with the mission of developing quality professionals to cater to the requirements of the new generation learners. Guidance for research towards Ph.D. studies is also provided.

Apart from being academically oriented, student teachers (STs) are helped to develop sensitivity towards and concern for those unfortunate around them, for the environment we live in and ethical life style. Exposure and opportunities are created for the same. Sri Aurobindo's vision was to make the human beings realize their inherent powers to the fullest. With this aim in view, the college designs, plans, organizes and reflects over various activities, which allow STs to explore and develop their talents to the fullest. As a result, the following practices have come to stay here.



### 1.1.2. Practices at SSHNCOEN

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).

#### Curriculum Development Process

The process of developing curriculum at North Maharashtra University, Jalgaon is participatory. There are brainstorming sessions among representatives from different institutions before arriving at the outline of the curricula. Then, they are vetted by experts before being formalized by the University. The principal of the institute being the Member of Board of Studies of the Faculty of Education was steering the process of syllabus modification for the two-year teacher programmes. A Two-Day Workshop was organized by the home University on 10th & 11th June, 2015 to finalize the syllabus. The following figure shows curriculum development process followed by us.

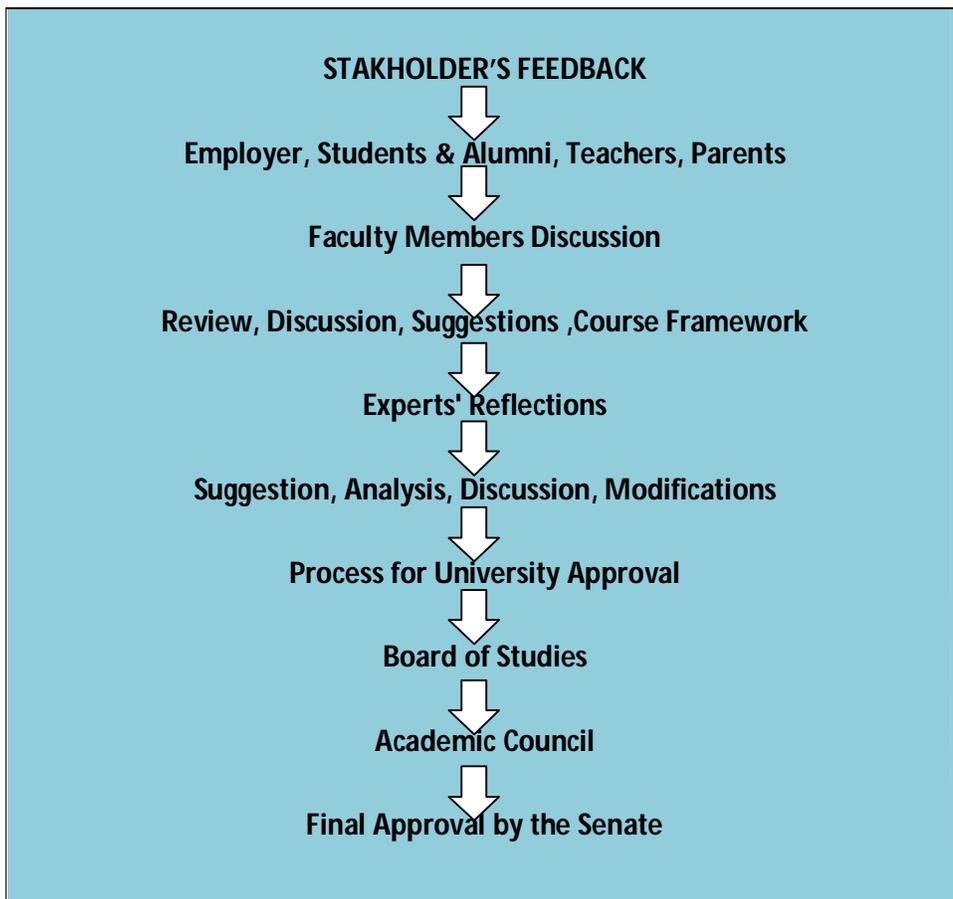


Figure: 1.1.3 Curriculum Development Process

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

ICT in Education: Digital technology, mobile technology, OHP, Smart Board

- Life Skills Education: Communication Skills, Value-inculcation.
- Models of Teaching: Inquiry-based, Jurisprudential, Simulation
- Participatory, constructivistic classroom interaction
- Environmental Education
- English Language Proficiency
- Inclusive Education
- Holistic development: broad Perspective, positive Attitude, multiple Skills, rich Knowledge base, Psychomotor, Cognitive and Affective domains.

#### **B.Ed. Advanced as modified in 2015 to follow the guidelines of NCTE:**

To provide opportunities for holistic development of STs, scope and flexibility are provided through multi-disciplinary papers like Holistic Health, Developing Reasoning and Logical Skills, Music and Fine Arts, Leadership Skills, Practical Phonetics, etc.

**Perspectives in Education:** Contemporary India and Education, Childhood and Growing Up, Understanding School Dynamics, Gender School and Society, Learning and Teaching, Assessment of Learning, Education in 21st Century, Creating Inclusive School and Knowing Thyself, Knowledge and Curriculum.

**Enhancing Professional Competence (EPC):** Holistic Health, Yoga, Introduction to Educational Research, Elementary Education, Educational Administration, Science Laboratory Management, Developing Reasoning and Logical Skills, Comprehensive Viva Voce & English Language Proficiency, Practical Phonetics, Music & Fine Arts, Writing Skills, Trends in Evaluation, Communication & Personality Development, Theatre in Education, Academic Writing, Employment Skills, Education in 21st Century. Although currently only two are offered, preparations are on to offer as many electives as possible. The B.Ed. (Advanced) course is always prepared exclusively by the team at SSHNCOEN, albeit with the experts' advice and feedback from stakeholders.

**Curriculum and Pedagogy Studies (CPS):** They are 10 school subjects: Methodologies of Teaching Marathi, Hindi, Sanskrit, Urdu, English, History, Geography, Mathematics, Science and Commerce. At our institute we offer seven school subjects.

The period of internship has been increased up to 16 weeks during which STs will complete the following assignments: School Internship Documents Presentation, Classroom Teaching & Evaluation of School students' work, Student Portfolio, Reflections on Virtual/Online Classroom Teaching Preparation and Analysis of Results, Action Research, School- Society Project Work, Planning and Execution of CCE Activities, Materials Production, study of in-service programmes at schools, etc.

#### **Syllabus structure for B.Ed. (Advanced) programme**

- Each semester has 16 weeks + 2 weeks SSA (Self Study Assignments).
- Total working days for the B.Ed. Advanced programme are 400.
- There are four semesters in B.Ed. Advanced Programme. For practice in classroom teaching, candidates are required to engage sessions with schools with Maharashtra State Secondary Education Board (MSSEB)/ Central Board of Secondary Education (CBSE)/ other international as well as -based syllabi. Therefore, the medium of instruction is exclusively Marathi and English as per need.
- Total credits of the programme: 128.
- The total marks for the B.Ed. Advanced Programme: 2550.

In all, there are 750 marks for First and Second Semester whereas 400 for Third and 650 for Fourth Semester. As per NCTE norms, 60% (52.54%) weightage is allotted to External Evaluation and 40% (47.46%) is for Internal Evaluation for the theory. Thus, at the B.Ed. Advanced programme, 420 out of 600 marks are allotted to external evaluation and 180 marks are to be given from internal evaluation and 50 marks for each school subject i.e. total 100 marks for the external Annual Lesson Practical Exam for third semester.

#### **M.Ed. syllabus was revised in 2015 to make it a two-year course:**

M.Ed. is a four-semester programme which aims at preparing TEs and other education professionals including curriculum developers, educational policy analysts, planner, administrators, supervisors, school principals and researchers. The two-year M.Ed. programme has been designed to provide opportunities for scholars to extend and deepen their understanding of education, specialize in selected areas, develop research capacities, leading to specialization in either elementary or secondary education, to develop skills related to independent study of literature, research, academic writing, professional communication and team work. It also endeavors to develop in the prospective TEs a deep and critical awareness of professional ethics and ability to engage in and reflect on their own practices.

#### **Focus on Development of Competence:**

The college strives to produce passionate, dedicated, tech-savvy, globally competent and sincere teachers. The medium of instruction is Marathi but with the help of English the teachers developed here are ready to be placed anywhere across the nation, even abroad. Knowledge of this language makes a person aware of global issues, concerns and scenario, enables one to study abroad, develops a broader outlook, and breaks one free from shackles of narrow regionalism. There is provision for Communication Classes to make STs competent in this language. Use of technology is a must for STs and TEs at SSHNCOEN as in the 21st century those not having technological competence are considered modern day illiterates.

USE OF ICT AT SSHNCOEN –

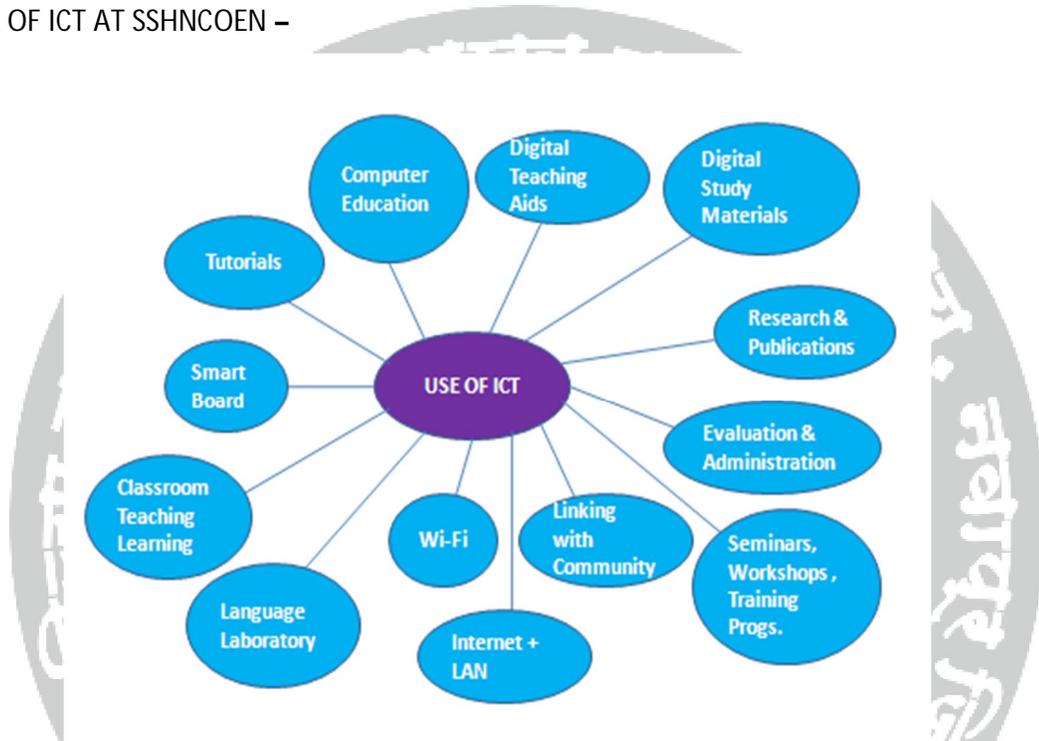


Figure 1.1.4 ICT at SSHNCOEN

We are a part of the environment. People in the society carry out numerous activities that affect our environment. To bring awareness about environmental issues and its impact on the society, the college has been offering a paper viz. **Methodology of Teaching Environmental Education**. Even in the modified syllabus of June, 2015 it has been retained. STs carry out action research on environmental issues. They also bring awareness among the community by organizing various environmental awareness programmes. Recently, the college has undertaken a project called **'My Dear Friend- Tree'** wherein each ST takes care of a potted plant, maintains a journal about its growth and tries to find out its varied names, uses, description in different sources and thus learns about it. Some M.Ed. scholars have also carried out research study on environmental issues.

The 21st century demands skill oriented education. With this aim the syllabus offers a paper **'Life Skills'** at the B.Ed. level. The aim is to help individuals live quality life. Moreover, teachers

must be good communicators, decision makers, and problem solvers must have effective intra-personal and Interpersonal skills. Since June 2015, the Communication Skills is a mandatory component for all. This change was brought about to enrich classroom interaction and bring the fluent STs with not so fluent ones and create bridges. As mentioned earlier, technology was the other part of this paper. However, now technology is a second nature to all TEs at SSHNCOEN. There is one paper aiming at computation, handling apparatus, map reading, etc. through papers called Computer Education and Advanced ICT in Education.

The following figure shows distinguishing features of courses at SSHNCOEN.

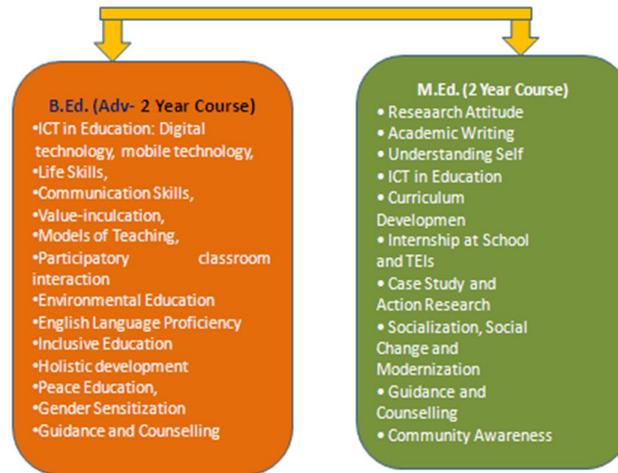


Figure 1.1.5 Global Trends Reflected in Curriculum

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

To address national issues, themes like **Environmental Education, Value Education, ICT, Project based learning** have been introduced in the B.Ed. (Advanced). In **Environmental Education** STs learn about their surroundings and how further degradation can be checked. To prepare positive thinking and humane citizens, value education is given adequate importance. **Value inculcation** is attempted through a compulsory paper, certain healthy practices and an ambience for experiential learning. A major component in this regard is the Community Outreach Programme (COP) wherein STs and TEs go to the nearby community and help their children in their school work as well as in general awareness. Programmes on health, sanitation, nutrition, crafts, etc are held wherein women of these families join. Some weightage by way of marks is accorded for participation in COP. These practices have now been formalized in the form of Community Work.

Until recently, the M.Ed. course also included Deprived and Women Education as well Special Education as a compulsory component. M.Ed. scholars studied some constrain and undertake

short research in the areas of Deprived Classes, ICT, Environmental Education, Task Based Learning (TBL) and Value Education. The rich Assembly sessions provide ample scope for value inculcation, confidence building, public speaking and general awareness.

It is ensured that there is thrust on national issues like environment, value education, reflective thinking, research, and ICT. Use of paper is minimum. Much of communication is through e-mails, social sites and websites. STs also learn to use less paper, electricity and plastic material. Activities like **Best out of Waste** and **'My Dear Friend- Tree'** Projects help STs develop sensitivity towards environment. STs are oriented about cleanliness. On the birth anniversary of Gandhiji, cleanliness drive is conducted at the college. This year there were events such as a Reading Workshop, cleanliness drive and Exhibition of books on Competitive Exam in collaboration with NGO Young Foundation wherein all TEs and STs and students from nearing school and colleges participated.

**Assembly activities** and guest lecturers aim at inculcating values. In the assembly, there are prayers to develop spirituality and a feeling of secularism. In post prayer talks STs narrate inspirational stories, present skits, songs, recite poems, etc. Peer/ Dattak group activities inculcate values of unity, cooperation, team spirit, love, courage and brotherhood. Celebrations of various festivals help in creating a friendly ambience on the premises. Thought for the Day and recitation of Sarswati Aaradhana develop a deep bond with the culture, customs and traditions of the country. These activities instill feelings of loyalty and patriotism. Video films on values are presented. Peer/ Dattak groups are identified with certain values. They try to follow their specific value in life and perform related activities during value week celebrations.

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

Please refer to the visual in the previous section (page no. 8, figure 1.1.4) ICT: A

ICT is employed for the following purposes:

- Academic planning as academic calendars and time tables
- Budget and other administrative planning
- Circulars for the staff members and STs
- Correspondence with the international, national and local level organizations
- Newsletters, magazine, brochure and leaflets to publicise our programmes
- Question papers and e-tests
- Teaching – learning materials and website up-gradation.
- Tutorial classes for computer education: Microsoft Word, Power Point, Excel, Microsoft Publisher and use of Internet, email; newsletters, PPT and prezi presentations, lesson plans, assignments; review web-sites, feedback from alumni.
- Community Outreach Programme and at the School for Visually Impaired
- Research Studies by M.Ed, M.Phil and Ph.D. scholars.

## 1.2: Academic Flexibility

SSHNCOEN believes in providing academic flexibility so that different needs of STs can be addressed. STs have choices and alternatives to select methods, electives and foundation papers. There is a wide range of co-curricular activities at the college and university campus for STs to participate in. Tutorials are organised to help them individually. Further, during the Orientation Programme, they are exposed to general sessions on Marathi for all, Hindi for all, English for all, Science for all, Mathematics for all, Social Science for all etc. The purpose is to acquaint all STs with the basic features and significance of all the major school subjects and emphasize indivisibility of knowledge. Also, STs opt to attend special programmes.

The modified syllabus for two years of 2015 has provided further flexibility as STs are offered choices to opt for interdisciplinary, trans-disciplinary subjects like music, fine arts, holistic development. There are papers like Mathematics, Financial Literacy, Futuristic Science, and components like Language across Curriculum, Fine Arts, Yoga, Practical Phonetics, which develop professional efficiency. In the third semester during Internship Program STs have a choice to opt for more methods. It aims at broadening their outlook and making them self learners. This option was thought of following requests by school principals and even some alumni to prepare STs to be able to teach as many areas as possible, making them more generalists. The focus was on interdisciplinary approach and help young teachers to utilize the 'proxy' classes and assembly sessions at schools more fruitfully. In fact, quite many of our alumni are already teaching English and Geography although their major subjects are Accountancy and Commerce, or Science and Mathematics.

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

#### Attempts to provide experiences to make teaching a reflective practice:

To make teaching a **reflective practice**, respective method masters provide adequate feedback to STs. Through positive suggestions and right learning experiences they are helped to unlearn wrong practices, thereby boosting their confidence. Individual guidance is given to help STs develop their critical thinking and evaluation skills. There is provision for **peer observation** and **self-evaluation**. Owing to emotional proximity, observation and suggestions by peers help them to understand their weaknesses and recognize their strengths better. The whole class of hundred is divided into ten groups naming as "Dattak Group" to make it convenient for STs to interact with TEs and for TEs to reach out to the individual learner. Tutorial guidance sessions of 10 STs are useful for interaction with fellow classmates. It has been observed that after

attending some 12 Tutorial guidance sessions, STs overcome lath phobia (unwillingness to speak for fear of making mistakes) and open up.

Thus for curriculum transaction, feedback from STs is received regularly. Feedback is also collected from alumni, teachers and principals of practice teaching schools and academic peers. On the basis of the feedback, the college has made provision for more use of technology, more scope for discussions, more frequent use of the language laboratory, extension of time in the computer laboratory and library, guest lecturers of erudite scholars, film reviews, etc. Peer counselors give feedback to their group members who improve their assembly activity on the basis of the feedback given by the peers and peer counselors.

Under the Practice teaching programme, STs undertake Simulated Stage Teaching Practice (SSTP), Micro lessons and lessons in real classroom situation during block teaching programme, off campus programme and internship. The feedback provided by peers and supervisor help STs to improve their presentation. They are also given time to evaluate themselves, introspect and improve. Even in the peer group meeting sessions the overall feedback is given by the peer counselors about the performance of STs in all activities carried out at the college. They also write feedback in student profile form. They have opportunities to introspect and write about their growth at the college. After almost every event there is a discussion about the learning value of the programme.

Moreover, the college creates opportunities for STs to organize Youth Empowerment Programmes (YEP). This programme is organized for students from all the colleges and disciplines of the university and is for the students, by the students and of the students. The event gives our STs a hands-on experience to organize events by themselves, it develop the leadership qualities among them. It also helps them to evaluate their performance and improve.

SSTP, Block Teaching, Off Campus and Internship aim at developing professional skills of STs by giving them opportunity for classroom teaching, preparing Student Portfolio, assisting in evaluation, preparation and analysis of result, action research, project work, assisting and planning co- curricular activities, extension services and preparing e-materials.

### **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?**

The institution provides for adequate flexibility and scope for varied learning experiences to STs. They can select any two methods out of ten, according to their area of specialization. There are options in Foundation papers and Electives, too. For curriculum transaction, varied learning experiences are provided both on the college premises and in the field. For giving them a variety in teaching-learning experience seminars, workshops, guest lectures of learned scholars,

teaching aids exhibitions and interaction programmes are organized on and off the college premises.

They study various models of teaching such as the jurisprudential model, inquiry learning, simulations, etc. and prepare lesson plans for the same. Quite a lot of visuals are used in the form of short films and clippings either downloaded from the You Tube or some other source of the Internet or even made by TEs and alumni. Over a period of a decade or so, now the college has a rich archive of e-materials, too. Apart from the Internet, LAN, STs and TEs also have started using the mobile technology, especially by way of reading for a topic in advance and other assignments. This has also reduced the use of paper a great deal.

Our STs have been visiting a special school in a nearby village. They also visit numerous educational institutions on and off the campus. M.Ed. scholars and B.Ed. STs participate in Community Engagement activities. This sensitizes them towards the unfortunate ones in the society. It provides them opportunities to work at the grass root levels and translate theory into practice. COP sessions are linked with the core papers. Sociological concepts involved in education are explained during the theory classes. In core papers STs teach each other under the programme Each One Teach One. STs conduct Health Camps, cultural activities and Literacy Programmes. In the modified syllabus there is provision for Inclusive Education, Gender, School and Society, Education of Special Children and Marginalised Sections of the Society.

These topics initiate a feeling of gender and community sensitivity in STs.

### **1.2.3 What Value-added courses introduced during the last 3 years to develop communication, ICT and life skills, community orientation and social responsibility?**

All the above components have been a part of the syllabi at our institute since its inception, albeit in different forms. In the syllabus of 2013, value-added courses were offered to develop communication skills, life skills, social responsibility and inclination for community service. There was a special paper to develop communication skills. Extra sessions were organized to help STs become effective communicators. A workshop in English is offered at the beginning of the year to help STs develop adequate proficiency in the use of English. A mid-term programme called Revision cum Remedial work is offered to help the diffident ones as well as those who join late. ICT skills are enhanced through the policy of mandatory use. The following table offers further details.

**Table 1.2.1 Value added courses at SSHNCOEN**

Life Skills	Activities to develop the skills
Communication skills	<p>Core paper 'Technology and Other Soft Skills for Teachers' until 2014.</p> <ul style="list-style-type: none"> <li>- Mandatory components : Communicative tasks like skit/ play performance, storytelling, language games, poetry recitation, debates, simulation, elocution, mock interviews, post-prayer talks and seminar presentations, 'Each One Teach One' programme.</li> <li>- Modified syllabus of 2015: Reading Skills, Functional English, Practical Phonetics, Fine Arts and Performing Arts Communication, Drama and Personality Development.</li> </ul>
Confidence and Decision making	<ul style="list-style-type: none"> <li>- Event management through Youth Empowerment Programmes (YEP), Assembly sessions, Post Prayer Talks, Mock interviews, Brainstorming sessions, Panel and Group discussions, Seminar presentations, Participation in workshops and seminars, Organizing activities like co-curricular activities at schools, celebration of festivals, Teaching Assistants' role, COP, Literacy Abhiyan, etc.</li> <li>- Modified Syllabus has papers like Academic Writings, Employment Skills and Vocational Education, Understanding the self.</li> </ul>
Eco-friendly skills	<ul style="list-style-type: none"> <li>- Practicing R4 philosophy (Reduce, Reuse, Recycle &amp; Reform)</li> <li>- A method paper on Teaching Environmental Education</li> <li>- Tree plantation, environmental awareness and guest lectures</li> <li>- Best out of Waste,</li> <li>- 'My Best Friend- Tree'</li> <li>- Sensible use of technology</li> </ul> <p>Environmental Education to develop eco-friendly skills.</p>
Social Skills / People skills	<ul style="list-style-type: none"> <li>- Participation in COP, practice teaching, seminars and workshops, presentations during assembly sessions, guest sessions, Teaching Aids Exhibitions, annual day celebrations, YEP, etc. Participation in consultancy programmes, research projects, youth festival as well as other CCA.</li> <li>- Participation in Community work and voluntary services.</li> <li>- In the syllabus of B.Ed Advanced Education for Peace, Genders, School and Society and Inclusive Education are given.</li> </ul>
Techno-savvy skills	<ul style="list-style-type: none"> <li>- A Core paper TOSS for B.Ed. (Advanced) Critical Understanding of ICT, an elective for M.Ed. scholars.</li> <li>- Tutorial sessions (Language lab and Computer lab)</li> <li>- Digital lesson plans and seminar presentations</li> <li>- Research activity at the M.Ed.</li> </ul>

	<ul style="list-style-type: none"> <li>- Assignments, Newsletters,</li> <li>- Advanced ICT in Education, Computer Education</li> </ul>
Values	<ul style="list-style-type: none"> <li>- Peer Council activities, Assembly sessions, Guest lectures, COP activities, value week celebrations and study of Value Education.</li> <li>- In the modified syllabus there is a separate paper on Value Education. Meditation, Pranayam and yoga are also offered through visiting faculty and experts.</li> </ul>
Professional Skills	In the modified syllabus there are papers like Academic Writing, Employment Skills, and Understanding School Dynamics
Sensitization Towards Community	<p>In the years 2011–12 and 12-13, the STs and TEs spent full Year on community awareness program called “Beti Bachao Abhiyan” for the people of Navapur Tehsil. “Ek Mushti Dhanya Yojana” was the program conducted by STs to help the poor in society. The collected grain was donated to the Ashram school at Navagaon. Community survey and activities like skits on social problems also develop their empathy. Faculty members and M.Ed students on Gender Issues undertake research Projects.</p> <ul style="list-style-type: none"> <li>- Chapters on gender discrimination, marginalized sections of the society to make STs sensitive and empathetic towards the society.</li> </ul>

STs are encouraged to be self-directed learners through the use of the Internet, library assignments, films and audio materials in the language lab. They learn time-management as certain time span is marked for all activities. By performing certain activities on their own they learn to be responsible. Our COP helps them to reach out to the under privileged sections of the society.

STs learn to be socially responsible by taking part in Street Plays to bring awareness in the community, by doing action research on community to know about their problems and challenges, by helping them in various schemes, by presenting skit on corruption and taking part in Anti-AIDS programme.

STs participated in various activities like conducting Health Camp, Literacy development and recreation activities.

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

**Ensuring inclusion of the following aspects in the curriculum**

- i. Interdisciplinary/multidisciplinary**
- ii. Multi-skill development**
- iii. Inclusive education**
- iv. Practice teaching**
- v. School experiences/Internship**
- vi. Work experience/SUPW**

**vii. Any other**

Activities such as the following are organised to help STs develop an understanding of indivisibility of knowledge and a **multi-disciplinary perspective**: Language Across Curriculum, COP, English for all, Math for All, 'My Dear Friend- Tree' Project, etc wherein every ST participates irrespective of the area of specialization.

**Multi-skill development** is taken care of through preparation of teaching aids, sessions on Origami, Quelling, Best out of Waste, ICT show-casing, and Workshops on Music, Painting and Theatre, Sports, Public Speaking, Yoga, cultural programmes.

STs study **Inclusive Education** and get hands-on experience at a school for the visually impaired children. No discrimination is made on the basis of caste, creed, religion, region, gender, and linguistic or any other ground. There are infrastructural amenities to facilitate movement for physically challenged persons. STs are made sensitive to inclusive practices through movies such as 'Black', 'Lagan', 'Yellow' and 'Tare Jamin Par'. To create awareness about the problems of economically weak sections of the society STs are motivated to take active part in the COP. Young mothers have the liberty to bring their infants with a caretaker, or, if old enough these children can be on the campus garden, in the computer lab or the library.

**Practice Teaching** is an integral part of teacher preparation courses. It was felt that the Microteaching practice adopted by most education colleges is rather fragmented.

Therefore, based on observations of TEs and informal interaction with STs, Simulated Stage Teaching Practice (SSTP) was adopted to give an integrated experience of integrating skills in teaching. Stray lessons were replaced by Macro lessons.

**Simulated Stage Teaching Practice (SSTP)**, like Microteaching, is a simulated stage teaching practice. It is a team effort, wherein one ST represents one stage of a lesson. STs plan and teach as a team, in an independent yet interdependent manner.

The focus is on a 'stage' of the lesson, rather than discrete skills. One ST practices all the skills required at a specific stage of a lesson in actual classroom.

The second ST picks up the thread of the lesson from where the first had left and continues with the lesson followed by the third and the fourth. The rationale is to help STs perceive the cohesiveness in a session, yet with focus on varying objectives at different stages of a lesson. TEs and peers observe the lesson and provide positive and concrete suggestions. Each stage lesson is of 15-18 minutes. This is the first stage of teaching by STs. Needless to say that prior to teaching by STs, there are orientation and demonstration sessions by TEs.

For **block teaching programme**, a group of STs go to different schools in the vicinity.

Here STs execute the lessons planned by them in actual classrooms. Thus, they learn to face challenges of managing and teaching a real class. Each TE supervises a group of 14/15 trainees. Heterogeneous groups are formed wherein STs with different methods are put together.

For the **off campus** programme STs go outside Navapur. Besides engaging their lessons, they take part in conducting co-curricular activities and learn to organize these activities independently. Here too they are escorted by TEs. It helps to strengthen the interactions between peer STs and TEs.

During **internship** STs learn to be further independent. They are supervised by TEs as well as by some senior and experienced teacher/s of the school. STs learn about their role in the academic life of the school and participate in other activities of the school.

This gives them some hands-on experience of being real teachers. In the modified syllabus of 2015, Internship programme is likely to be very enriching and more authentic. It includes Classroom Teaching, Student Portfolio, Preparation and Analysis of Results, Action Research and School-Society Project Work. Since our STs are going to be at schools for over 16 weeks, a Mentors' Training programme was organized for Heads and Supervisors at our practicing schools. To make the long internship in the two-year programmes really fruitful, MoUs have been signed between SSHNCOEN and numerous schools. M.Ed. scholars, too, go through an internship programme at various schools where the STs practiced their lessons.

**Work Experience/SUPW** is enriched through our COP and 'Best from Waste' activities. Programmes such as 'Beti Bachao', 'Ek Mushti Dhanya Yojana', Financial Literacy and Health consciousness programmes are organized by STs and TEs.

All these activities aim at preparing professionally efficient and sincere teachers.

### 1.3. Feedback on Curriculum

Feedback is received from STs, alumni, school teachers and community members and analyzed to get valuable, constructive suggestions for inputs in the courses.

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

**Encouraging feedback and communication on curricula from STs, alumni, employers, community, academic peers and other stake holders**

**STs** provide feedback through the 'Suggestion Box' and Open Forums on Saturday mornings, through a feedback form and informally through oral discussions. Feedback is also received from teachers from practicing schools. They also provide feedback at the end of each semester.

**Feedback from alumni** is taken through discussions at alumni meetings, letters, e-mails and telephonic conversations.

**Community Feedback** is received through comments in the Visitors' diary, interaction/comments during their visit. School principals' reflection about institution and STs are taken for building healthy relations with the schools. During the meetings or workshops at various colleges and universities feedback from participants is also taken for understanding need for modification of M.Ed. curriculum.

Some TEs collect feedback almost every month. STs write their suggestions and feedback about curricular and co-curricular activities, teaching sessions and administrative work and facilities available at the institution.

**Employees' feedback** is collected orally, through discussion at the staff meetings.

Self-appraisal and Peer Evaluation are regular practices of taking feedback of employees.

**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.**

The data collected from various stake holders of the institution are analyzed qualitatively as well as quantitatively. Based on their suggestions and feedback, institution has modified its activities and programmes, both curricular and co-curricular. The curricula have been modified.

**Table 1.3.2 Suggestions of the Stakeholders**

Stakeholders	Suggestions
Employers (Schools)	More emphasis on school curriculum and activity-based classroom practices, language proficiency, Proficiency in ICT, Communication skills/ Life skills.
Students and Alumni	Topics on Advanced ICT in compulsory papers, web Technology, Gender sensitive programs, Peace Education, MPSC/UPSC touch.
Academicians	International outlook and challenges of higher education to be addressed practically
Parents	Social issues, Field based activities, language, and Competitive Exam preparation.

These suggestions were taken into account by the institution leading to numerous modifications in the designing and transaction of curricula.

**1.3.3: What are the contributions of the institution to curriculum development?**

Continuous curriculum up gradation is one healthy practice at our college. B.Ed.

(Advanced) programme is different which helps to enrich knowledge and skills and develop the personality. Therefore, the onus of developing its curriculum lies essentially with us, albeit with help from academicians and experts from outside. As a result, each TE is expected to make some contribution to the preparation of curricula as indicated in the table below.

**Table 1.3.3: Contribution by individual TEs to Curricula preparation at North Maharashtra University, Jalgaon.**

Teacher Educator	Course	Paper Title
Dr. Lata S. More	B.Ed- CCM English B.Ed- Advanced,	<ul style="list-style-type: none"> <li>• <b>Has been nominated the Member of Board of Studies of Faculty of Education of NMU, Jalgaon.</b></li> <li>• Learner Learning Resources,</li> <li>• Psychology of Development and Learning,</li> <li>• Learner, Learning and Teaching Process</li> <li>• Childhood and Growing Up,</li> <li>• Methodology of Teaching English,</li> <li>• Inclusive Education,</li> <li>• Reading and Reflective on Text,</li> <li>• Academic Writing,</li> <li>• Employment Skills,</li> <li>• Educational Administration and Management.</li> </ul>
	M. Ed	<ul style="list-style-type: none"> <li>• Teacher Education.</li> <li>• Research Methodology,</li> <li>• Psychological Foundations of Education,</li> <li>• Curriculum Development.</li> <li>• Learning ,Teaching and childhood Psychology</li> <li>• Inclusive Education for Children with Diverse Needs,</li> <li>• Educational Guidance and Counselling,</li> <li>• Deprived and Women</li> <li>• Development of Research proposal.</li> </ul>
Dr. Sanjay Ahire	B.Ed- General & CCM Marathi	<ul style="list-style-type: none"> <li>• Teaching, Learning &amp; Evaluation: Perspectives and Practices,</li> <li>• Contemporary issues and concerns in secondary Education,</li> <li>• Education and Development</li> <li>• Methodology of Teaching Marathi,</li> <li>• Reading &amp; Writing Skills,</li> <li>• Contemporary India and Education,</li> <li>• Education in 21st Century,</li> </ul>
	M. Ed	<ul style="list-style-type: none"> <li>• Teacher Education,</li> <li>• Secondary and Higher Secondary Education</li> <li>• Philosophy of Education,</li> <li>• Sociological Foundation of Education,</li> <li>• Deprived and Women Education in India</li> </ul>
Dr. Pushpa Patil	B.Ed- General & CCM Geography	<ul style="list-style-type: none"> <li>• Methodology of Teaching Geography,</li> <li>• Soft Skills for Teachers,</li> <li>• Introduction to Educational Research,</li> <li>• Inclusive Education,</li> <li>• Educational Admin.</li> </ul>
	M. Ed	<ul style="list-style-type: none"> <li>• Methodology of Educational Research and Statistical Methods,</li> <li>• Methodology of Educational Research,</li> <li>• Elementary and Secondary Education</li> <li>• Foundations of Distance Education,</li> <li>• New trends in Education.</li> </ul>
Dr. Jagdish Kale	B.Ed- General & CCM Mathematics	<ul style="list-style-type: none"> <li>• Methodology of Teaching Mathematics.</li> <li>• Developing Reasoning and Logical Skills,</li> <li>• Introduction to research in education.</li> </ul>
	M. Ed	<ul style="list-style-type: none"> <li>• Methodology of Educational Research and Statistical Methods,</li> </ul>

		<ul style="list-style-type: none"> <li>• Educational Technology,</li> <li>• Statistical Methods for data analysis,</li> </ul>
Dr. Gauri Patil	B.Ed- General & CCM Science	<ul style="list-style-type: none"> <li>• Education in Emerging Indian Society,</li> <li>• Methodology of Teaching Environmental Science,</li> <li>• Life Skills,</li> <li>• Learning Resources.</li> </ul>
	M. Ed	<ul style="list-style-type: none"> <li>• Methodology of Educational Research and Statistical Methods,</li> <li>• Educational Guidance and Counselling,</li> <li>• Development of Research proposal,</li> <li>• Sociological of Education,</li> </ul>
Prof. Kishor Sonwane	B.Ed- General & CCM English	<ul style="list-style-type: none"> <li>• School Management and Current Trends in Education,</li> <li>• Methodology of Teaching English,</li> <li>• Technology and other Soft Skills for Teachers,</li> <li>• Information Communication Technology and E-learning.</li> </ul>
Dr. N.D. Mali	B.Ed- General & CCM Geography	<ul style="list-style-type: none"> <li>• Financing of Education,</li> <li>• Methodology of Teaching Geography.</li> </ul>
Dr. Manda More	B.Ed- General & CCM History	<ul style="list-style-type: none"> <li>• Education in Emerging Indian Society,</li> <li>• Methodology of Teaching History.</li> <li>• Teaching, Learning &amp; Evaluation: Perspectives and Practices.</li> <li>• Education and Development.</li> </ul>
	M. Ed	<ul style="list-style-type: none"> <li>• Educational Planning and Administration,</li> <li>• Education in 21st Century,</li> <li>• New Trends in Education.</li> </ul>
Prof. Yogendra Girase	B.Ed- General & CCM English, CCM- History	<ul style="list-style-type: none"> <li>• Classroom Organization and Management,</li> <li>• Teaching: Approaches, Strategies,</li> <li>• Methodology of Teaching English</li> </ul>
Prof. Philip Gavit	B.Ed- Advanced B.Ed- CCM Hindi	<ul style="list-style-type: none"> <li>• Teaching, Learning &amp; Evaluation: Perspectives and Practices,</li> <li>• Contemporary issues and concerns in secondary Education,</li> <li>• Education and Development</li> </ul>

Apart from modifications of the B.Ed. Advanced curriculum, the TEs from our institute have also actively contributed towards curriculum development for the other B.Ed. courses (B.Ed. Vernacular and B.Ed. English). Faculty members play active role as members of the Board of Studies of North Maharashtra University.

Since Dr. Lata More, the Principal, our institute is the Member of Board of Studies of the Faculty of Education; she had the onus of organizing meetings of TEs, organizing Syllabus workshop for TEs across all concerned. She was obviously helped by TEs at our institute.

#### 1.4 Curriculum Update

Every three years, curriculum of B.Ed. (Advanced) programme is updated with reference to changes at schools and in the society. M.Ed. syllabus was modified in 2013. The B.Ed. (Advanced) syllabus has already been upgraded 4 times since 2004.

**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).**

North Maharashtra University has re-structured the present B.Ed. curriculum into CBCS (Choice Based Credit System) mode (Semester Scheme) to be implemented from 2014-15 onwards. Titles of all general and method papers' titles are restructured as Hard Core paper and Soft Core paper. CBCS curriculum for B.Ed. is developed on the basis of NCFTE 2009. The details of the revised curriculum are as follows.

**Table 1.4.4 Syllabus Revision at SSHNCOEN**

Year	Course	Modification	Rational
2008-09	B.Ed one year course	Course had 06 core papers in which 04 were general papers whereas 02 were subject teaching methods each for 100 marks. Instead of marks CGPA Pattern was applied.	The demand of society.
2008-09	M.Ed one year course	Course had 06 core papers in which 02 Papers had been selected by the students as per their choice. Each for 100 marks. Instead of marks CGPA Pattern was applied.	The demand of society and students.
2013-14	B.Ed one year course	Semester system has been applied for the course. THE 10 LIFE SKILLS by UNESCO added in the course.	To strengthen the life skills and positive attitude towards life. Demand from vernacular schools.
2013-14	M.Ed one year course	Semester system has been applied for the course. ICT, e-learning, Inclusive Education were added in the course.	The demand of society and students.
2015-16	B.Ed 02 Year Course	Semester system with choice based and CGPA has been applied for the course THE 10 LIFE SKILLS by UNESCO, Gender Sensitivity, Women Empowerment such courses are added in the syllabus.	Demand from vernacular schools and society. Directed by NMU, Jalgaon.
2015-16	M.Ed 02 Year Course	The duration of both B.Ed and M.Ed Courses are of 02 years from the academic year 2015-16. So the syllabus is revised as per the guideline by NCTE.	Demand from vernacular schools and society. Directed by NMU, Jalgaon.

**Soft Core Course**

Each student teacher shall take any two soft core courses of teaching school subjects for 1<sup>st</sup> and 2<sup>nd</sup> semester based on the subjects studied at UG and PG level.

**I Semester & II semester**

1. Content Cum Methodology of Marathi.	6. Content Cum Methodology of Geography
2. Content Cum Methodology of English	7. Content Cum Methodology of Science
3. Content Cum Methodology of Hindi	8. Content Cum Methodology of Commerce
4. Content Cum Methodology of Urdu	9. Content and pedagogy of Mathematics
5. Content Cum Methodology of History	10. Content Cum Methodology of Sanskrit

**Open Elective Courses**

Student teacher shall take any one of the following open Elective courses during the II Semester.

1. Guidance and Counselling
2. Life skills Education
3. Value Education
4. Education for peace
5. Inclusive Education.

The details of the major changes in the Hard Core and Soft Core papers are as follows:

**Philosophical and Sociological Principles of Education**

Strategies of Teaching- meaning, importance and types (co-operative, collaborative, games and simulation) Instructional Design-characteristics.

**Note:** The title of the paper Education in Emerging Indian Society is changed to Foundation of Education with the inclusion of the above topics.

**Learner and Learning**

Thinking: Concept, types of thinking, development of thinking skills, Albert Bandura's social learning theory. Constructivism- Constructivism as a learning theory- Types of constructivism – Cognitive constructivism (Jean Piaget) Social constructivism (Lev Vygotsky), Implications of constructivism for curriculum, school, and pedagogy.

**Note:** The title of the paper Psychology of Learning and Teaching is changed to Learner and Learning with the inclusion of the above topics.

**Development of School Education in India**

Nature and Objectives of Primary, Secondary and Higher Education. National curriculum framework for school education -2005. Types of Schools: Government / aided / Unaided, Public, Kendriya vidyalaya, International Schools, Residential Schools, Navodaya Vidyalaya.

Streams in secondary level: –STATE BOARD, CBSC, ICSE, Right to education RTE-2009.

Central and State sponsored schemes of Education SSA, RMSA, RUSA. Innovation in examinations- with specific reference to NCF-2005 systemic. Reforms Blend of Technology.

National level –NAAC, NUEPA, UGC.State level organizations –DIET, SCERT. School Education committees.

**Note:** The title of the paper Secondary Education in India is changed to Contemporary Education in India with the inclusion of the above topics.

**Information and Communication Technology**

Role of Multimedia, Approach: Video lessons. Components of educational technology –System Approach. Types of programmed instruction - Advantages and Disadvantages. Web based learning On-line learning.

**Note:** The above topics are included in the new CBCS syllabus.

All the Two programmes offered by our institution viz. B.Ed (advanced) and M.Ed. have undergone numerous modifications during the last five years. To help B.Ed. STs and M.Ed. scholars to improve their English communication skills, a course on communication skill is prepared by the University and offered to all those desirous of the same.

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

As the North Maharashtra University has the right to revise and update the syllabus, the institution does not have the provision to do the same. However our faculty members have played a very important role in the development of B.Ed and M.Ed curriculum which is implemented from the academic year 2014-15.

The college has devised a mechanism to take feedback from STs, parents, alumni and other stakeholders. Throughout the year STs and scholars provide their feedback in a Suggestion Box, Open Forums, Student Council, Parent-Teacher Association meetings and informal discussions. **Alumni** also provide their valuable feedback through messages on mobiles, emails and by writing their comments in Alumni book. **Visitors** make the institution aware of its strengths, weaknesses and areas where it can develop more through their comments in visitor's diary and through informal chat. STs and scholars go to other educational institutions for practice teaching. **Schools and colleges are** requested to provide their feedback about the performance of the STs in the classroom as well as their overall behavior. Feedback of school principals and school teachers is collected. External Examiners and experts in the field of education provide due inputs for curriculum enrichment. The feedback of STs, alumni as well as academicians and schools and colleges helps to get insights into our content and curricula. Need assessment is done on that basis and curricula are revised.

Most of our faculty members have participated in the curriculum development as chairperson and members of different papers. They have contributed for the curriculum development considering present needs of schools education and the feedback received from the stakeholders. In revising the syllabus in 2015, besides local and global needs, proper attention was paid to **NCTE guidelines 2014**, which aimed at making the syllabi rigorous and quality oriented.

## 1.5 Best Practices in curricular Aspects

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

The institution has established IQAC from 2003 to sustain and maintain the quality parameters in the institutional activities.

- Faculty members use the innovative practices in curriculum transaction which promotes participative and meaningful learning.
- Institution adopts the regular feedback mechanism from the stakeholders.
- The institution has established ICT resource centre which helps the faculty members and student teachers to infuse ICT technology in teaching- learning process.
- Faculty members are encouraged to participate in various professional enrichment programs and research based activities.

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

- With the objective 'To produce efficient teachers as human resource who can promote healthy citizenship contributing towards national development', numerous innovations are experimented with some of which have come to stay with us as healthy practices.
1. **Continuous Upgrading through Research and a Perspective of Quest:** Attempts are made to create and sustain a rich academic ambiance in the college premises through constant up gradation of the courses already offered, by introducing new courses, Add-On programmes, Workshops and Seminars. Since the B.Ed. (Advanced) **programme is innovative, holistic-development oriented** and relatively more challenging and demanding than the conventional B.Ed. programme, a large number of our alumni find gainful employment

easily. Remaining vigilant about developments in the field of education in general, and teacher education in particular, has helped us to experiment with and introduce a wide range of resources such emails, websites, films, etc.

2. **Value Inculcation and Character Building Programs:** The main aim of education is to prepare civil and humane citizens having values as education without character is of little value. While the foundation stone of our institute was being laid, by the Adivasi Seva Sahayyak Sanstha, the inspiration behind the genesis of this institution had said, **“Our aim in starting this educational township is not to create mere job seekers but citizens of character with sterling qualities”**. Being a part of this tradition, SSHNCOEN continue to respect values and character.

In the beginning of the academic year, Peer/Dattak groups are formed. They are expected to select values and conduct various activities related with those values throughout the year. The college also celebrates a Value Week wherein STs conduct various activities such as skits, mime, video and PPT presentations, songs, prayers, etc. related to the values. **Peer group charts are prepared by STs in groups which inculcate the values of team spirit, cooperation, unity etc. among STs.** So far STs have successfully graphically presented the values of their groups very aesthetically and have been amply appreciated by visitors.

3. **Community Work:** Community work has been a part of its curriculum since the establishment of the college. Now, it has come to stay through Rallys, STs visit the community in the vicinity, nearby villages, special schools, etc. to find out their problems and plan activities. STs help school-going students by providing them exposure to computers, activities in the science and language lab, Importance of reading. Women of the community are oriented about cleanliness and importance of health and hygiene. **Beti Bachao Abhiyan**, AIDS awareness programme, Ek Mushthi Dhanya Yojana, Legel Awareness Programs, Computer Education, Sexual Abuse etc. are some of the few community service activities carried out by us.

In the modified 2015 syllabus, there is a separate paper on Gender School and Society. This includes understanding gender inequality, Patriarchic Society, Issues related to gender in society like sexual abuse, domestic violence and objectification of female body.

4. **ICT Policy:** Everyone willing to study, teach, even manage the office must already know or learn to deploy technology for curricular and co-curricular assignments. In fact, most of our M.Ed students normally prepare their dissertation reports themselves. The institution organizes value added programmes on computer application, soft skill, and personality development. Faculty members infuse ICT in curriculum transaction.

#### **Other Activities:-**

- The institution organizes every year an Add-on course on creative teaching which equips the student teachers with the additional skills required for teaching profession.
- Faculty members use innovative practices like brain storming, team teaching, cooperative learning, and collaborative learning and buzz session.
- College calendar for the academic year is given to the student teachers in the beginning to orient them about the institution, rules and regulation of the institution, faculty, facilities available, various committees/clubs and proposed activities which help them to prepare themselves for the course.
- The significant and relevant topics which are not included in the syllabus but required for the professional development are taught by the faculty members.

With the objective of developing life and employability skills and values among STs, numerous innovations are experimented with some of which have come to stay with us as healthy practices.

**Additional Information to be provided by Institutions opting for Reaccreditation/ Re assessment.**

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

However there is no suggestion as concern to this criteria but the teams (both academic as well as administrative) at our institute had undertaken a great deal of brainstorming and reflection after the visit by the peer members from NAAC.

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

First of all, having received rich inputs from the NAAC Peer team, the **IQAC** at the college has begun **functioning more systematically**. Apart from meetings with members and experts from outside the college, numerous in-house meetings are held to brainstorm and decide issues pertaining to academic and administrative matters at the college.

Quite many quality sustenance and enhancement measures have been taken since the first assessment and accreditation. These measures include **revising the syllabus** according to the local needs, based on the instructions from the NCTE by incorporating **global values** and making it **inter-disciplinary** and multi-disciplinary.

Enhancement of **research culture and continuing professional development** of TEs has taken place through introduction of the **Research Center**, research projects and a host of workshops for college and school teachers as well as office staff. Paying a close heed to what the **stakeholders are saying** in terms of what their needs are, what can add to **quality work culture** at the college, etc.

**More systematic documentation of data and records** has been accomplished. Recently we prepare for the **ISO Certificate** and with the help of work done by the TEs and staff our institute is now **ISO Certified institute**.

Rigorous work by TEs in a collaborative manner, participatory decision-making, learner-involvement, learner-accountability (through preparation of video clippings, charts, ICT blended sessions, action research, lists of resources, and preparing STs for these responsibilities etc) have helped us develop insights into our own work and create a value-oriented learning-rich ambience at the institute.

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## CRITERION II - TEACHING -LEARNING AND EVALUATION



Teachers are people with significant impression on the development of students. They impart knowledge and help students to become accountable and productive members of the society. Teachers get incredible joy in noticing the difference they make as students gain new insights, become interested in a subject and learn by themselves.

The teacher has to be committed and resourceful to become such catalysts. Teacher education courses are designed to develop such catalysts. The aim is to provide both theoretical knowledge and practical exposure to the prospective teachers so that they are able to create a learning environment for the learners. They need to use a variety of learning strategies for learning to happen. Evaluation of the learning also needs to be carried out through different modes, other than mere pen and paper tests.

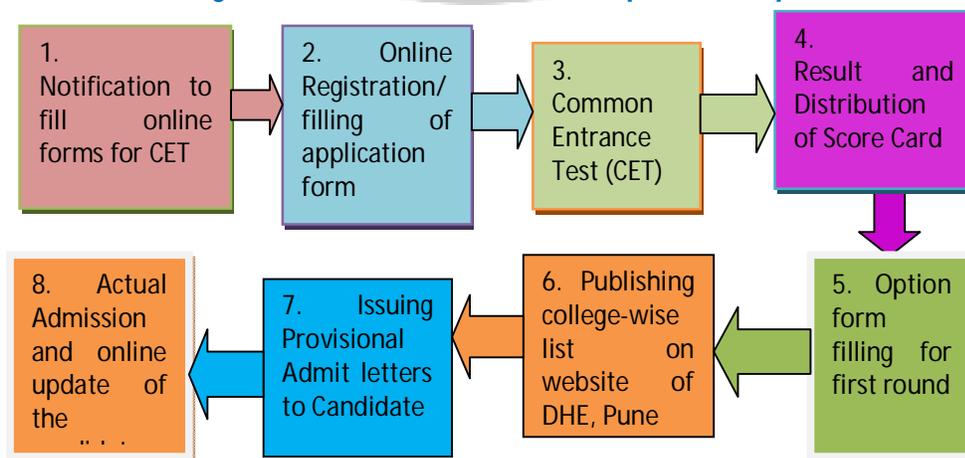
Shri. Surupsing Hirya Naik, College of Education (SSHNCOEN) operates with such goals in view.

## 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?

The institution conducts Bachelor of Education Degree course and it is affiliated to North Maharashtra University hence, it adheres to the rules and regulations stipulated by the university, State Government of Maharashtra regarding admission procedure. The total sanctioned intake by the government and NCTE to our institution is TWO UNITS of 50 students each i.e. 100. The total seats (100%) are filled by Centralized Admission process conducted by Maharashtra State Government following reservation policy. To seek admission in B.Ed Class Students have to apply for the course through online. Applied students have to appear for Common Entrance Test (CET). Selection of qualified students is made by State Admission Cell on merit basis and the list of selected candidates for our institution is made available through online. Allotments to the institution are made after the payment of admission process fee to the State Government. Admission Committee is formed in the institution which verifies the required documents and admits to the students. The 70% seats are available for the students belonging to home university where as 28% seats are for other universities in the home state and 2% seats are reserved for the students from other states if India.

Figure 2.1.1 Centralized Admission process: Steps



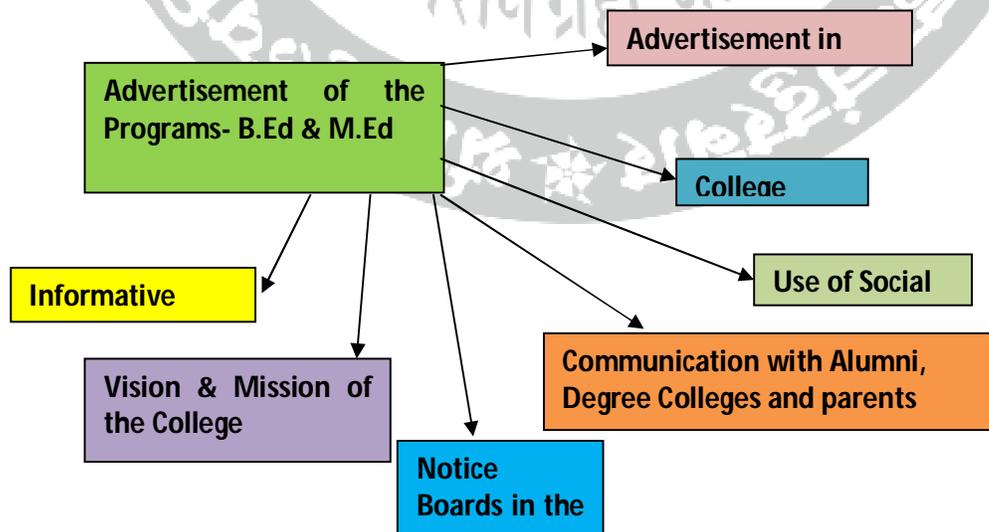
For M.Ed Course the total sanctioned intake by the government and NCTE to our institution is ONE UNIT of 50 students. The total seats are filled by Centralized Admission process conducted by Maharashtra State Government following reservation policy. To seek admission in M.Ed Class Students have to apply for the course through online. **The admission process is same as it is for B.Ed Course.**

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

The college provides the following information to prospective students through advertisement, prospectus, web-site, leaflets, presentations, oral counselling to those who visit the college.

1. Information about the unique educational institution in Navapur Tehsil.
2. Information about Adivasi Seva Sahayak and Shikshan Prasarak Sanstha, a proactive educational Trust managing 15 institutions from K.G. to P.G and Teacher Education Institute.
3. Basic information of the college: courses offered, infrastructure, faculty, student support, views of some alumni and experts, admission criteria, contact details, etc.
4. Vision, mission, objectives, and college logo displayed on the front side of the college.
5. Special achievements of the college
6. Hostel facilities for girls and boys
7. Details of placements across India.
8. Student Support Practices at the college
9. Teaching – learning pedagogies employed by TEs at the college
10. Healthy practices of the college
11. Expectations from prospective candidates: rigorous work, regular hours at the college, readiness to grow.
12. Attractive Notice boards in the college.
13. Social media- what's apps, face books etc.

Figure 2.1.2 Advertisement of Programmes-



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

All the applicants have a single window admission procedure and all the criteria of admission are equitable for all the candidates. The admission procedure is held online and closely monitored by Central Admission Cell of Government of Maharashtra. Selection of candidates is based on the merit and roster system. The admission committee of the college scrutinizes the required documents of the allotted candidates and admits them to the concern course, i.e. B.Ed & M.Ed.

### 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).

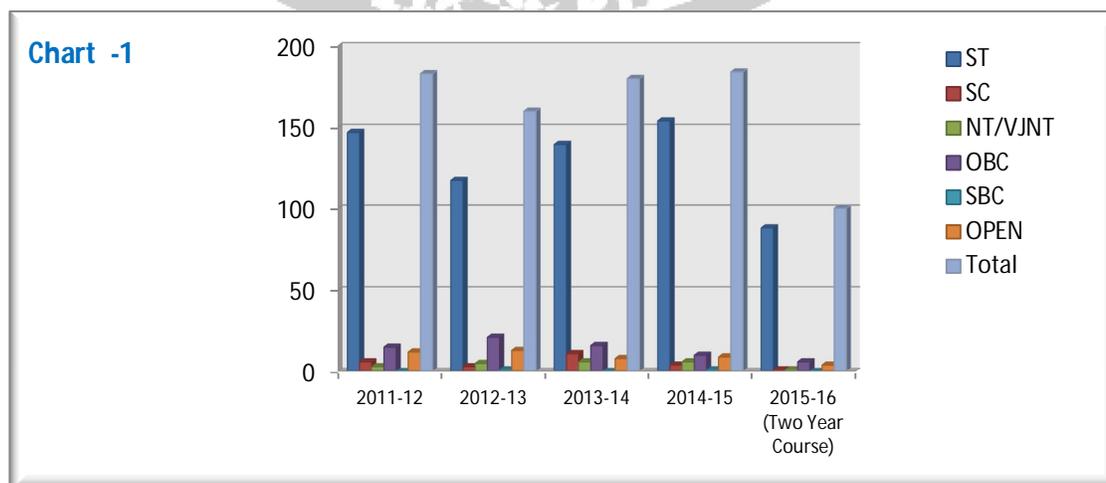
All the student teachers are treated equally in the institution irrespective of their caste, culture, religion, language, economy, abilities and gender in the institution. The institution adopts democratic and secular approach in all its practices.

- Celebration of festivals of different religions to highlight their cultural components.
- Secular prayer in the morning assembly.
- Facility to avail scholarship from Social Welfare Department of Government and GOI for SC/ST/NT/VJNT/OBC students and backward community students.
- Awareness about the gender equality through Women Reddressal Cell.
- Soft skill programme is organized to develop communication competencies.
- Forming heterogeneous mentoring group named as "Dattak Group".
- Ensuring the participation of all the student teachers in academic and other activities.

Tables and Charts 1 & 2 are showing the number of students with diverse back ground for the past five year admitted for both B.Ed & M.Ed course

#### 2.1.4.1 - Students admitted for B.Ed

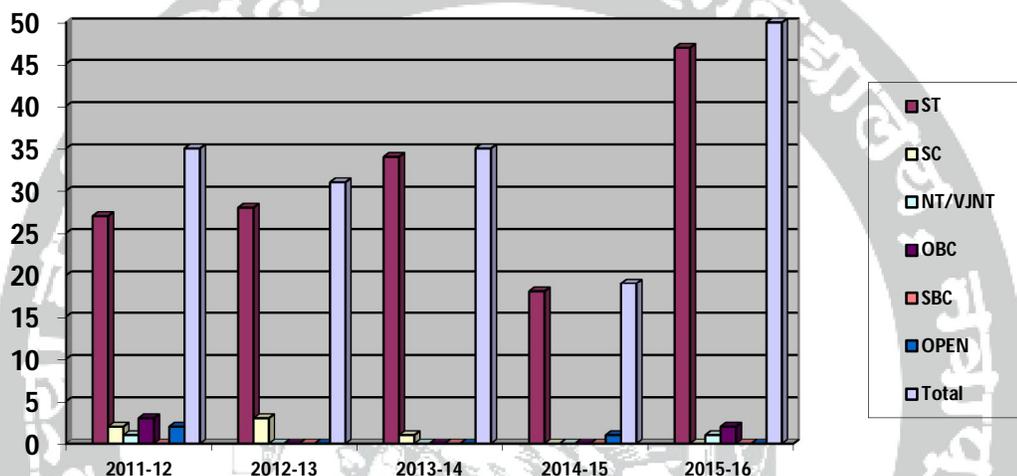
Particular	2011-12	2012-13	2013-14	2014-15	2015-16 (Two Year Course)
ST	147	117	139	154	88
SC	06	03	11	04	01
NT/VJNT	03	05	06	06	01
OBC	15	21	16	10	06
SBC	--	01	--	01	--
OPEN	12	13	08	09	04
<b>Total</b>	<b>183</b>	<b>160</b>	<b>180</b>	<b>184</b>	<b>100</b>



## 2.1.4.2 - Students admitted for M.Ed

Particular	2011-12	2012-13	2013-14	2014-15	2015-16 (Two Year Course)
ST	27	28	34	18	47
SC	02	03	01	--	--
NT/VJNT	01	--	--	--	01
OBC	03	--	--	--	02
SBC	--	--	--	--	--
OPEN	02	--	--	01	--
<b>Total</b>	<b>35</b>	<b>31</b>	<b>35</b>	<b>19</b>	<b>50</b>

Chart-2



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

Yes, certainly the institution has its own mechanism for assessing students before the commencement of the course.

- Student's knowledge and abilities are assessed before the commencement of the teaching programme through informal interview at the time of admission. In the beginning of the academic year to know content knowledge of the student teachers, content test is conducted subject wise for all the seven methods. The test aims at measuring students' content competence as they come from diverse linguistic backgrounds and vernacular schools. This test further helps us in designing and implementing the workshop and remediation programme undertaken later.
- "Talent Hunt day" is celebrated to know the hidden talents of student teachers.
- Student teachers are made to write an article on "Myself" on the first day of the academic year.
- A teaching aptitude test is conducted in the beginning of the academic year.
- Moreover, **the workshop** is conducted in the beginning of the semester for a week.

In this workshop, TEs organise numerous language games, content enrich activities, story-telling, brainstorming, group discussion, Memory games, Maths Puzzles, and content knowledge tests. The objective, once again, is to make STs familiar with the work culture at the college, the

rules and regulations, etc. During this time, STs are also made familiar with the various subjects they are required to study, the activities they are required to participate in, scheme of evaluation, their dual role as learner-teachers, etc.

## 2.2 Catering to Diverse Needs

The institution values diversity among TEs and STs and appreciates the role of diversity in teaching learning. It considers diversity an important condition to create a healthy work culture and to maintain tenacity of the pluralistic social structure of India. TEs and STs Represent a mini India as there are people from Kerala, Punjab, Gujarat, Maharashtra and Rajasthan! Consequently, the languages known to people on the college premises are varied.

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

In the words of our alumni and stakeholders, the ambience at the college is **“friendly, free and positive. The team comprising of principal, TEs, administrative staff and support staff is easily accessible and approachable”**. This helps new STs to feel comfortable and homely in the new environment. Numerous activities catering to a wide range of interests are carried out which help in creating an environment conducive for learning. The day at the college begins with the morning Assembly session which cherish by the STs. These sessions are rich with numerous activities like inspiring talks by the principal, TEs, guest speakers, alumni, Thought for the day, Post Prayer talks by STs called ‘Vichar Manthan’, Quizzes, News, Review of Books and Articles, Games, vocabulary games, etc These and many more activities help STs to come out of their shells and develop their confidence. Most of the alumni have said that ‘they cherish’ those sessions. In the beginning of the year, the college organizes a Talent Hunt Programme for STs to practise and show their talents and create channels of interaction. Special days such as National days, festivals, Birth and death anniversaries of Gandhiji, Dr. B.R.Ambedkar, Shahu Maharaj, Jyotiba Fule, Savitribai Fule, Shiwaji Maharaj, Swami Vivekanand, Independence day, Republic day, Guru Purnima, Teachers’ Day, Navaratri, Ganesh Chaturthi, Christmas, Geography Day, Science Day, Ozone Day, Rashtrabhasha Din, Yoga Day, Makar Sanskranti etc. are celebrated. **Student Council is formed** for smooth functioning of the system and transparent and participatory governance. Until the time when the B.Ed. unit used to be of 200, the ‘Dattak Group’ had 10 peer groups, each of 20; such group is monitored by one TE. This year, because of the strength being halved, there are 10 groups of 10 STs in each group. Each group have been shouldered the responsibility of one cultural program or celebration of the day.

To provide congenial and conducive environment to the student teachers for their all-round development the institution makes attempt of-

- The institution has all necessary infrastructural facilities, sufficient classrooms with LCD facilities, Psychology Laboratory, ICT Center, Language Laboratory, Science Laboratory, and Educational Technology Laboratory along with enriched library.
- The institution identifies the low achievers and provides remedial teaching.
- The institution has an elected students association, which plans and coordinates the various activities by involving all the student teachers.
- Mentoring groups are formed for better learning and improvement.
- Separate periods are allotted for library reference in the time table to promote study habits.

- Organizing workshops and seminars to provide opportunities to student teachers for their participation.
- Extension activities are conducted to sensitize student teachers on social issues.
- Extracurricular activities are conducted to cater the needs of the above average student teachers.
- Guest lectures are organized to help the faculty members and student teachers to enrich their knowledge.
- The institution is in calm and serene campus with lot of greenery which generates positive energy.

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

Addressing diversity among learners is of prime importance as it implies treating each individual as a unique entity with a set of attitudes, interests and skills, repertoire of knowledge and experience that each individual possesses, distinguishes him / her from the rest of the human kind. With this backdrop, teaching-learning processes designed and implemented at our institute cater to learners having varied learning styles: audio, visual, kinesthetic, verbal, cognitive, experiential, interpersonal, intrapersonal, and multi-sensory.

The overall pedagogical approach here is experiential, constructivist, participatory, collaborative. The techniques and technologies employed represent a wide range of perspectives: front-teacher instructions -lectures / talks and demonstration- and Learner-centric instruction, group & pair work for problem solving or projects, classroom based learning modes such as tasks / discussions/ debates/ simulations / role plays / experiments / presentations, field-based authentic experiences, blackboard based technology to language lab / computer lab / digital board technology, and technology assisted teacher instruction to on-line / virtual instruction through internet and Google, you tube.

Since learning is an outcome of what and how learners do, TEs play their role backstage as material producers, task designers, counsellors, motivators, guides, supervisors, allowing STs to take the centre stage. Rich learning environment is created by TEs while STs are placed in the learning situations to explore their learning styles, needs and arrive at solutions.

The student teachers admitted for the course belong to diverse group. The institution attempts to cater the diverse learning needs of the student teachers in the following ways.

- Extracurricular activities are organized for above average students such as action research, school/college based projects, paper presentation, peer teaching etc.
- Remedial classes for slow learners are conducted.
- Soft skills programs are organized for rural students to develop communication.
- Field visits are organized to provide enriched experiences to the student teachers.
- Seminar and workshops are conducted on various topics.
- Personality development programme is conducted to refine the personality of student teachers.
- Information and Communication Technology is integrated in the process of teaching learning.
- Community based activities are organized to expose the student teachers to community.

Apart from B.Ed, the college runs M.Ed. Programme. In its syllabus there are papers such as Psychology of learning, Inclusive Education, Education for Children with Diverse Needs Special Education, Guidance and Counselling, Women Empowerment, Gender Sensitivity. This

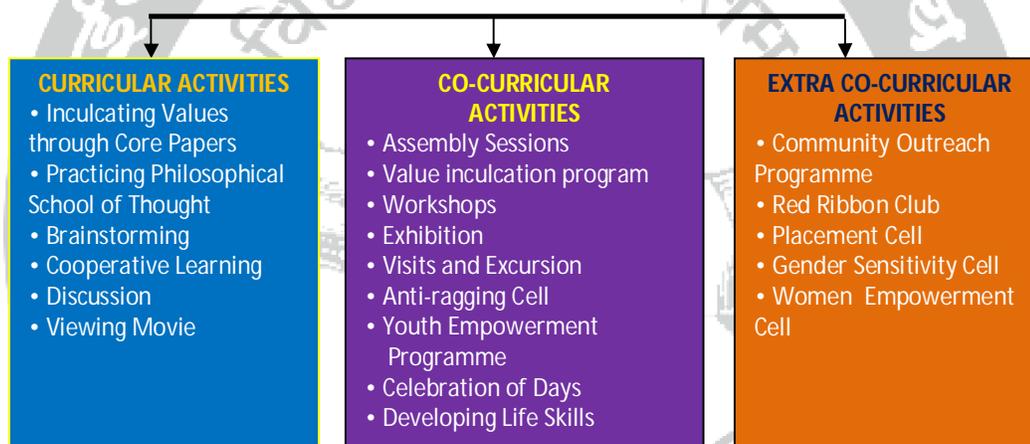
theoretical knowledge is employed to carry out research. As part of their dissertation work, scholars select a few challenges and problems of B.Ed. STs and school students with the aim of providing solutions to the problems and develop communication skills, technology integration skills and life skills among learners. The college also offers extra coaching to linguistically needy STs to enhance their English language competence.

### 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 B.Ed. and M.Ed curriculum, prescribed by North Maharashtra University provides an opportunity to the student teachers to understand the learning needs of diversified group. And the team at our college firmly believes that people tend to replicate the system through which they have passed. Therefore, we have agreed that it is extremely necessary to provide very positive and diverse experiences to our STs, thereby shape their attitude towards differences among people around. Thus, to help STs imbibe diversity the following activities have been envisioned in the curriculum.

The institution organizes various programs to develop the sense of equity among the student teachers. Shown in the below figure.

Figure 2.2.3- Imbibing Diversity through Activities envisioned in the Curriculum



**A) Value Inculcation:** Since values cannot be directly taught, attempts are made at the college to create an ambiance for value absorption through observation, experience, anecdotes and debates. In the Assembly sessions, peers of each group deliver post prayer talks, 'Vichar Monthan' thought for the day, stories, skits based on their values. Simultaneously, value education is a part of Core-1 paper in the syllabus. STs not only learn philosophy of those philosophers but also through a variety of activities practice them too in their daily work. Brainstorming activities, tasks, discussions, etc are given to STs in groups to help them realize the importance of values in their lives. In the first semester the college celebrates 'Value week' wherein STs perform skits, songs, role plays, make video presentations, deliver inspiring talks, occasionally even take out a rally in the neighbourhood, etc. Various values practiced by STs are patience, tolerance, appreciation, team spirit, unity and cooperation, empathy, etc which help them to appreciate their peers who are different from them.

**B) Policies, Processes and Parameters:** The policies, processes and parameters adopted by us help STs to imbibe diversity. Dress code is inclusive of any costume that is decent including saris, suits and Dress. During the Assembly sessions multilingual prayers are rendered. During the Orientation Programme talents of STs in the form of dances of different states, songs of different languages are presented. Introductory sessions of all school subjects are attended by

all STs whereby they become aware of the significance and nature of all disciplines. All these policies help STs to celebrate the diversity.

Since June, 2015 the two-year B.Ed. (Advanced) course, includes topics such as problems and remedies of marginalized sections and addressing and resolving gender issues of the society. These themes are discussed by STs and practiced in their day to day life.

**C) Community Outreach Programme (COP) :** The college has adopted a healthy practice of reaching out to community since its inception. Core papers include value education for cognitive inputs which is strengthened through our COP. As part of the programme, both TEs and STs work with the next door community of Adivasies. During 2011-12 and 12-13, the college had organized Legal Awareness Program for Lady Teachers belonging to primary and secondary schools in Nandurbar District. In the same year there was “Beti Bachao Abhiyan”. Books on different subjects and values collected from the community were offered to the Aashramschoools in the vicinity. The college has strong links with different communities in and around the township. As part of this, meetings were held with Mahila Mandal, Alumni Association and Parent Association. As part of the programme, STs along with school teachers had prepared charts, flash cards etc in Marathi.

During 2014- 15, STs had visited rural areas a survey was conducted on nearby community people by STs, guided by TEs. The purpose was to know about their health problems, diseases and addiction, etc. After that STs had discussions and activities. Various capacity building programmes were offered to the community such as Academic Courses, Events, Awareness Programmes, Surveys, Skits on life skills, and sessions on quelling art and other paper craft, etc. These community members also participate at celebration of festivals at the college. This helps STs to become sensitive towards the challenges and problems faced by these socio – economically deprived individuals and their role in the community.

**D) The Red Ribbon Club** of the college has been functioning since 2011 - 12. It carries out numerous activities to aware the TEs about Aids. The purpose is to strengthen links with community and thereby institutionalize a healthy practice. The major aims of various Clubs at the college are to enable STs to understand the community in which they work and their relation to the community, to identify the needs and problems and to be of some help in solving their problems, to develop a sense of social and civic responsibility, group living and sharing, to work towards national integration and social harmony. Varied activities are undertaken as part of Social Service at the college.

**E) Visits:** The College arranges visits to schools for special children to make STs Sensitive towards such children. B.Ed. STs and M.Ed. scholars carry out activities and action research at different schools. They prepare tasks in different school subjects; engage the children in classroom activities, prayer assembly, and cultural activities. STs visit many places for their academic progress. These places include Museum, educational institutions, Special Schools etc.

**F) Celebrations:** The College has STs of diverse faiths. Therefore, festivals of different faiths are celebrated as Ganesh Chaturthi, Gokulashtami, Navratri, Diwali, Eid–E–Milad, Christmas, Budha Pournima, Holi. This aims at helping students appreciate diversity. Other important days are also celebrated as Guru Purnima, Teacher’s Day, Republic Day, Independence Day, Ozone Din, Yuvak Din, Geography Day/Makarsankranti etc.

**G) Youth Empowerment Programmes (YEP) :** College has started Tribal Youth Development Center. Under this head Youth empowerment programmes for under graduate, graduate and

post-graduate students from different Higher Secondary Schools and colleges of the university are organised wherein students share their views on different themes of social and national concern. The aim is to make students aware of their immense potential and provide opportunities to gain exposure and experience for Competitive Exams. The programme is organized for and by the students. Variety of programmes is organized every year wherein a variety of events are organized such as Round Table Conference, Group discussions, Poster Presentations on various themes for Developing Young Leaders.

**H) Women Empowerment Cell:** The College has an active Women Empowerment Cell. This cell carries out activities related to gender related issues, awareness programmes, arranges talks on contribution of eminent women personalities, conducts research projects to sensitize STs towards women related issues, reviews inspirational videos / movies on women's issues and their contribution, etc. The cell also organizes activities like poster making and slogan writing on women's issues, Legal Awareness Programs, Beti Bachao Abhiyan, Hast Kala Pradarshan, Cultural Programs on the occasion of Womens Day. TEs have carried out research studies on women's issues. They deliver talks on women's issues. The principal of the college is invited as a resource person to numerous programmes on issues pertaining to women. A large number of activities such as seminars, talks, demonstrations, research, exhibition etc have been carried out under this Cell.

**I) Life Skills:** In B.Ed. (Advanced) syllabus life skills is offered as a paper. The aim is to help STs develop Life Skills for quality life. There are group discussions, activities and role plays on life skills. STs participate in various theme-based skits such as dowry, female foeticide, rationality and patriotism. These skits aim at inculcating skills like problem-solving, decision making, cooperation, team spirit and unity.

Co-curricular activities are planned by considering the different abilities of the student teachers. Cooperative, collaborative and team learning is encouraged for active participation of all the students.

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

##### **Ensuring TEs' knowledge and sensitivity to cater to diverse ST needs**

Acknowledging the diversity among STs, TEs provide different consideration to different type of STs. They engage STs in remedial teaching, arrange supervised study sessions to provide help to academically and cognitively to weak STs and also support them with basic reading materials. Peer teaching are also used to help weak STs whereas bright STs are provided enriched environment through opportunities to take initiative and use their leadership skills. Normal classroom mostly caters to the needs of the average. TEs use different types of pedagogies to cater to the needs of different types of STs.

Faculty members of the institution are professionally trained, experienced and dedicated to fulfill the requirements of quality teacher development programme. Besides, they are highly supportive in all aspects of students' development.

- The faculty members are qualified according to the norms of NCTE/UGC.
- Faculty members have published articles in various national and international reputed educational journals.
- The principal of the institution has worked in different capacities in North Maharashtra University as BOS member, Chairperson and member of Local Inquiry Committee, Chairperson of Squad and Chief Custodian, Member of Interview Panel for the selection of

Principal and Teacher Educators. She has also worked as a Chairperson of paper setting for B.Ed and M.Ed Courses of NMU.

- Few faculty members have worked as the Member of Interview Panel for the selection of Teacher Educators. Member of Chief Examiner, squad, paper setter, reviewer, assessor for B.Ed and M.Ed. examination of North Maharashtra University, Jalgaon and Yashwantrao Chavan Maharashtra Open University, Nasik .
- Faculty members have worked as chairperson and members of various committees of B.Ed and M.Ed curriculum preparation at North Maharashtra University.
- Faculty members attend workshops, seminars and conferences to know the current trends and challenges which enable them to meet the diverse needs of the student teachers.
- Faculty members mentor the student teachers for their academic and cultural pursuits.
- Faculty improvement programs are conducted by the institution like in-house presentation and discussion on current trends in Education. Staff Academy is very active in the Institution.
- Faculty members use technology in their classroom instruction. They prepare PPTs and inspire the STs to use technology for teaching and learning.
- Faculty members have presented papers in national and international Seminars and conferences.
- Faculty members are members of academic organization.

#### **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?**

**Practices that help STs develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations:**

- TEs in their respective methods orient STs to various pedagogies and learning styles that help STs comprehend the necessity to go beyond the conventional modes of teaching.
- **Policies** like developing digital lesson plans, constructivist and creative lesson plans, mandatory use of ICT in some classroom sessions, Simulated Stage Teaching Practice, Peer Chart Preparation, Group work / Discussion / Projects, Group competitions wherein they are required to work as a team that helps them to go beyond 'me and mine' thinking. STs in a group become aware of the strengths and weaknesses of their group members and contribution by each of them makes the work better and effective.
- Mandatory participation at COP, Women Development Cell activities creates exposure and experience of our culture, traditions and customs. It is expected that some of the mandatory actions result in genuine concern for diversity, gender related crimes and issues of special children.
- Dattak Group and peer tutoring schemes bring resource students closer to needy students and help them to grow and develop academically, thereby they be grateful and appreciate one another.
- Some M.Ed. students carry out research work on the B.Ed. group and give them necessary inputs regarding special children.
- Through theoretical inputs in the curricula and engagement in COP STs develop sensitivity towards their needs. STs' performance is evaluated through various means such as assignments, projects, seminars, content based test, written tests, lessons, e-materials, and viva-voce.

- Innovative teaching methodologies are adopted to cater the diverse learning needs.
- Community activities are provided to sensitize the students towards the diversity and social issues.
- Visits are organized to marginalized sections' home, NGOs, special schools to sensitize them to the diverse community. Guest lectures are organized on Issues in education.
- Cultural activities are organized to foster the social and cultural values.
- Institution organizes various activities with an inclusive approach to provide student teachers the experience of dealing with the diverse group.

## 2.3 Teaching-Learning Process

Effective teaching – learning depends on certain essential conditions. These conditions include free and conducive classroom environment created by the teacher for students to share and express their views, encouragement to try out new ideas, challenge to go beyond the content, opportunities for experimentation with various teaching pedagogies, space and time to reflect on their teaching. At our institute we value independence. Hence, our attempts have been to set up conditions of learning which lead to expression of uniqueness inherent within each individual learner.

Continuous efforts are made by TEs towards creating learning conditions and support for self-direction and self-initiated learning, wherein STs learn to think rather than to rote memorize the information.

### 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.)

Our institution engages the student teachers in active learning throughout the academic year emphasizing more on practical training. The institution promotes active learning by adopting various innovative practices in curriculum transaction like brain storming sessions, cooperative learning, panel discussion, peer teaching, team teaching etc. The institution also organizes various programmes like seminars, workshops on instructional objectives, lesson plan, Unit Test, Blue Print and question paper preparation and practical activities which make the students to be active participants in the process of learning.

- Student teachers acquire the ability of communication and teaching through the practice of communication and teaching skills.
- Simulated teaching sessions enable the student teachers to integrate teaching skills.
- Individual/Group projects, seminars and other assignments are assigned in different subjects to the student teachers.
- Training is given for the preparation of teaching learning materials.
- **Forty days** of practice teaching are provided to acquire teaching skills.
- Training is provided to student teachers in preparing PowerPoint presentation slides for teaching.
- Mentoring groups (Dattak Groups) are made for interaction and self-learning.
- Student teachers are encouraged to prepare lesson plans, seminar paper, teaching aids and projects by referring various websites and also by utilizing the library services.
- Self-learning among student teachers is encouraged through library resource method.

The college believes that success of any teaching process is active involvement of STs for which opportunities are created within as well as outside the classroom. They are motivated to

participate actively in all the activities organized at the college, the university, the sister institutes, Trust, other agencies on and off the campus. The college also involves STs in planning various activities. This helps them to develop a sense of belonging and responsibility within them. There is a Student Council, a Suggestion Box, Students' feedback, by and for TEs. These practices provide a platform to for expression for everyone at the college.

#### **Library as main Resources and Database**

The library at the college is continuously enriched with reference books, journals, magazines, dissertations, downloaded materials, online journals, archive of digital materials etc. STs' visits to the library and the books issued. The reading material, syllabus and student projects etc. are kept for the user point of view.

**Website:** The College has its own website [www.shneducation.org](http://www.shneducation.org). It shows the philosophy of the college, syllabi of all programmes, students' activities, TEs' profiles and teaching materials, details of Add-on courses and workshops and consultancies conducted by TEs. Reading materials and articles written and published are made available by TEs to help STs and readers to access the materials and give comments.

**ICT Center** is another manner at SSHNCOEN to involve STs in the teaching learning process. During the lectures or sessions at ICT Center STs acquaint themselves with various applications useful for them. These tutorials help STs to learn to use e-resources. The computer laboratory sessions mainly focus on learning Microsoft Word, Excel, Power-point, Prezi, etc. Assignments like reviewing websites are given in different subjects. STs are given assignments for preparing Power point presentations, Worksheets and activities using internet preparing newsletters and so on. STs are also asked to review websites of various educational institutes and governments, read the documents autonomous bodies like the UGC, NCTE, NCF (2005), NAAC so that they gain knowledge in policy making in education.

The computer laboratory at the college has internet connections. STs Browse through websites for preparing their assignments, post prayer talks, developing lesson plans, dissertation work / Action research, etc. The computer laboratory helps STs to engage in self learning and also to develop their technological skills. The entire building is Wi-Fi enabled.

**Group Discussions:** The teaching learning process at the college is innovative in nature. TEs conduct group discussions that can reveal a wealth of information and deep insights about a concept. A focus group creates an accepting environment that puts STs at ease allowing them to thoughtfully answer questions in their own words and add meaning to their answers. It also encourages them to think divergently and to do brainstorming on any concept.

**Role Plays and Simulations:** Here, STs present a character known in everyday life. For example, they can play roles of an executive, a leader, an entrepreneur or a vegetable vendor, doctor, nurse, social worker and social reformer too. It makes them familiar with the ground realities. Use of role-play emphasizes personal concerns, problems, behavior and active participation of STs. It improves interpersonal and communication skills. TEs use this technique in a variety of settings, including classrooms. STs also make use of this technique during practice teaching phase.

**Peer Teaching:** The college provides additional help to the academically weak STs who are either from vernacular medium and need assistance in terms of proficiency in English or have shy personalities, less comprehension ability, who need a friend's perception, help, support and cooperation to solve their problems. We have found a way to reach out to these STs through resourceful and expressive STs. A resourceful ST is able to understand where peers face

difficulties in understanding the content, problems, etc. Thus Peer Teaching is a prime component of our institute found to be very effective to cater to diverse learning needs of STs.

**Remedial Teaching: Developing Peer:** This is our innovative practice wherein some STs Take up the role of a teacher and teach and try to resolve the difficulties of their peers. This practice has been introduced with the vision to give an enriched experience to our bright STs before they work in schools as actual teachers. This act is an opportunity for advanced STs to understand how a teacher needs to deal with students of different abilities. They also learn to tackle their friends' problems tactfully. On the other hand, the average or shy STs get an opportunity to solve their difficulties with the help of their classmates with whom they are quite comfortable.

**Internship** is a part of practice teaching wherein STs are actively involved from the first step of planning teaching to its execution and evaluation. Internship provides STs to develop and practice various soft skills. It also aims at providing them autonomy as their lessons are not observed by TEs. The Internship programme between 2008 and 2014 was of ten days duration. During this programme STs assisted school teachers in looking after both administrative and academic activities. Apart from teaching, they organized curricular and co-curricular activities and studied records at school.

As per the two year B.Ed. programme, in the third semester STs will be engaged in Internship. Each ST will be required to give actual 60 lessons and 10 submission lessons. They will also select one interdisciplinary subject, i.e. a school subject other than their own methods of specialisation and get ready to teach some sessions, especially the proxy sessions. This is expected to provide STs a broad outlook on school work where they are asked to teach subjects other than their specialization.

During this phase STs will carry out practicum such as Classroom Teaching & Evaluation of School students' work, Preparation of Student Portfolio, Preparation and Analysis of Results, Action research, School- Society Project Work, Planning & Execution of curricular and extracurricular Activities, Reflections on Virtual/Online Classroom Teaching, e-material Production, etc. STs will prepare a documentary/ a video on their practicum and make presentations at the college. **MoUs** are being signed by the college with schools to make the programme effective and really useful to everyone affected by it-- STs themselves, schools, children and the college.

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

#### **Student-Centered Learning-**

The teaching learning process is fruitful only if it is a two way process. At SSHNCOEN the basic paradigm in teaching-learning is participatory. Participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge and skill development of STs. Learner- centered approaches are integrated in the transaction of the curriculum to enable the student teachers to be active participants in the learning process which helps in constructing the knowledge.

**Learning is made student -centered by the following participatory activities:**

Sr. No.	Activities	Sr. No.	Activities
1	Lecture cum discussion method	17	Model-based and digital lesson plans
2	Brain storming	18	Browsing through websites
3	Cooperative and collaborative learning	19	Watching movies
4	Peer teaching	20	Editing/compiling/writing articles for in-house newsletters, college magazine .
5	Library resource method	21	Youth Empowerment Programme (YEP)
6	Dramatization, role play, quiz	22	Women Empowerment Programmes
7	Seminar, projects, assignments	23	Quelling art
8	Group discussions	24	Guest lectures
9	Practice of communication	25	COP activities
10	Microteaching skills and practice in teaching	26	Assembly sessions
11	Preparation of improvised apparatus	27	Cultural events
12	Collaborative tasks	28	Soft-skills
13	Supervised study	29	Tutorial
14	Field-trips	30	Psychology and Language labs
15	Workshops for teaching aids production	31	Self study
16	Exhibition of teaching aids/ crafts	32	Psychological Tests

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

Classroom teaching becomes effective, lively and interesting when suitable approaches of teaching are used. With this aim, we practice the following instructional approaches.

**Participatory Approach:** The purpose of this approach is to make teaching learning environment student-centric and democratic. This approach also makes them independent learners. TEs plan activities and tasks such as demonstrations, preparing worksheets , group discussions, strip stories and jig saw exercises, that give STs opportunities to develop various skills such as communication, problem solving, decision making, managerial and social skills, etc. This approach facilitates STs' joyful learning by doing.

**The syllabus has Models of Teaching** as one of the Enhancing Professional Competence (EPC) papers and also one unit in Perspectives in Education paper named 'Learning and Teaching'. The aim is to adopt appropriate models of teaching to cater to the needs of learners, develop lesson plans and actually practice during their classroom teaching.

**Constructivist Approach:** The college aims at not at producing consumers of existing knowledge but to develop creators of new knowledge. That is why we believe in Creation of Knowledge. TEs encourage STs to think critically, reflect over the existing pattern of knowledge and to add something from their own side. Instead of merely remembering the content, they are motivated to think and construct their own knowledge. TEs give tasks, situations, case studies, to STs so that they are compelled to think with different perspectives and express their comprehension and construct knowledge or modify the existing knowledge. Since they are involved in with all their senses, learning is long lasting, instead of being merely exam oriented.

**Technology oriented process:** Teaching-learning process at our college is technology-oriented. TEs teach their subjects using technology. They use films from You-Tube, power point or prezi presentations as means to support comprehension and retention of knowledge.

The curricula contain theory as well as practicum on technology. STs Practice use of technology during their ICT Center sessions, preparing lesson plans, newsletters, assignments, etc. STs also prepare online presentations i.e. Prezi.

**Special Education through Field Experiences:** Field visits are arranged to focus on the process rather than on mere product. The college arranges visits to schools for Special Education. STs plan and execute activities for special children. This provides them ample experience of real life situations. Internship, Action research / community work are planned for both B.Ed STs and M.Ed. scholars. All these activities provide them opportunities for field based experience and ensure effective learning.

**Tutorials:** To maximize learner participation and to make the class more student- centric, STs are divided into 4 groups, each taking turns to work in the Language Lab, computer and psychology lab. The aim is to establish a rapport between TEs and STs, among peers, to help STs develop self confidence and expression, and above all, conviction in the participatory mode of teaching.

**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.**

Use of Techno-pedagogic model at our institute is mandatory for all TEs and STs. TEs are efficient in the use of ICT, hence are able to guide STs in preparation of virtual materials such as PPTs, Prezi presentations, worksheets using figures and digrams, access of websites to gather data/visuals, use clippings, prepare sketches/ scan pictures, etc. STs prepare computer–assisted teaching plans and deliver them during practice teaching at schools. They also submit 2 digital lesson plans as an assignment. M.Ed. students too use technology in Internship, self guided study sessions and dissertation work. They take help of technology in preparing tools for their research, in analysis and in writing the report.

Provision for models of teaching has also been made in the syllabus. There is an elective paper on models of teaching. As per the guidelines given by North Maharashtra University basically two models of teaching are practiced Constructivist Model and Participatory Models of learning. STs prepare lesson plans using various models of teaching to teach the concepts.

**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. During the initial days of the B. Ed. Programme, the college used to follow micro teaching. The student teachers use microteaching techniques for acquiring teaching skills.

The time table for general orientation and demonstration of teaching skills is prepared. An orientation on the theoretical basis of teaching skills and components of teaching skills with model lesson presentation has to introduce by faculty members.

The following ten skills are included in the revised syllabus of North Maharashtra University out of which five skills have to be practiced by the STs.

- Stimulus Variation
- Explanation
- Questioning
- Narration

- Demonstration
- Black board writing
- Lesson Planning
- Set Induction
- Closure
- Use of ICT.

**We practiced five micro skills among the ten: Where as for the teaching of Content Cum Methodology English five skills are given separately. As follows:**

Sr No.	Micro Teaching Skills for other Methods	Sr No.	Micro Teaching Skills for English Methods
1	Explanation	1	Eliciting
2	Black board writing	2	Pair Work/ Group Work
3	Questioning	3	Using English
4	Stimulus Variation	4	Communicative Activities
5	Narration/ Demonstration.	5	Using Visuals

Teaching skill session is conducted for a period of 45 days. Group of STs are formed each group contains Ten STs and the TE is mentor of that specific group who facilitate the process. Each student teacher practices five skills in each soft core paper under the supervision of the faculty members called mentor and with the peer observers. Feedback is given by the mentor and the peer observers which help them to improve the teaching skills.

This mutuality and interdependence help STs to overcome stage fear and become confident. STs realize that although independent entities, they represent a complete lesson, hence must know the strengths and lacunae in each ST's presentation and carry out one's work accordingly, receive feedback as a team and be accountable for each other.

STs Deliver ten micro lessons followed by teach and re-teach in this phase. After the completion of micro lesson STs have to plan, prepare and present an Integration lesson in the same group. It really integrates all the five micro skills in one thread. The process is same as micro teaching but the duration of Integration lesson is of 15 minutes for each lesson. STs have to present two integration lessons irrespective of their school subjects- CCM. TEs orient STs about all teaching skills. TE give demonstration lessons in their respective methods using maximum teaching skills to help STs get an idea of a real classroom.

**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.)**

Practice teaching is considered as the heart of the course. The essence of all the theoretical papers of the course should be reflected in classroom teaching of 35 minutes duration.

Hence practice teaching plays a very vital role in the B.Ed. course.

12 schools near to our institution are identified for the purpose of teaching practice and permission is obtained from the school administration, to conduct teaching practice in these schools.

Finally the schools in urban and rural area are selected considering the medium of instruction. The faculty members prepare the student teacher for teaching practice through pre-practice activities. The detailed procedure of practice teaching is as follows:

### 1. Preparation of Time table

- This phase contains two types of time tables: Supervisor's/Head of the Department time table and student teacher's time table.
- Supervisor's timetable is prepared by keeping the number of method students in the school, need of lessons to be observed by the faculty members and the frequency of faculty members visit to the school.
- The student teachers timetable is prepared by the group leaders in their respective schools by collecting the details of the availability of the classes by the head of the school and classes are allotted accordingly.
- Giving units for practice teaching from subject teachers of respective school.

### 2. Monitoring Mechanism of Lesson Plans

In each phase of practice teaching, respective method masters assess the lesson plans and give necessary guidance. Student teachers are oriented and guided in preparing lesson plans and teaching aids by the method teachers. The student teachers are expected to get their lesson plans corrected before taking the classes in the school. The student teachers are expected to maintain diary in which the details of attendance and the number of classes taken by the student teachers are recorded and is verified by the supervisors.

A group of 13 / 14 STs with one supervisor (TE) goes to the school. STs Present lessons in the class assigned to them. During one session not more than two STs teach simultaneously in two separate classes so that the supervisor can observe their lessons properly and give meticulous feedback for their improvement. Two to three B.Ed. STs observe lessons and give feedback. The TE writes feedback in their Lesson Note. At the end of the lesson the feedback is shared by the TE and the ST.

As per the new NCTE regulations, the internship is of one full semester i.e. in the third semester. During this programme senior school teachers will observe STs' lessons and will give feedback in STs' dairy. By and large, progress of the STs at schools will be monitored by their mentors at schools.

### 3. Observation of lessons

On an average each faculty member observes 8 to 15 lessons per day. Peer observation is also made compulsory and each student teacher is expected to observe 2 lessons per day.

### 4. Feedback mechanism

- Student teachers are oriented by the faculty members to observe the lessons presented by their peers.
- The student teachers and faculty members record the observations and feedback in the observation book while the student teacher delivers the lesson.
- At the end of the day faculty members and the peer group participate in feedback sessions and provide feedback on mannerisms of teacher, teaching skills, teaching aids, lesson planning etc.

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

Keeping the importance of block teaching, the institution conducts practice teaching session for 40 days in which **Block teaching** is the important phase. In this phase STs give lessons at local schools i.e. in the range of 5 to 12 kms. Heterogeneous groups of 13 / 14 STs are formed. They have to give lessons either in State Board schools or CBSE schools.

In this phase each ST gives 10 lessons, five in each method. STs give one lesson of his/her method and another for Value Education/Health Education/ Essay Writing/ Environmental

Education/ Cultural Activity/Sports etc. per day. The timetable for these lessons is prepared to suit the school timetable. STs also observe lessons of their peers and write their observations in their observation diary.

The TE writes feedback in the practicing ST's Lesson Note. At the end of the day feedback is given by the TE and peer observers. Student teachers perform their duties as regular teachers, starting from attending the morning assembly till the end of the day. The student teachers are exposed to the following activities during practice in teaching.

- Carrying out the morning assembly
- Marking attendance
- Preparation of time table
- Teaching different subjects
- Conducting test and examination
- Correction of answer books and home assignments
- Conducting action research
- Interactions with the senior teachers about academic matters.
- Assisting in organizing the co-curricular activities
- Assisting in administrative work
- Assisting in maintenance of the laboratory
- Preparing the result of Unit Test.
- Provide feedback to students.

As per the revised syllabus of B.Ed two years course, since 2015, for Internship programme STs will get exposure of school for one full semester. **MoUs** are being signed with schools for sustained and fruitful interaction between schools and SSHNCOEN. It is planned that during their internship, STS will maintain a record of 60 lessons, 35 lessons in their respective methods. School teachers or the principal are expected to observe some lessons at regular intervals. More than evaluation, this phase is supposed to be of grooming and mentoring the teachers in-making. Nevertheless, there will be some record of evaluation of STs' performance, too. Attempts are on to prepare rubrics for the same. These rubrics will be given to schools which agree to host our STs. Besides this, at the end of the internship programme, when the STs return to the college, they will be required to make presentations regarding their work, assignments, participation at co-curricular activities, etc. during their stay at school. These records will include practicum such as Classroom Teaching & Evaluation of School students' work, Student Portfolio, Preparation and Analysis of Results, Action Research, School- Society Project Work, Planning & Execution of CCE Activities, Reflections on Virtual/Online Classroom Teaching, Extension e- material Production. Overall performance of STs will be evaluated on the basis of their presentations and confidential reports sent by schools.

**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 program cannot be carried out without the cooperation of the school personnel. The faculty member in charge of teaching practice discusses with the head of the institution to schedule the practice teaching. The faculty member in charge approaches the school teachers for allotment of classes/topics for the student teachers. He/she discusses with the school teachers about the nature of the teaching practice and the training provided to the student teachers for practice teaching. In fact, with a view to making the two-year B.Ed. (Advanced) programme genuinely worthwhile, a One-Day Workshop on Mentoring was conducted for school personnel. Further, all these years, school teachers have been frequently

oriented about the current trends in teaching through workshops and meeting organized by the college. School teachers provide feedback to our student teachers informally to improve their lessons.

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

STs are prepared to address the diverse learning needs of students in schools through the activities conducted at the college as well as at schools.

1. **Methodology and modes of teaching:** Exposure is provided to STs for managing diverse learning needs of students in schools through various teaching scenarios and techniques like group/pair work, simulations, mock-situations, discussions, brainstorming, observation, problem solving, information transfer, open-ended tasks, mind-mapping, confidence building, use of ICT; micro teaching sessions to facilitate peer teaching, remedial teaching programme for additional help, participation at workshops and COP for inclusive practices.
2. **Practice Teaching Programme:** STs are encouraged to prepare lesson plans using participatory and constructivist teaching approach to address different learning styles, interests and pace of school students. Workshop for 7 days was organized to orient the TEs about Content Cum Methodology. By integrating content with methodology TEs prepare the lesson note and present the lessons in the school class. They are guided and given both formal and informal feedback. STs are encouraged to interact with school children and teachers.
3. **Materials Production:** TEs as well as STs actively engage themselves in materials production for Teaching Aids, Exhibition, assignments, project work, ICT based TLMs, best from waste etc. STs assist TEs to prepare materials during seminars and workshops conducted at the college. STs also prepare newsletters, Tasks for Gender Equality, Lesson Plans using different models of teaching, Evaluation Rubrics, Script, Role play/Elocution/Debate: Script, Book Review, Websites Review, participate in workshops, consultancy, research activities of the college thereby contribute to the materials production process.
4. **Curriculum:** The revised curriculum for B.Ed. was designed to prepare STs to address diverse needs of school students. It contained 4 core papers, two methodology papers. There was provision for Inclusive Education, too.

**The two-year B.Ed. (Advanced) Programme of June 2015** has been designed to prepare STs to address diverse needs of school students. There are three papers on Perspectives in Education (**PiE**), two papers of Curriculum and Pedagogy (**CPS**) and two papers of Enhancing Professional Competence (**EPC**).

**Paper-I:** Topics such as Understanding Child Psychology and School of Psychology, Stages of development and Needs of Understanding Child, Understanding Social Growth & Learning Disability of the Child, Intelligence and Multiple Intelligence, Understanding Learning and Factors affecting Learning, Theories of Learning and their classroom implications, Learning and Teaching, Understanding Inclusive Education, etc. provide exposure to STs to understand the diversity in the classroom and how to manage their classroom teaching.

**Paper-II:** Topics such as Education for Marginalized Sections of the Society, Education for Diverse Groups: Concept and Strategies, Impact if Diversity, Gender Sensitivity and Awareness, Fundamental Rights and Duties, Impact of Liberalization, Globalization and Privatization, 21st Century Education, Education for Emerging Indian Society, etc. help STs understand the nature of and diversity in the Indian Society.

**Paper- III includes topics such as** Role of Management, Principal, Teachers, Supervisor, Staff, Pupils, Parents in School Management and Stakeholders in Education, Democratic, Scientific, Humanitarian and System Analysis Approach, Tools and Techniques of Assessment, Critical Assessment of Diverse Learners: Issues and Solutions, Learner Centered Curriculum, Education and Opportunities: Individual, social Justice and Dignity, Language and Curriculum etc.

**CPS – 1 and 2:** These papers focus on methodologies of teaching by enabling STs understand diverse teaching-learning methodologies, develop and implement lesson plans using different approaches and TLMs, understand the maxims, methods, techniques, approaches in teaching their respective subjects, critically analyze professional qualities of a teacher, carry out research and experiments in their respective school subjects, practice innovative evaluation strategies, etc.

**EPC** papers in the syllabus place emphasis on enhancing Life skills, Reading Skills, Fine-arts, Research Skills, Reasoning and Logical Skills, Laboratory Management Skills, Writing Skills, Technology skills and Leadership skills, etc.

**In the two - year M.Ed. syllabus** there are papers such as Inclusive Education, Deprived and Woman Education , Guidance and Counselling , Special Education, New Trends in Education with emphasis on curriculum adaptations and evaluation for children with diverse needs, Teacher preparation for Inclusive Education, Inclusive Education and Gifted and Creative, Education of children with mental retardation and mentally ill, physically changed children, children with developmental and multi disabilities, etc. The paper on Guidance and Counselling with emphasis on psychological & sociological bases, methods and approaches to Guidance & Counselling; the paper Curriculum Development focuses on Learning Theories, Course Design for Distance Education, Evaluation and Practicum in Curriculum Development.

A variety of lesson plans, including e-lessons and those based on models of teaching are prepared by STs to address diverse learning needs of students at schools.

The student teachers are oriented about the heterogeneity of the classrooms and the problems faced by the classroom teacher in dealing with variety of student teachers. Student teachers are given training in adopting different method and strategies of teaching to fulfill the diverse need of the students.

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

Use of technology at our institute is plentiful and varied. Every new batch of STs is prepared for skillful use of Technology. Training is given to the student teachers on PowerPoint Presentation; they are trained for web browsing Promoting the use of LCD/OHP/Slides/DVD etc. So, they are encouraged to employ even the mobile technology for circulars, reading materials, notices, etc. Pictures of events also are taken with and stored in mobiles that STs Carry with them.

In fact, they have started making use of mobile as one of the device for teaching. With emphasis on disciplined use of the ubiquitous and easy-to-operate technology, STs are encouraged to use their mobiles to facilitate their own learning and enhance effectiveness of their teaching.

## 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, practice teaching during internship programme is carried out in collaboration with the school teachers. Internship has been a part of practice teaching at our institute even before it was made compulsory by NCTE. In the previous syllabus of NMU, Internship program for ten days was included. To give exposure to STs, the college plans practice teaching in different phase's viz. Micro Lessons, Integration lessons, Block teaching, Internship Programme. Coordinators, along with the principal and the student counsellor, plan different phases of practice teaching. Practice teaching coordinators schedule orientation of teaching skills, lesson plans and observations.

For demonstration lessons we organize the simulated class of B.Ed admitted students and some are included from M.Ed Scholars also. Here the STs play the dual roles of teacher as well as school students. TEs give demonstration lessons in their respective methods, at schools as well as at the college. At the end of demonstration lessons, feedback discussion by the students and identification of teaching skills by take place.

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

The ratio of student teacher identified in practice teaching is 10:1.

The criteria adopted in selecting the schools and allotting the student teachers in respective Schools are:

- The proximity of the student teacher's residence to the practice teaching schools.
- The number of classes available for practice teaching.
- Medium of instruction.
- Subject wise requirement of practice teaching schools.

Practice Teaching Stage	Venue	Number of Lessons	Number of Students in Group	Supervision
Micro Teaching	SSHNCOEN	16 (8+8 per method) Teach & Re-teach. As per the revised syllabus for Two year B.Ed Course STs have to give 20 lessons (5 per method including teach- reteach)	Previously 10 to 15 students and as per two year B.Ed Course 10 STs in each group.	TEs
Bridge Lesson	SSHNCOEN	04 (2+2 per method) Teach & Re-teach	Previously 10 to 15 students and as per two year B.Ed Course 10 STs in each group.	TEs
Practice Teaching	Practice Teaching Schools (Vernacular & Eng medium)	6 lessons are completed during practice teaching phase. As per the revised syllabus for Two year B.Ed Course STs have to give total 16 Practice lessons, (8+8 per method) in the Second Semester.	Previously 10 to 15 students and as per two year B.Ed Course 10 STs in each group.	TEs , Mentors at Schools, Principals & Senior Teachers
Block Teaching (Practice Teaching)	Practice Teaching Schools (Vernacular & Eng medium)	Practice Teaching Lessons 6 as per STs method As per the revised syllabus for Two year B.Ed Course there is no provision for Block Teaching.	Previously 10 to 15 students and as per two year B.Ed Course 10 STs in each group.	TEs , Mentors at Schools, Principals & Senior Teachers
Internship	Practice Teaching Schools	8 (4for respective method and other 4 for Health Edu, Value Edu, Sports, Environmental Education). Remaining 12 lessons are	Previously 10 to 15 students and as per two year B.Ed Course 10 STs	TEs , Mentors at Schools,

	(Vernacular & Eng medium)	completed during practice teaching phase. As per the revised syllabus for Two year B.Ed Course the duration of Internaship program is for 16 weeks and will be commencement in Third Semester.	in each group.	Principals & Senior Teachers
Annual Lesson	Practice Teaching Schools (Vernacular & Eng medium)	02 lessons	5 to 6 students	External and Internal Evaluators appointed by the North Maharashtra University

NCTE has been given this teacher students ratio in its documents.

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

Knowing what students know or don't know helps in focusing on their learning. STs need appropriate feedback about their performance. The college uses varied modes of feedback mechanism for STs' performance improvement in various activities.

**Feedback on STs' lessons:** TEs observe their lessons and write detailed, descriptive feedback with positive points and improvement needed.

**Assignments and theory papers:** Descriptive **feedback is written and discussed** with STs, individually as well as common for the whole group.

**Feedback on practice teaching programme** is collected from principals, teachers and students at schools. It focuses on STs' classroom performance, classroom management, communication and managerial skills, rapport with school children and school teachers, methodology adopted in the classroom, opinions and views of school students and teachers about the programme. This feedback is incorporated to improve STs' performance.

Feedback is taken in the form of **suggestions, comments from alumni** when they visit the college. Some alumni give feedback through social media, and emails too!

Suggestions and comments are given to increase STs' participation and effectiveness of the programme and that leads to improvement in STs' performance.

Each TE is a peer counsellor for 10–15 STs. Details of the STs' participation in both curricular and co-curricular activities, about their behaviour, academic performance, accomplishments, etc. are updated in Student Profile form.

In short Feedback mechanism adopted by the institution is as follows:

- The faculty members record their observation of the supervised lessons of student teachers in the observation book.
- At the end of the day faculty members conduct feedback session in the school.
- During the feedback session faculty members give feedback on lesson plan, teaching skills, teaching aids used, questioning and their mannerism.

### 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 by:

- Providing interaction with the school teachers and the head of the institution of the school.
- Discussing in class about the policy directions and Practices of different Boards and Bodies responsible for educational policies and educational needs of the schools.

- Through teaching theory papers like Teaching-Learning & Evaluation, Educational Administration and Management, Contemporary Indian Education.

STs become aware of developments in the field of education and directives by different bodies and agencies through the following modes.

- Through our **Faculty Development Sessions**
- Through the **study of websites and newsletters** of important agencies
- Through **guest talks**.

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

Through following activities the institution orients the faculty members and the student teachers about the recent developments in the school subjects and methodologies.

- Change in the curriculum of school subjects gets reflected in the textbooks.
- Content enrichment programme is organized for student teachers through seminars and workshops.
- Review of school textbooks are done by the faculty members.
- Inviting school headmasters/senior teachers for orienting the student teachers on present developments.
- Through discussions in staff meetings.
- Participation of faculty members in various workshops and seminars organised by different agencies at the regional, national and international level
- Conducting Action Research and Short Research
- Attending Faculty Enrichment Programs like Refresher and Orientation courses.

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

The major initiatives undertaken by the institution for TEs are numerous Continuing Professional Development (CPD) programmes such as workshops, research projects, consultancies, seminars, training programmes, Staff Academy, motivation for paper publication and books writing etc. conducted very frequently. We believe that more than attending training programmes, organising and conducting programmes, owing to the accountability involved, lead to better development.

The college had organized Two National Level Seminars sponsored by North Maharashtra University on the theme **“Spiritual Intelligence And Education” on 2<sup>nd</sup> February 2014** and **“Human Rights And Education” on February 14, 2016**. The college creates opportunities for TEs to enhance their qualifications through **higher studies**. They are Encouraged for pursuing PG Degree in other subjects, DSM , Human Rights Courses, M.Phil and Ph.D. degrees.

TEs have **conducted and/coordinated workshops** on various Concept, Life Skills, Developing and Teaching Reading Skills, Effective Communication, Resume Writing, Teacher in the 21<sup>st</sup> Century, Microsoft Free Tools, Communication Skills & Innovative Teaching Practices, Developing Oral Skills, Leadership Thinking, Becoming an Effective Communicators, Learning to Teach, Teaching Poetry, Critical & Creative Communication at Workplace, material ‘Best from waste’ etc. TEs offer **consultancy services** at various schools and colleges of different disciplines.

**Peer Evaluation/Feedback** is an innovative practice at our institute. Peer team plans to observe the lectures of faculty during observation keep the record and at the end of the day the strengths and weaknesses are discussed with the concern faculty. This helps TEs to improve

their teaching methodologies, getting new ideas, managing their classrooms, making classrooms interactive, etc. Further, TEs participate and present papers in national, international seminars across India. Every year they write articles, research papers and publish them in ISBN or ISSN peer reviewed journals / books/ magazines, etc. One way to ensure professional and personal career development is **self appraisal**. At the end of each semester self appraisal report is submitted to the management. The format for the same is structured. Another more open-ended self appraisal is submitted to the principal it includes SWOT as well as suggestions for improvement in the work culture at the college.

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

The institution is concerned about the academic progression of the faculty members.

The principal of the institution encourages the staff members for their professional development. The principal of the institution appreciates the staff members in staff meeting for their achievement.

**Eight TEs after completion of their Ph.D.** were placed in **6th Pay Scale** and **granted three extra increments as per the provision by UGC**. These TEs were also felicitated by the college on completion of Ph.D. Even **administrative team** members are **felicitated** for their accomplishments. The college as well as the management felicitates the staff members **who retire or resign**. TEs are appreciated for going extra miles to conduct seminars and workshops or getting their **articles published**. We have a '**Research Cell**' in which TEs as well as the head of the institute motivate one another. The principal motivates TEs and also challenges them by assigning duties so that they can further develop professionally.

## 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 barriers to student learning are: identified, Communicated and Addressed:-

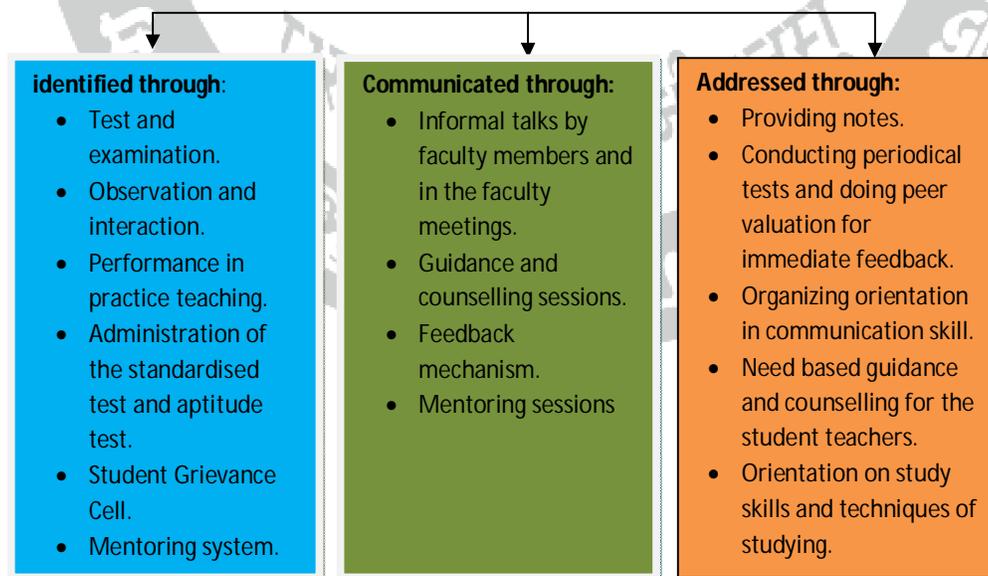


Figure:2.5.1.1 The identification of barriers to student learning

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

The institution adopts continuous and comprehensive evaluation for student teachers' Assessment. Teaching learning process is more concerned with the students' learning rather than teachers' teaching. Students' learning is the reflection of teachers' teaching. The college focuses on STs' overall learning by incorporating various assessment techniques.

The focus is not only on teaching the content but also to develop various skills required to become effective teachers. Hence our evaluation process focuses on content, skills as well as overall personality development of STs. Evaluation process is part and parcel of teaching learning process and hence is carried out on a continuous basis and in different manners. The college carries out evaluation not only by paper pencil tests but also by observing STs in the class, outside the class, on the campus and also outside the campus, in practicing schools, curricular activities and co-curricular activities. To evaluate STs' learning the college administers written tests and conducts viva - voce, or even informal oral tests. The evaluation pattern is of 60-40 adopted by the NMU. In each semester there is an internal examination of all theory papers in which two tests of 20 marks are compulsory for each paper it means for six papers total 12 tests are conducted regularly. The external examination conducted by the university. Question papers for the internal examination are set by our TEs. For the university examination the papers are set by examiners appointed by the university.

The paper style prescribed by the university is followed at both internal and university examination. STs are also evaluated through assignments that reflect their understanding about the subject and also provide them platform to experience real situations.

Examinations for the **degree of both the B. Ed. (Advanced) and M.Ed course** consist of Part-I: Theory of Education and Part-II: Practice in Education. STs of B.Ed. (Advanced) course are evaluated using tests, assignments, observations, seminar presentations, COP work and through written examinations. M.Ed. scholars also appear in external and internal examinations. They are evaluated on the basis of their portfolio activities, written tests, seminar and research paper presentations, teaching of specific topics in the class of B.Ed, research proposal, viva and dissertation.

For Part-II- Practice in Education: STs pursuing B.Ed. (Advanced) course are evaluated through various practicum such as Preparation and Practice of various tasks for Community Education, Case Study, Review of E-Resources for School Management and Organization, Library Project, Practice and Review of Resources, Course Assignment, Preparing Tasks for Gender Equality, Preparation of Lesson Plan using Models of Teaching, Blue-Print and Preparation of Evaluation Rubrics, Preparation and Presentation of Script, Project Work, Seminar Paper Presentation etc. for Classroom Teaching/Practice Teaching: Lesson Planning Journal, Student Portfolio, Assisting in Evaluation, Preparation and Analysis of Result, Case study/ Action research, School-Society Project Work, Assisting, Planning & Execution of CCE Activities, Reflections on Virtual/Online Classroom Teaching, Extension and In service training programme, e-material, and Website Review, Constructivist and ICT based Teaching, Publishing of a News-letters.

M.Ed. scholars are evaluated through various assignments such as Academic and Expository Writing, Self Development Activities, Dissertation, Internship in Teacher Education colleges and in school specialization, Laboratory work, Group work, etc.

Student teachers are also assessed by the faculty members on various aspects like discipline, attendance, participation in cultural and other extension activities.

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

At the college TEs provide quite wide and individual specific feedback to STs.

The process of assessment and evaluation is discussed with the student teachers in the beginning of the course. The procedure of both internal and external examination is based on university norms.

The performance of the student teachers in teaching skills, simulated teaching, test and examination and other activities are assessed by faculty members by using rubrics developed by the institution and the same is communicated with the feedback.

The internal assessment is made transparent by displaying the obtained marks of the student teachers on the notice board.

Answer books are provided to student teachers to write the internal test and examination.

Through the assessment of the performance of student teachers in various activities including soft core and hard core papers, the faculty member understand the learning difficulties faced by student teachers and adopt different remedial strategies/mechanism to improve learning.

Feedback is given to STs for their assignments, lessons, as well as their answers in examination. This is done with the aim of explaining to STs their mistakes as well as showing them ways to improve. Discussion sessions are conducted for common errors committed by majority of STs. From the analysis of the result, academically needy STs are identified and remedial measures are undertaken.

**We evaluate** STs in terms of their **academic performance as well as overall personality development**. Academic outcomes is made transparent and communicated by displaying **mark sheets of both theory and practicum** on display boards. In that too we give marks of practice teaching lessons so that STs become aware of their strong as well as weak points. They learn in which aspects they require to work more. Along with marks we also provide detailed feedback both orally as well as in written form. The aim of giving feedback is to provide them insights into their mistakes.

For personal improvement we have **Dattak Group** wherein one TE takes care of a group with 10 STs each. The peer counselor maintains STs' Profile Forms wherein STs introspect and write about the improvement made and required on a monthly basis and the same is done by the peer counselor. Here the focus is on the personal growth and improvement of STs.

For improvement of curriculum transaction we have innovative practices of **Suggestion Box and Meet the Principal**, wherein students are free to provide their feedback regarding teaching learning along with amenities and governance at the college. The suggestions are read out every Friday and discussed in the Open Forum. **Principal Meet** is conducted in a student friendly environment in every month in which the STs open up and share their views on college work environment. Along with this innovative practice we also get **feedback from our STs** for core papers as well as method papers which help our TEs to think and work upon the improvement in teaching and learning process and make it more interesting and beneficial for our STs.

Also we schedule the **Peer Evaluation Sessions** wherein TEs observe teaching of their peers and provide feedback. There is another distinct practice of **self appraisal** wherein TEs are given opportunities for introspection followed by discussion with the Principal of the institution. Thus

there are numerous ways through which feedback is collected from a variety of sources. This helps STs and TEs to develop their personality.

Merely giving feedback is not sufficient; follow up is very important. In practice teaching sessions we carry out follow up to convey to STs where s/he has improved and where still s/he is lacking.

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

In this digital era, it becomes mandatory to use technology in the field of education, too. So our institution not only uses technology in teaching-learning but also for the purpose of evaluation.

ICT is used for assessment and evaluation process in the following ways:-

- All the instructions related to assessment are prepared in soft and hard copies.
- Performance of the student teachers in test and examination and other activities maintained in soft and hard copies.
- Online submission of the internal marks to the North Maharashtra University.
- Downloading of Exam forms uploaded by NMU.
- Question papers for External/University examination are downloading online.
- Innovative use of paper checking- from this academic year the paper checking (assessment process) is done online.
- Results On-line
- Calculation of Percentage Conversion into Grades: Exam Result
- Analysis of the student teachers' performance.
- Maintenance OF Record.

## 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?

#### Teaching -Learning

- Implementation of various innovative approaches of curriculum transaction such as collaborative learning, buzz session, brain storming, panel discussion, concept mapping and peer teaching etc.
- Innovative method of value inculcation among students - in the soft core paper transaction, the faculty members develop modules by selecting content from the school subject for inculcation of values integrated in content. Student teachers are oriented to prepare such modules and implement it in teaching practice.

#### Evaluation

- Separate rubric is developed to assess the various aspects of the students learning, teaching skills, simulated teaching, lesson plan, seminars, practical activities, teaching practice, assignments, cultural activities etc.
- Development of a rating scale for the overall performance of the students teachers.

**Creation of Learning-centric classrooms and college ambience through active involvement of STs** Varied innovative practices to strengthen the quality of teaching learning has been adopted at the institute. Some of these are group/ cooperative learning and participatory approaches to cater to diversity of learning styles, models of teaching, technology enabled learning, remedial teaching for the advanced as well as needy learners, peer teaching. Workshops on waste to best, Quailing arts, making of greeting cards etc are conducted by experts from outside as well as through in-house training. The 'My Best Friend Tree' is to develop among STs values such as

empathy, humility, helpfulness, aesthetic sense, a sense of gratefulness and belonging to the SSHNCOEN family.

In terms of evaluation too, the focus has been **on going beyond information**, memorization **into actual application**. Thus, our assessment practices go beyond paper-pencil tests into activities, projects, viva voce and voluntarism for community service.

**Advanced ICT Applications for Teaching Learning:** ICT is strength of SSHNCOEN. All TEs are able to deploy technology in their interaction in the classroom and beyond. They have moved on from simple PPTs to prezi presentations. Through e-resources now we are able to help STs without barriers of time and space.

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

The institution has many innovative practices which make the class student centered and learning joyful. It is arrived at essentially through our Faculty Development Initiative (FDI) and Research Center. In FDI sessions TEs make presentations followed by questions and discussion. Even feedback written in the lesson plan journals are shared and discussed. Review sessions are organized. These help TEs to find out their loopholes in delivery of instructions using technology. Peer Observation by Peer TEs helps to make teaching learning more effective. The comments and suggestions given by the Peer TE are taken care of by the TE while delivery of instruction. At the end of the semester TEs reviews and reflect on the practices undertaken throughout the semester.

Stake holders and STs give feedback of both curricular and co-curricular activities. Their feedback helps institution to plan activities for the future and also to improve TEs classroom interaction. STs are engaged in collaborative learning and technology blended learning. A variety of tasks are given in groups. STs work on these tasks and their performance is evaluated. The major practices that help to evaluate STs Higher Order Thinking are group / pair work and viva voce. They are evaluated through Continuous Comprehensive Evaluation. They work on a variety of assignments like action research, case study, review of e-resources, preparing newsletters, project work, community work, Material production, etc using technology. Peer Teaching, COP give exposure to resourceful STs as a tutor. They teach the needy tutees and make them confident through improved performance reflected in examination results and interviews for placements. TEs at SSHNCOEN are techno-savvy. They prepare a variety of e-materials and use it for classroom teaching. This helps STs to get the concept easily and develop their understanding for effective classroom interaction. Even through mobile applications ideas, plans and materials are shared by TEs using what's app. STs read the shared material, understand and take up the discussion in the classroom.

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

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

The main evaluative observations / recommendations made in the first assessment report by the NAAC peer team during their visit in September 2004 were as given below.

**Table- Observations by NAAC Peer Team and the Follow up taken:**

Observations	Follow Up
The practice teaching lessons need to be increased and improved by providing concrete feedback to the students.	<ul style="list-style-type: none"> <li>• Student teachers are oriented by the faculty members to observe the lessons presented by their peers.</li> <li>• The student teachers and faculty members record the observations and feedback in the observation book while the student teacher delivers the lesson.</li> <li>• At the end of the day faculty members and the peer group participate in feedback sessions and provide feedback on mannerisms of teacher, teaching method and skills, teaching aids, lesson planning etc.</li> <li>• As per the previous syllabus and one year B.Ed program STs had to practice 20 lessons at practice teaching school. But as per the two year B.Ed. programme, in the third semester STs will be engaged in Internship. Each ST will be required to give actual 60 lessons and 10 submission lessons. They will also select one interdisciplinary subject, i.e. a school subject other than their own methods of specialization and get ready to teach some sessions, especially the proxy sessions. This is expected to provide STs a broad outlook on school work where they are asked to teach subjects other than their specialization.</li> <li>• It is planned that during their internship, STS will maintain a record of 70 lessons, 35 lessons in their respective methods. School teachers or the principal are expected observe some lessons at regular intervals.</li> <li>• During this phase STs will carry out practicum such as Classroom Teaching &amp; Evaluation of School students' work, Preparation of Student Portfolio, Preparation and Analysis of Results, Action research, School- Society Project Work, Planning &amp; Execution of curricular and extracurricular Activities, Reflections on Virtual/Online Classroom Teaching, e-material Production, etc. STs will prepare a documentary/ a video on their practicum and make presentations at the college.</li> </ul>

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

### Other quality sustenance and enhancement measures since the previous assessment and accreditation

For quality sustenance and enhancement, the college has adopted now a more systematically organized learning-centric, value-oriented, sensitivity-based approach.

Innovative teaching ideas practiced in the classroom are now documented more systematically. As a result, TEs are invited by numerous institutions for their expertise to conduct workshops, talks and training programmes. They use those ideas more rigorously in their classroom teaching for STs. They plan their teaching – learning process in such a manner that maximum number of STs Construct their own knowledge and participate in classroom interaction. Some of these measures are as enumerated below.

**a. Use of Advanced ICT tools in teaching learning:** Earlier, our TEs and STs were appreciated for their use of ICT in teaching. The main purpose of this is to make our STs comfortable to access the materials as per their convenience, give their comments on materials. This helps TEs to modify and enrich their materials for use in future.

The library has an Institutional Repository created on D space an Open Soul Software to upload dissertation / thesis as well as e-books and articles. Films, Mobile applications, what's app group are some recent means of learning-centric environment at the college.

**b.** A challenge faced by us is the medium of instruction. This township is a semi-rural region so it is difficult to find TEs who are proficient in their subject as well as English. In fact,

**Language Improvement Programmes** (LIP) even for TEs are a regular feature at the college. The experts in the township willing to work with young people have been assisting the college in numerous ways: in teaching, as experts at Seminars and workshops, as judges, as mentors, as advisors.

This has helped us quite a lot in quality sustenance and enhancement at the institute.

- c. **Our Community Outreach Programme** has been now formalized under Social Service banner. Under this, the college has been organising community-based programmes such as Swachchhta Abhiyan, Literacy Programmes, AIDS Awareness programmes, etc. this has led to development of empathy and a sense of accountability towards the deprived sections of the society.

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**CRITERION III -  
RESEARCH, CONSULTANCY AND EXTENSION**



We believe in knowledge construction, rather than mere collection. The objectives for promoting research, consultancy and extension services at our college are as under:-

- Develop a scientific and rational attitude among STs and TEs.
- Encourage STs and TEs to organize workshops/seminars, research and extension activities.
- Provide opportunities to STs and TEs to construct validate and reconstruct knowledge.
- Enhance quality of teaching learning process through research, consultancy and extension services, thereby, ensure life-long learning.
- Develop linkages and enhance resources through consultancy service.

### 3.1 Promotion of Research

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

The institute motivates its TEs to take up research by providing a conducive environment and encouragement. TEs at the college are constantly engaged in various research activities through seminars, workshops, action research, teaching and consultancies and extension services, etc. The college has a **Research Cell** where TEs, M.Ed., M. Phil. and Ph.D. scholars from our as well as other colleges make presentations of their research proposals and progress. Institution has constituted a Research Cell to motivate the faculty members to engage themselves in research based activities, improve their practices and inculcate the spirit of research among the student teachers. Members of the Cell discuss the presentation and offer suggestions and comments. This helps the members to get updated about the current research trends and techniques. The college is certainly concerned about TEs' progress and development. There is another practice at the college called Faculty Development Initiative (FDI)/ **Staff Academy**. The main objective is to update TEs about the current trends and practices in the field of education to share one's expertise with others. TEs of the college share their views on new developments and enrich their knowledge, experience and skills. These sessions are also used for reflecting over our practices. So far under this head various activities have been organized during the last 5 years wherein the following activities have been conducted: language Improvement Programme/ Use of Language Laboratory, Reference writing, Materials Production for teacher effectiveness, Digital Literacy, Workshops: Continuous Professional Development (CPD), Communication skills Discussions: Comments given as feedback in the Lesson Plan Journals of STs, Self Directed Learning (SDL), Multiple Intelligence MI, Education in the 21st Century, SWOT Analysis of the two-year B. Ed. course Teaching Translation, Brainstorming. Thus, through in house activities, TEs help one another grow professionally. Encouraged by these activities, half a dozen **self funded minor research projects** have been completed by TEs during the last 5 years. The institution encourages the staff members to pursue higher education like PG, M.Phil. and Ph.D. 8 TEs completed their Ph. D. study and and 2 M.Phil . The institution provides flexibility in time table to help faculty members who are pursuing Ph.D. Leave facility is also provided to attend course work of Ph.D two of our faculties namely Dr. Manda More and Dr. Nitin Mali are pursuing double Ph.D in other subjects respectively in History and Geography. Research Cell created rich exposure for TEs and inspired them to publish their research articles and books. The result of it the numbers of books have been written and published by our TEs. 8 candidates are pursuing their Ph.D. research with the guidance of the Principal. She has also chaired the number of viva-voce of Ph D candidates from home universities. One more TE has recently been recognized as Ph.D. guide at North Maharashtra University. 8 candidates have registered under her.

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

Broadly speaking varied thrust areas for research prioritized by the college are:

- Innovative practices in teaching-learning such as constructivism, concept mapping, collaborative learning, cooperative learning etc.
- Impact of continuous comprehensive evaluation on the school/ teachers/ students etc.
- College/School based projects related to the problems faced by teachers like lack of interest, attention, examination anxiety, problems of adolescence, study habits, impact of technology on achievement among the students.
- Case study of student teachers with focus on diagnostic and remedial measures.
- English Language Teaching,
- Communication skills,
- Environmental Awareness,
- Measurement and Evaluation,
- Use of ICT in Education etc.

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

Yes, the institution encourages faculty members and student teachers to undertake action research to improve their practices. Faculty members take up at least one action research every year on teaching skills, methodology of teaching, impact of activities conducted by the institution on student teachers etc.,

The student teachers also take up action research on spelling errors, errors in communication, pronunciation, errors in mathematical learning, errors in locating the places, solving numerical in mathematics, writing skill in Marathi, Hindi and English, impact of power point presentation on achievement etc.

Impact of action research on the institutional growth and development:

- Action research activities inculcated research attitude among the faculty members and student teachers.
- The outcome of the action research helped the faculty members to improve their practices and also make the teaching learning more effective.
- Action Research helped the faculty members and student teachers to find the scientific solutions of the academic problems faced during the teaching learning process.

Action research is a study initiated to solve problems on hand, in day today life in the classroom. It aims at immediate solution to the problem. It is a practical approach to professional inquiry in any social institution. TEs and STs are encouraged to carry out action research in various fields. Some of the **major outcomes and impact** of the action research are as described below.

M.Ed. scholars carry out action research to solve problems faced by school students in different subjects: rectification of common errors in English and Hindi and even Marathi also, difficulties faced by the students in mathematics and science subjects, ICT-based teaching-learning programmes, etc. M.Ed Students prepare their research proposals, carry out the research study and submit a detailed report.

The following are details of action research/ Short Research at the college during the last 5 years: between 2011-12 and 2014-15. They were undertaken mainly by M.Ed and Ph.D. scholars and TEs.

Sr No.	Research Type	Major Outcome	Impact
1	<b>Surveys: 90</b>	Awareness about practices at different institutions and systemic work culture	Developed language proficiency; skills of interviewing and probing; problem solving and decision making skills
2	<b>Co-relational Studies: 17</b>	Understanding of relationship between aspects / components / features of a phenomenon	Learning to be proactive by thinking about the possible result and effect of one's action, very important for teachers; lessons on strategic planning to be proactive leaders
3	<b>Experimental Research: 46</b>	Improved Communication of STs; more effective interaction; enriched TLM archive; enhanced confidence	Reflected in the practice teaching, assembly sessions at institutions of their work, classroom interaction, informal and formal talks; helped in building capacity for success
4	<b>Case Studies: 8</b>	Understanding about different philosophies in practice, value-orientation and patterns of work	Broader perspective on education and resultant diversity appreciation; insights into how institutions function amidst challenges
5	<b>Action Research: 243</b>	Understanding the obstacles in teaching and learning,	Reflected in the practice teaching, assembly sessions at institutions of their work, classroom interaction, informal and formal talks; Reading and writing skills, helped in building capacity for success

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

Conferences, seminars, workshops are on-going practices to get updated on issues that the institution is concerned with. Details of the seminars/ conferences/ workshops attended and organized by the TEs during last five years are as given below.

Sr. No	Particular	Total
1	Number of Seminars, Conferences and Workshops attended by TEs:	55
2	Number of Papers Presented at Seminars/Conferences	63
3	Conferences, Seminars organized by SSHNCOEN	02
4	Workshops conducted/organized	08
5	Programmes conducted / rendered services as resource persons	35
6	Short Term courses/ Orientation Programs/ refresher courses attended by TEs	07

### 3.2 Research and Publication Output.

Research activities and publications help in the growth and development of the institution, as well as individual members of the institution. Therefore, the college creates research culture and encourages TEs to carry out research and publications. TEs actively carry out research studies and get their papers published in ISSN and ISBN peer reviewed journals. The main objective behind this practice is to provide opportunities and to facilitate professional development of TEs. Research and publications help in the knowledge creation and create a new outlook which encourages and motivates TEs at our institute. It is the platform through which different views are shared and gained. It helps TEs to be acquainted with national and international trends.

### 3.2.1. Give details of the 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.

With an objective of enhancing the quality of training, faculty members have developed various instructional and other materials. Material production is a regular practice at our institute. During the last 3 years the institution has prepared the following instructional and other materials. Faculty members deploy these materials to aid various academic and extracurricular programme organized in the institution. Following are the instructional and other materials developed by faculty members:

#### Materials Developed for curriculum transaction

- PowerPoint Presentation and transparencies on few topics in hard core and soft core papers.
- Annual plan of action with respect to the curriculum and other activities.
- Question banks for hard core and soft core papers
- Model lesson plans for demonstration classes.
- Research: on various domains of Education,
- Values in language classes.
- Feedback forms
- Feedback on the event/program
- Feedback on the B.Ed. program offered by the institution
- Feedback from the head of the practice teaching schools
- **Teaching practice:**
- Format of lesson plan
- Format of unit plan
- Format of observation schedule for practice teaching.
- Observation/Assessment criteria for institutional activities and programme
- Student's Daily Diary
- **Newsletters:** Environment, Method wise and value oriented newsletters, Worksheets, College Magazine 'ZEP', Institutional Calendar.
- **Tasks:** Developing Scientific Attitude through Scientific method, Disaster Management, Gender related crimes, Developing Writing Skills in English, Group Work to develop proficiency in English, Inclusive Education, Constructivist Activities in respective methods, Lesson Plans, Questions for Tests and Tutorials, Syllabuses for two-year programmes.

Sr.No.	Name of the book	Sr.No.	Name of the book
1	Methods and Techniques of Teaching English	10	Shikshan Aani Vikas,
2	Shikshnache Manasshashtriya Adhishtan	11	Adhyapan Upagam aani Karyniti,
3	History Method	12	Maratha Sattecha Vistar aani Rhas,
4	Civics Method	13	Aashayyukta Adhyapn Paddhati Vidnyan,
5	Adhyayan Aani Adhyayankarta	14	Mulyamapan aani Mulyanirdharan,
6	Teacher Education	15	Aashayyukta Adhyapn Paddhati Marathi Ist & IInd.
7	Udayonmukh Bharatatil Shikshak	16	Shaikshnik Sanshodhan
8	Bhartiy Shikshan Vyavasthecha Vikas	17	Khandeshcha Sanskrutik Itihaas
9	Aashayyukta Adhyapan Paddhati Itihas,	18	Education a quality concern

STs also prepare creative and artistic displays, worksheets in Science, Laboratory sheets, etc in their respective methods. The college also has produced several creative and digital lesson

plans for the STs. Different types of teaching aids produced and developed here are, Charts, Flash Cards, Activity Calendar, Picture stories, Models, and Newsletters, etc. STs and TEs are actively engaged in production of teaching aids. Teaching aids exhibitions are organized in order to showcase the work done by STs. As an extension work under Women Development Cell the material prepared by our students and TE had exhibit in the exhibition on crafts on the occasion of World Women's Day. Reading materials and question banks help students in focusing on their studies. They serve as support materials.

### **3.2.2. Give details on facilities available with the institution for developing instructional materials?**

The institution provides below mentioned facilities for the development of instructional material:

- Well-equipped Information and Communication Technology laboratory with necessary software.
- Wi- Fi connection for internet access.
- Well-furnished classrooms with LCD and Interactive boards.
- Well-equipped science laboratory for development of improvised apparatus.

The college has a Curricular Room, wherein the materials are placed so that STs can easily access them and get ideas to prepare their own materials and teaching aids.

They are provided training on how to use advanced software for making presentations and Internet to prepare teaching learning materials (Worksheets) for classroom interaction. TEs at the college make use of such advanced technology. The college building is Wi-Fi activated. There is a well-equipped computer laboratory with Wi-Fi connections, LAN and internet facilities. STs and TEs can access INTERNET for educational information and preparing materials. TEs have their own Laptops. With the help of internet the STs and TEs access various journals, magazines, reference books, encyclopedias, dissertations, theses and dictionaries of different subjects, fiction, etc. STs can use these resources and develop instructional materials. STs access Internet for preparation of their assignments and digital lesson plans.

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

Yes. The institution develops ICT / technology related instructional materials as indicated below:

- STs at the college prepare various assignments based on technology.
- During the last five years, STs have prepared Newsletters, digital lesson plans, creative lesson plans in their respective methods under the guidance of their method masters.
- PPTs are developed by faculty members on various topics in their subjects. Information and Communication Technology is one of the hard core papers in which, each student teacher prepares a PPT on the selected topic. STs were oriented about the assignments to be prepared using technology.
- They prepared instructional materials, PowerPoint presentations and Prezi presentation, etc. Details have already been presented in 3.2.1 and 3.2.2.

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

- a. Organized by the institution
- b. Attended by the staff
- c. Training provided to the staff

The detailed information of training programs, workshops on material development organized by our institute, attended by staff, training provided to staff is given below.

**Table 3.2.1 programs, workshops on material development organized by our institute, attended by staff, training provided to staff.**

Sr. No.	Course	Level	Subject	Date and no. of days	Organized by
1	Workshop	University	B.Ed Syllabus for CCM	7&8, January 2010	Abhay College of Education, Dhule
2	Workshop	College	Disaster Management	26 & 27, February 2011	SSHN College of Education, Navapur
3	SAM Workshop	National-UGC Sponsored	Capacity Building of Womwn Managers in Higher Education	8-12 February, 2011	Women Study Center, Shivaji University, Kolhapur
4	Workshop	College	Exhibition of Handmade Things/ Craft	8 March, 2011	SSHN College of Education, Navapur
5	Workshop	College	Legal Awareness for Lady Teachers BELONGING TO Schools	3 January, 2013	SSHN College of Education, Navapur
6	Workshop	University	Rvised B.Ed Syllabus- CCM	25-26 February 2013.	SSHN college of Education, Navapur
7	Workshop	University	Rvised B.Ed Syllabus- General Papers	July/Agust 2013.	NTVS College of Education, Nandurbar
8	Workshop	University	B.Ed Syllabus CCM:Content Analysis	12 August, 2013.	College of Education, Khiroda
9	Workshop	University	M.Ed Syllabus :Content Analysis	17 August, 2013.	KCE's College of Education, Jalgaon
10	Workshop	College	Socially Useful Product: Best From Waste	11-12, Septeber 2013	SSHN College of Education, Navapur
11	Workshop	University	Revised B.Ed Syllabus	19-20 March, 2013	Abhay College of Education, Dhule
12	Workshop	College	Mahila Sabalikaran: Swa-Sanrakshan	3 January, 2015	SSHN College of Education, Navapur
13	Workshop	College	Tribal Youth Development through Competitive Exam	15July 2015	SSHN College of Education, Navapur
13	Workshop	College	Teaching Aid Preperation	10 February, 2016	SSHN College of Education, Navapur
14	Workshop	University	Online Paper Checking of B.Ed & M.Ed Course		SSVPS's College of Engineering Dhule.
15	Workshop	University	Implementation of Internship Program for B.Ed'	7 May, 2016	KCE's College of Education, Jalgaon..

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

**List of the journals in which the faculty members have published papers in he last five years:**

Sr.No.	Name of the Journal	Sr.No.	Name of the Journal
1	EDUTRACKS	10	Research Analysis And Evaluation, International Online Journal ISSN No.
2	Modern Educational Research	11	Bhartiya Shikshan.
3	APRC, AGRA	12	New International Reliable Research Journal
4	All India Association For Educational Research	13	GOEIJR
5	Shikshanatil Marmadrishti	14	International Recognition Research Journal
6	"Review of Research" International Online Journal ISSN	15	International Multidisciplinary e-journal
7	Indian Streams Research Journal ISSN No.	16	Indian Journal of Psychology & Mental Health
8	Scholarly Research Journal For Interdisciplinary Studies, International Online Journal ISSN	17	Research Link
9	Golden Research Thoughts, International Online Journal	18	New International Creative Journal

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

**Table 3.2.3 Awards, Honours received by the faculty members since last five years**

Name of the TE	Award/ Honor	Year
<b>Dr. Lata S. More</b>	Recognized as a Guide for M. Phil & Ph.D Study by NMU.	2011
	Appointed as members of Board of Studies at NMU	2011
	Appointed as Chairperson of Squad for B.Ed Annual Lessons by NMU	2015
	Awarded Samata Ratna Purskar at District level for her Social Contribution to strengthen Equality.	2016
<b>Dr. Sanjay J. Ahire</b>	Awarded Ph. D Degree	2012
<b>Dr. Pushpa G. Patil</b>	Awarded Ph. D Degree	2012
	Rashtriya Shikshak Ratna Purskar	2014
	Awarded Certified Cousellor	2015
	Awarded Yoga Teacher	2015
<b>Dr. Jagdish. R. Kale</b>	Awarded Ph. D Degree	2013
	Cleared SLET Examination in Education	2014
	Appointed as Administrative Officer for B.Ed & M.Ed CAP by NMU	2015
<b>Dr. Gauri V. Patil</b>	Recognized as a Guide for M. Phil & Ph.D Study by NMU.	2011
<b>Dr. Manda T. More</b>	Awarded Ph. D Degree	2013
	Cleared SLET Examination in History & Education	2010 & 2014
	Rashtriya Shikshak Ratna Purskar	2014
<b>Dr. Nitin Mali</b>	Awarded Ph. D Degree	2012
	Awarded a certificate of Best Oral Presentation at NMU sponsored Awishkar Competition.	2012 & 2013
<b>Dr. Rekha B. Patil</b>	Awarded Ph. D Degree	2013
	Cleared SLET & NET Examination in Education	2014
<b>Prof. Kishor Sonwane</b>	Cleared SLET & NET Examination in Education	2014

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

Due to Self Aided institution minor/major projects of UGC could not be sanctioned by the UGC. But one of the faculty members Dr. Nitin Mali under the VCRMS Sponsered by North Maharashtra University, Jalgaon have been sanctioned the grant of RS. 60000/- for his Ph. D. study.

Though the faculty members don't receive grants from UGC or other government agencies, they carry out number of self financed short research project and published the papers in Peer reviewed National & International repute Journals. Please refer 3.2.5 for detailed information.

## 3.3 CONSULTANCY

The college is actively involved in providing consultancy services in various fields to schools and colleges. Objectives of the consultancy services are:

- to develop and provide need-based instructional courses to schools, colleges and other organizations
- to share the expertise within the institution with the society at large
- to enhance competencies of the college by facing challenges
- to emerge as a leading TEs providing training across all levels of education, school through university.

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

Yes. The institution provides consultancy services in various schools and institutions of the area. The institution provides consultancy services to several schools, teacher training institutions and other educational institutions. The institution has provided consultancy services almost in all areas related to the field of education.

The NCTE has given permission to begin several new B.Ed colleges in Maharashtra.

The institution's experienced and qualified faculty has provided expert guidance in all areas of the B.Ed curriculum like conducting course related practical work, preparation of evaluation tools for micro teaching lessons, bridge lessons and practice lessons to the faculty of these new teacher education colleges. Consultancy is also provided for undertaking research and extension programs and recruitment of teachers and preparation for the inspection, moderation and NCTE, State Government and NAAC committees. The nature of these has been elaborated as follows:-

**Consultancy Services to Schools:**

School administrators and teachers are given guidance on evaluation practices, Methodology of teaching and preparation of instructional material.

**Consultancy Services to Teacher Training Institutions:**

Over the past five years, several new teacher training institutions have come up that have introduced the B.Ed & M.Ed courses. Inputs have been given by senior faculty of the institution regarding aspects of curricular transaction that include course related practical work and practice teaching, evaluation scheme and information on the relevant course related books for reference is provided. Consultancy is also provided to prepare these institutions for the inspection, moderation and NCTE, State Government and NAAC committees.

**Consultancy Services for Interview Procedure to be followed for Recruitment:**

The senior faculty of the institution is invited by the University of NMU, Jalgaon as nominees and experts for selection committees. They thus share their expertise and knowledge with the other teacher training institutions regarding the appropriate interview procedure to be followed for recruitment. In order to fill up the vacancies at secondary and higher secondary schools run by our Mother Institute and other institute too, our senior faculty members provide consultancy.

**Consultancy Services for Conducting Research:**

The institution has two approved guides for Ph.D .They are consulted regularly for research methodology, approval of proposals and research procedures by faculty from teacher training institutions and students desirous of engaging in research. Expert guidance ,orientation and consultancy has been provided in the following areas by several faculty members who have been invited as experts and resource persons to give inputs in newly incorporated topics in the syllabus.

- Curriculum Revision
- Improving Teaching Learning process
- Accreditation Process
- New/ Modern Trends in Education
- Social Issues
- Women Empowerment
- For school and collegiate students.

Consultancy services are provided in various areas. Prin. Dr. Lata More is invited as a Resource Person at the Workshop on Ph.D Course work, Workshop for NET & SLET Exam conducted by NMU, almost on a regular basis. She also offers consultancy service as an expert in various schools and colleges across the home university.

**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 provide consultancy service in specific areas. TEs, even administrative staff of the institute are competent to undertake consultancy services. Their areas of specialization are as listed below.

**Table 3.3.4 Area of Consultancy Services**

Sr. No.	Name of the Faculty/ Office Staff	Area of Competency
1	Dr. Lata More	Multiple Intelligence, Women Empowerment, Value integration, Guidance and counseling, Life Skills, Event Management.
2	Dr. Sanjay Ahire	Evaluation, Maintenance and preparation of managerial records in the schools, Event Management.
3	Dr. Pushpa Patil	Yoga, Material Production, Value Education.
4	Dr. Jagdish Kale	Statistics in Research, ICT-blended Classroom Interaction.
5	Prof. Yogendra Girase	Innovative techniques of teaching in school subjects, Communication skills.
6	Dr. Manda More	Environmental Awareness, Innovative Material Production, Core Elements, Value Education, Life Skills.
7	Shri. Anil Chaudhari Shri. Sidhu Bhadane	Application of ICT and advanced Computer knowledge.
8	Shri. Vijay Vetal	Preparing and keeping of Administrative Record.
9	Shri. Wqar Shaikh	Accounts, Tally, Scholarships and keeping of Record related to accountancy.

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

Details of the revenue generated through consultancies are shared among concern staff members. In most cases, the TEs provide honorary consultancy services. If they get fees near about 90% of the amount is marked for the TE concerned and the rest is utilized in helping needy STs, and co-curricular activities. In many cases, the entire sum is given away by TEs, by choice, for use at the college. This, in fact, is the influence of the charity activities on the campus which itself is a sterling example of Public-Private Partnership. It is this attitude that has been sustaining quality work culture at our institute!

Some grant is received from the NMU for Student Welfare programme. It is utilized to conduct various activities to develop the personality, communication skills, leadership skills and the awareness Programs on vital issues. It is also used for COP wherein various teaching aids are prepared in order to sensitize the community about various issues.

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

The institution provides honorary consultancy services. But if some revenue generated through consultancies is utilized numerously by sharing it among TEs who had conducted the programme, by creating amenities for the Tea Club (new crockery, etc), to provide for some activity with the community, to pay some needy students' fee in part, to create TLMs for use in the classroom etc. The decision regarding this is taken in consensus.

**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 GO's)**

The college carries out various activities for the local community as shown below:

**“Lek Vachava (Beti Bachao Abhiyan)** Project was launched by the State Government. The aim of this project was to make the people aware of the decreasing ratio of male and female child. Under this project the college carried out the activities on **“Lek Vachava (Beti Bachao Abhiyan)** for the community in the vicinity of the college and also in rural areas in 2011 – 12 and 2012-13.

As an extension work under Women Empowerment Cell, STs of our B.Ed. & M.Ed course along with Mentor TE prepared educational materials and charts exhibit the prepared material for the community.

The college regularly conducts awareness programme on AIDS, Health & Hygiene, Cleanliness, etc. STs perform skits. Video clips were shown, presentations are made.

During 2013-14, even a Rallis were organized on various issues like, Matdar Jagruti, Literacy and Environment. It was sponsored by the Police Department of Navapur Tehsil in collaboration with our College of Education. The college organizes **Blood donation** camps in 2011-12.

The college carried out a **survey with the local community on various daily activities** such as banking, computer knowledge, scholarships, health and hygiene, cleanliness. The tasks were prepared by STs in groups. This activity was accomplished in 2015-16.

Under the project **Swachchhata Abhiyaan** introduced by the Government of India, the college had carried out Swachchhata Abhiyan in the campus and for whole Navapur city in collaboration with various Mahila Mandals in Navapur. Under the Skill Development **Scheme**, the college organized a One-day workshop on ‘Material Development’ for STs of B.Ed. Apart from this some programs are highlighted below:

- The faculty members of the institution are invited as the chief guests, resource persons, and the judge by various schools and institutions of the community for the various programmes.
- Placement cell of our institution helps the school authorities in the recruitment of teachers to their schools.
- Our faculty members and student teachers provide free academic services to the students of Ashram Schools, located in the vicinity of our institution.
- The institution extends humanitarian services through Blood donation.
- Our institution donates books, instructional materials, and infrastructural materials to the community schools.
- Our institution organizes exhibitions, quiz and essay writing competitions for school students.
- Institution organizes awareness programmes in the vicinity of our college on the relevant issues like garbage management, health and hygienic measures for girl child.
- Our institution is associated with YUNG Foundation to render additional services to the community. With collaboration of this foundation we have been started, TRIBAL YOUTH DEVELOPMENT CENTER for the Tribal students. Through which various workshops on competitive exams are conducted.

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

The college has a sturdy network with the community.

The relationship between SSHNCOEN and the community around is that of mutual give and take. The members belong to the community, are academicians having expertise in institutional development visit the college during our various academic programmes, celebrations and cultural events and give us suggestions, comments and support us.

The rapport has been established through our COP. The college carries out various research projects, consultancies and provides extension services to the community. Experience through such activities, learns from the community and introspects for improvement.

The institution is benefited from the community in the following ways:

- It utilizes the expertise and local resources of the community for its curricular, co-curricular and enrichment programmes which add to the quality training of the institution.
- Student teachers seek better placement opportunities through various collaborated agencies.
- Awareness programme and talks are organized for our student teachers by NGOs which sensitize them towards social issues and expectations.
- Our student teachers participate in environmental awareness programme like Trees My Friends along with the students of sister institutes.
- Human and physical resources of the community schools are utilized by our student teachers during teaching practice.
- **Akshar Computer Institute** of Technology every year conducts a programme for student teachers of our institution on application of computer in teaching learning. It also gives guidance and assistance to faculty members, administrators of our institution with respect to usage and updating of software.
- Physician and Dentist of Navapur PHC conducts health checkup programme every year for faculty members and student teachers of our institution. It also creates awareness among the student teachers about dental care.

Our alumni also often visit the college and share their views on their innovations in the field of education which helps us to reflect and improve our practices. They also give their services in various activities like demonstration lessons, student empowerment programme, national conferences / seminars/ workshops, etc. Even for the placements of the STs in the on-going batches, they recommend the college to their school management body for new recruitments.

The rapport has been established through our COP. The college carries out various research projects, consultancies and provides extension services to the community. The institution also has a network with schools. **The Teaching Aid Exhibitions have been a huge success. Nearby schools and colleges visit the exhibition and give feedback that motivates STs to prepare innovative TLMs. They build their confidence and learn to showcase their work to larger groups of people.**

TEs offer help in the form of workshops and training programmes to schools and in turn schools permit the college to organize practice teaching programmes. Even school teachers working with private schools are untrained, are suggested by their principals to pursue B.Ed. course from our institute.

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

Following are some future plans that we would like to take up for providing community orientation to STs.

**Literacy Drive:** The vision of SSHNCEN is to contribute towards development of knowledge and skilled society. Therefore, it is necessary to make STs aware about the scenario of illiteracy in our society and what effect it has on the overall development of the nation. Further, they need to be trained in the activities to be undertaken for the purpose. For this college is planning to work in a sustained manner.

**Collaborative Research Projects:** Plans are in the offing to work in collaboration with the on themes such as Spiritual Quotient, Yoga and Mind Power, and their effect on Confidence Development, Blood Pressure, Diabetes, Obesity, and overall physical health.

**Minor/ Major Research Projects:** We are planning to undertake the research projects on Social Issues. For funding we will approach to various funding agencies like CSIR, UGC, VCRMS. We have planed more number of **educational visits** for student teachers, the **awareness programme on value inculcation** among the school students, **visits and service oriented programme** in the slums, and nearby Villages. Conducting **environmental awareness and programme on RTI and RTE** for community.

### 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 institution has undertaken a project titled 'Improving the Achievement of Secondary School Students of Ashram schools'. In this regard, a faculty member is given the in charge to accomplish the project by regular mentoring, tutoring and supervising the academic performance of the students.

**Action Research:** As part of the assignment the STs carry out an action research on various community issues. Besides, M.Ed. scholars also carry out their dissertation work on community issues. The college offers M.Ed program. Curricula of M.Ed. contain theory and practicum. These scholars carry out research in areas such as teachers' proficiency, teaching pedagogies, job satisfaction, communication skills, environmental awareness, multiple intelligence, gender issues, school environment and its impact on achievement etc.

The college motivates scholars to carry out different types of research such as experimental research, surveys, content analysis and case studies.

**Initially, literacy** programmes, English Language Competence and computer literacy programmes were conducted regularly. Now, STs continue with this programme through their assignments. The institute has been carrying out the COP informally since its inception. As part of the programme, STs and TEs work with children and women of the next door community of class IV employees at various educational institutions in Navapur. Various capacity development events offered to them are academic courses, confidence building, crafts, health and hygiene, ICT.

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

Our institutional values emphasize on the inculcation of social and citizenship values which are realized through following activities:

- Institution celebrates national days/festivals, Women's Day, Teacher's Day and to develop a sense of pride and respect towards the nation.

- Institution organizes various cultural programmes to inculcate cultural values among student teachers.
- Institution conducts morning assembly which includes Prayer, National Anthem, thought for the day, Vichar Manthan and display of daily news to develop the sense of spirituality and knowledge about current issues.
- The institution conducts SUPW activities to develop an attitude of Reduce, Reuse, Recycle and Reproduce.
- Extension activities of the institution provide opportunities to the student teachers to understand the social issues and challenges.
- During teaching practice the student teachers organize many competitions for school students which develop the leadership quality among them.
- Institution organizes various co-curricular activities which need individual/group participation of student teachers. These activities help in the development of values like team spirit, tolerance, togetherness and mutual help.

The day at the college begins with the morning assembly wherein all of us (i.e. STs and TEs) take the national pledge as well as the National Anthem. The purpose is to develop STs into sincere, devoted, professionals whose lives are devoted for the betterment of the community. Post-prayer talks by TEs, STs and guests focus on inculcation of a positive attitude and ethical life style. Programmes are organized which include celebrations of all the major national and religious festivals. Every year the college participates in the Youth festivals organized by the home University. Blood donation camps are organized with the aim to serve needy persons in the society. COP is a major component at the college. The aim of COP is to make STs Sensitive towards the community issues, life styles, etc. STs carry out various activities such as awareness programmes, surveys, skits, documentary films, videos, etc. This helps them to develop social skills like tolerance, cooperation, support, accepting other's views, etc.

Every batch of STs at the college forms a Dattak Group. Under this, there are 10 groups of 14 to 15 students now each contains 10 students. Each group has one program based on values. Each group has a mentor/ group leader TE. In these activities peers work in groups. This develops their social skills such as accountability, cooperation, tolerance, sympathy, etc. The value week celebration, the unique feature of the institution facilitates the process of developing social and citizenship values. Moreover, National day celebrations such as the Independence Day, Republic Day, Gandhi Jayanti, Shahu Jayanti, Mahatma phule Jayanti, Vivekananda Jayanti as Yuvak Din etc. develop brotherhood, unity and other citizenship values.

### 3.5 Collaborations

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

The college has established links the following organizations.

**UGC:** The college has been recognized under the 2 (f) and 12 (B) section of UGC.

**NAAC:** The college has been Assessed and Accredited by NAAC with B++ Grade and now preparing for Reaccreditation.

**NCTE:** Is the mother body that gives permission to the college, its intake capacity, syllabus, staffing pattern, infrastrure, funds etc. As per Regulation NCTE our institute has been permitted Four Units for our B.Ed and One Unit for M.Ed course.

**NMU:** Under the aegis of NMU, the college had organized Two National level seminars on 'Spiritual Intelligence And Education' in 2013-14 and 'Human Rights And Education' in 2015-16

respectively. Over 100 delegates attended the events and presented papers related to the themes. This seminar benefitted in bringing together delegates across India and healthy discussions were held.

**ISO Certification Agency:** This is an International Agency working for the quality enrichment of Educational Institutes. Recently our institution fulfills the quality measures as per ISO and in turn our institute is awarded with ISO Certificate.

The institution has linkages with the following national level organizations:

- University Grants Commission (UGC)
- National Assessment And Accreditation Council (NAAC)
- National Council for Teacher Education (NCTE)

Apart from this, our institution is collaborated with the state, district and local level organization which have benefitted the institution in many ways.

- NMU University
- YCMOU, Nasik
- Department of State Educational Research and Training
- Department of Higher Education, Pune.
- YUNG Foundation- NGO.

MoUs have been signed with our practicing schools keeping in view longer phase of internship at the two-year programmes. Other Bodies: Sister Institute and numerous colleges on and off the campus.

#### **Benefits to the institution**

- The institutional linkage with the different organizations helps in the growth and development of the institution in terms of recognition, affiliation, and approval of the admission, declaration of the results, curriculum transaction, professional development and social sensitization.
- UGC linkage has provided 2(f) and 12(b) recognition to the institution. In future institution may get support from UGC for research extension and publication.
- **NAAC:** The college has been Assessed and Accredited by NAAC with B++ Grade and now preparing for Reaccreditation. In future institution may get financial support from NAAC to organize Seminar at the National & International Level.
- NCTE monitors and controls teacher education programme offered by the institution.
- Collaboration with ISO Certification Agency and NGOs provides a platform to student teachers for community participation and helps in sustaining the quality.
- Campus interviews conducted by various schools help the student teachers to get placement in reputed schools.
- Deputy Directorate of Public Instruction gives permission to utilize schools for practice in teaching.
- North Maharashtra University gives affiliation, admission approval and declaration of results and also academic support needed for curriculum transaction.
- Secondary schools of the community help the institution to conduct practice teaching and practical examination for student teachers.

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

Yes, we have been established the linkage with **ISO Certification Agency**: This is an International Agency working for the quality enrichment of Educational Institutes. Recently our institution fulfills the quality measures as per ISO and in turn our institute is awarded with ISO Certificate. Please refer to the details in the previous section.

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

- **Curriculum development**
- **Teaching**
- **Practice Teaching**
- **Research**
- **Consultancy**
- **Extension**
- **Publication**
- **Student Placement**
- **Curriculum development:** Interaction with various educational institutions has given us insights into curriculum-design and contributed to the process of updating the course. Faculty members enrich their knowledge which helps them in the curriculum transaction. Further, engagement of TEs in consultancy services have made them aware of new trends in the field of education in general and teacher education in particular. That is how the courses at our institution have been effectively presented in the class.
- **Teaching:** Faculty members through these linkages get recognition, update their knowledge by knowing about the current trends and challenges in the field of education which contributes for effective teaching.
- **Practice Teaching:** Student teachers develop professional competencies through these linkages and faculty members' gets information about the current practices in the school through the interaction with the head of the institution and the school teachers. The Practice teaching schools invite TEs for conducting workshops, interviews, guest lectures, as judges, etc. School personnel share their valuable feedback about the lessons which helps STs as well as TEs to update skills related to practice teaching.
- **Research:** Faculty members are involved in the research activities and three of the faculty members are pursuing Ph.D. These linkages help them to acquire the knowledge and the skills required to complete their research work.
- **Consultancy:** These linkages help the institution to get the consultancy services for the benefit of faculty members and student teachers. In this era links with other agencies are given importance. Our links with different agencies like schools, colleges, NGO and other social bodies have widened the scope of our consultancy and extension programmes.
- **Extension activities** The College offers extension activities to nearby community. So far the college has organized the following activities:  
 Legal Awareness Workshop for working women, Cultural programs for house wives, Craft Exhibition for women, Awareness rallies on various issues, Yuwati Sabha- Personality development programs for STs, Self Defense Demonstration, Literacy Drive AIDS Awareness Programme. The linkage with the Tanishka Mahila group, YUNG Foundation (NGO) and Mahila Mandals in Navapur tehesil and Society provides the opportunity to our students to participate in the community activities to serve the society.

- **Publication:** The linkage provides platform for the faculty members to publish their articles in the national and international journals. Every year TEs have a number of publications to their credit. They carry out action and short research or write conceptual papers and get them published in peer reviewed journals.
- **Student Placement:** Links with various schools and agencies have provided abundant placement opportunities to STs. Some of our STs are Principals in different schools and colleges. Some are lecturers in colleges of education as well as Degree Colleges and even working as Administrators in government offices. Quite many STs are short-listed during the Block Teaching/internship phase itself. Many STs are selected by various schools through campus interviews. Some others are working in Gujrath and other states of India.

The above-mentioned attempts for collaboration have contributed to curriculum development, teaching-learning, practice teaching, research, consultancy, extension, publications as well as job placements and enhanced confidence.

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

##### **Institute-school- community networking:**

The college firmly believes in and works towards developing a global outlook with focus on local specific concerns and values among its STs, thereby contributes to the nation's development. The college has a healthy rapport with schools, colleges and community at large. We interact with schools for various academic programmes like practice teaching, workshops and consultancy services. The interaction is intense during practice teaching. During practice teaching student teachers conduct many programs in schools as per the requirement such as quiz competition, exhibition, essay writing, singing and elocution competition. Our institution provides the schools with instructional materials like teaching aids and books. The college has strong network with the practice teaching schools of vernacular language across our Tehasil. TEs also offer help to various schools. At the same time schools also give permission to the institution to organize practice teaching sessions.

Many of our STs get placement during this phase. To illustrate, TEs have rendered services to schools as judges on various events, resource persons for workshops, subject experts and interviewers for recruiting teachers. We welcome schools and other agencies for campus interviews. With a view to gain substantially from the two-year B.Ed. programme, MoUs have been signed with numerous schools for Internship program.

**Linkage for Placement and Consultancy:** Faculty members of our institution provide consultancy services to the school teachers and also assist the secondary school of the community in the process of recruitment of teachers.

**Linkage for Research:** Student teachers and the faculty members conduct research activities in the school to improve the academic practices.

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

Yes, the faculty members are actively engaged in the school programme in the following ways:

- The faculty members orient the student teachers in advance for lesson plan preparation and transaction of the curriculum in schools during practice teaching.
- Faculty members conduct orientation and demonstration on teaching skills.
- Practice sessions on teaching skills are provided for the student teachers.

- The in-charge faculty member schedules the practice teaching programme as per the convenience of the secondary schools and seeks helps for the allotment of the topics and classes for the student teachers.
- Faculty members also provide guidance in the preparation of lesson plan, teaching aid, preparation of unit test, blue print and question papers, continuous comprehensive evaluation etc.
- Faculty members supervise, give feedback and evaluate the classes of student teachers during practice teaching.
- Faculty members are actively involved in guiding the student teachers for organizing various competitions/activities to be conducted in the schools.
- School teachers are also requested to observe lessons of STs and give feedback on their performances.
- The principals of schools are also requested to give over all feedback on practice teaching phase.

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

Faculty members of our institution provide assistance to school teachers in the recruitment process and also provide consultancy for the school teachers. Faculty members of our institution interact with the school/institution/university faculty members and update their knowledge about the curriculum transaction, research activities and the innovative practices. They also attend various meetings with the school/institution/university faculty members in order to improve the quality of the B.Ed. and M.Ed programme offered by the institution with respect to techniques of teaching and learning, curriculum designing, evaluation process, guidance and counselling, projects and action research.

The principal of the institution is the Member of Board of Study, Faculty of Education. She is a member of numerous interview committees for the selection of Principals, TEs at colleges of education, teachers and principals at schools. TEs at the college are actively engaged in assessment and examination work of North Maharashtra University. They render their services as conveners, invigilators, paper setters and evaluators. The Principal and one of the TEs are the recognized Ph. D and M.Phil guide of Education faculty at North Maharashtra University. TEs and the principal along with research scholars attend many Pre- Ph.D presentations and Ph.D. public defense. The Principal of the institute renders her services as a resource person for the research courses organized by NMU.

## **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?**

Research, consultancy and extension are an integral part of the academic work in the institution. The culture at our institute is research oriented since its inception. Since 2006 the college carries out research in various fields. Some of the measures adopted by the institution to enhance the quality of research, consultancy and extension activities are as follows.

- Faculty members are encouraged to take up action research and write books every year. All the faculty members are instructed by the management to complete their Ph.D.
- Institution is trying to get research projects from various agencies for faculty members.
- The institution has made compulsory for all the faculty members to publish / present papers in the national and international conferences/journals.

- Faculty improvement programs (Staff Academy) enrich the knowledge of the faculty members which helps them in providing quality consultancy services. They enhance professional efficiency of TEs at the institution. Various sessions of it are organized where TEs gain and share ideas and update themselves with the current trends.
- The institution has initiated to collaborate with few NGOs to provide community orientation to student teachers.
- **Research Cell:** Research Cell is one of the major measures adopted by the institution to motivate and encourage the researchers. This forum carries out various research activities such as proposal presentations and Pre- Ph.D. presentations. The college has research oriented materials and Standardized Psychological Tests in its well equipped library.

The institution got 2(f) & 12(b) recognition which helps to get research projects from funding agencies. The PG course M.Ed. has been started with a view to enriching culture of research. The TEs have completed various research projects on the self financed basis. The college has applied and got the grant from NMU to conduct two National Level Seminars in 2013 – 14 & 2015-16.

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

Learning is a result of what the learners do themselves. Going by this dictum, the team at SSHNCOEN considers it more fruitful to take on challenges of conducting programmes for various groups of learners. It demands meticulous planning, preparation and reflection on one's role vis-à-vis classroom interaction. Owing to this practice of conducting training programmes, seminars, workshops, etc. the team at SSHNCOEN has become resourceful and competent, hence, confident. Our contacts with several institutions outside our institute have provided invaluable inputs to understand our lacunae and build on our strengths.

In-house seminars are conducted for faculty members to update their knowledge. School/college based action research is undertaken by the faculty members and student teachers.

- **Consultancy:** Free consultancy is provided for secondary school teachers and also to parents.
- **Extension activities of the institution:** The outcomes of the Action Research Project are communicated to practice in practice teaching schools. In-service programs are planned and organized by the principal to provide opportunity for faculty members to share their experiences with school teachers and also with alumni's.

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

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

**Two suggestions were made by the NAAC peer team.**

Suggestions	Follow up/acted upon
1. Teacher may be encouraged to publish papers; get funds from UGC, NCERT, NIEPA etc. for conducting research and do some innovations.	<ul style="list-style-type: none"> <li>• Due to Self Aided institution minor/major projects of UGC could not be sanctioned by the UGC. But One of the faculty member have been sanctioned the grant of RS. 60000/- for his Ph. D. research study under the VCRMS Scheme by North Maharashtra University.</li> <li>• Though the faculty members don't receive grants from UGC or other government agencies, they carry out number of self financed short research project and published the papers in Peer reviewed National &amp; International repute Journals. Near about 56 Research papers are published in the Peer Reviewed Journal of National &amp; International repute. <b>(Please refer 3.2.5 for detailed information.)</b></li> </ul>
2. The training in Research Methodology, Statistics and use of Statistical Package for Social Sciences (SPSS) may be organized. The SPSS software may be purchased so that the teachers can use it.	<ul style="list-style-type: none"> <li>• <b>Research Cell:</b> Research Cell is one of the major measures adopted by the institution to motivate and encourage the researchers. This forum carries out various research activities such as proposal presentations and Pre-Ph.D. presentations. The college has research oriented materials and Standardized Psychological Tests in its well equipped library.</li> <li>• The institution got 2(f) &amp; 12(b) recognition which helps to get research projects from funding agencies in future.</li> <li>• The PG course M.Ed. has been started with a view to enriching culture of research. The TEs have completed various research projects on the self financed basis. The M.Ed scholars and TEs use SPSS software to analyze the collected data.</li> <li>• Workshops on Research Methodology and how to use Statistics in research are organized. One of the TEs Dr. Jagdish Kale work as an expert for this workshop.</li> </ul>

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

- M.Ed program has been launched and the Research Cell is strongly activated.
- TEs are encouraged to undertake and complete doctoral research studies and the result of it during the last 5 years 09 TEs awarded with Ph. D. and one with M. Phil. Three other TEs are currently pursuing their Ph.D.
- Most of the TEs have been qualified SLET & NET Examination.
- The Principal and one of the TEs have been accorded recognition to teach P.G courses.
- The Principal and one of the TEs are recognized as M.Phil & Ph. D. Guide by North Maharashtra University.
- Attempts have been made to avail of grants for projects.
- Collaborations and linkages have been strengthened with community.
- MoUs have been signed with schools to make the two-year B.Ed. programme more fruitful and educative so as to benefit all in the system.
- The college has enriched its library with E-portal, E-library, SOUL Software and more through purchase as well as by downloading more e- books.

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**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. College of Education has all the required physical amenities to create a conducive work culture that promotes learning and smooth functioning. The college is housed in a one storey building built in accordance with NCTE norms with a total area of **1500 Sq. Mts.** It was constructed in 1996 and the renovation made in 2006 as per the recommendation of NAAC Peer team. It is equipped with state of- the-art infrastructure. At the entrance, there is a main door exemplifies openness of attitude and inclusiveness through open welcome to all those desirous of learning. The beautiful garden with flowering plants and shady trees, attracting even by-passers to take a second look at the building. The details of the building are given below:

**Table no. 4.1. 1 Infrastructural Facilities at SSHNCOEN.**

Sr. No.	Floor	Room No	Room Name/ Room Allotted for	Furniture Available	Area in Sq. Mt.
1	1 <sup>st</sup>	1	Principal's Cabin	Principal's table and chair-1, chairs-17, Meeting table-1, attached cupboards, AC-1, Fan-2, big photograph-1, Computer-01, Phone-01. , Rest Room- cot with mattress, table and chair-1.	193.99 Sq. Mt.
2	1 <sup>st</sup>	2	Office Waiting Room	Phone-1, table-1, Fan-1, Chairs-12.	15.10 Sq. Mt.
3	1 <sup>st</sup>	3	Administrative Office	Tables-2, Chairs-04, Attached Cupboards, Fan-3, Computers- 03, Zerox Machin-01, Printer-01, Modem-01, WI-Fi- Facility, Phone-01,Store room with Shelf and attached cupboards.	91.29 Sq. Mt.
4	1 <sup>st</sup>	4	Language Laboratory	Lingua Phone Kits- 25, Table-1 chair-1, Chairs-25, White Board-01, Fan-2.	35.48 Sq. Mt.
5	1 <sup>st</sup>	5	Library	Attached cupboards, Steel cupboard- 08, Librarian's Table & chair-1, Fan-01, Asst. Librarian's Table & chair-1, Wall Hanging Fan-01 , Computers- 02, Printer-01, Curriculum Room with Shelf-4, Maps and teaching aids, Staff Reading Room (Lower Space) - Long Table-02, Chairs- 10, Small Table-02, Ceiling Fan- 03. , Students Reading Room (Upper Space) – Attached Tables-05, Chairs- 25, Steel Cupboard-03, Wall Fan- 02.	<b>Upper Space</b> - 55.34 Sq. Mt. <b>Lower Space</b> -121.76 Sq.Mt.
6	1 <sup>st</sup>	6	Store Room	Steel cupboard- 02, attached cupboards.	15.62 Sq. Mt.
7	1 <sup>st</sup>	7	Pantry	Showcase-1, Tea Set-2, Glass-25, Dish-25, Tray-5, Spoon-25, Jug-2, thermos- 2, Vacuum Cleaner- 1.	7.12 Sq. Mt
7	1 <sup>st</sup>	7	Method Room for Hindi/MT Rooms	Table and wooden chair-1, Chair with side box 25, Steel cupboard cum Shelf-01, Fan-1.	42.27 Sq. Mt.
8	1 <sup>st</sup>	8	Wash Room for Staff - Gents	---	21.14 Sq. Mt.
9	1 <sup>st</sup>	9	Wash Room for Staff - Ladies	----	21.37 Sq. Mt.
10	1 <sup>st</sup>	10	Audio Room	Sound system, Sofa-1, Wooden stand-1, Fan-01.	25.94 Sq. Mt.
11	1 <sup>st</sup>	11	Seminar Hall	Long wooden Table- 1, Foam Chairs-08, Seminar chairs- 112, AC-04, Ceiling Fan-05, Table Fan-01.Glass Board-01, LCD Curton-01, and Watch-01, Podium-02, Speaker-02.	153.03 Sq. Mt.
12	1 <sup>st</sup>	12	ICT Resource Center	Computers- 41, Instructor's Table & Chair-01, Computer tables/ furniture- 10, AC-02, Steel Cupboard-01, Fan-07, LCD Curton-01, Modem-01, WI-Fi Facility.	62.24 Sq. Mt.

13	1 <sup>st</sup>	13	Method Room/ Science Laboratory	Benches- 15, Table- 01, Chair- 01, Steel Cupboard-02, Science Equipments, Science Charts, Attached Cupboards for Science Experiment with Platform, Fan-01.	45.82 Sq. Mt.
14	1 <sup>st</sup>	14	Method Room/ History Room	Benches- 20, Chairs- 40, Table- 01, Chair- 01, Steel Cupboard-01, Showcase-02, handmade things made from wastage, Fan-01, Photos of Social Reformers-10.	45.82 Sq. Mt.
15	1 <sup>st</sup>	15	Method Room/ Mathematics Room	Wooden Benches (Long)-10, Table- 01, Chair- 01, Steel Cupboard-01, Fan-01, Glass Board-01.	45.72 Sq. Mt.
16	1 <sup>st</sup>	16	Method Room/ Vision Literature Club	Benches- 20, Chairs- 40, Table- 01, Chair- 01, Steel Cupboard-01, Steel Cupboard Small-01, Psychologists' Photos- 05, Fan-01.	42.27 Sq. Mt.
17	1 <sup>st</sup>	17	Method Room/ IQAC Room	Benches- 20, Chairs- 40, Table- 01, Chair- 01, Steel Cupboard-01, Long Showcase-01, Geographical Maps- 04, Fan-02.	45.72 Sq. Mt.
18	2 <sup>nd</sup>	18	Store Room	Hoe, Axe, Sickle, Iron Basket, and other garden tools.	17.75 Sq. Mt.
19	2 <sup>nd</sup>	19	Micro Teaching Room	Wooden Benches- 08, Table- 01, Chair- 01, Steel Cupboard-01, Fan-01.	17.75 Sq. Mt.
20	2 <sup>nd</sup>	20	Store Room	Wastage and reparable material	5.90 S.q.Mt.
21	2 <sup>nd</sup>	21	Micro Teaching Room	Wooden Chair-cum- Benches- 12, Table- 01, Chair- 01, Steel Cupboard-01, Fan-01.	1.2 Sq. Mt.
22	2 <sup>nd</sup>	22	Micro Teaching Room	Wooden Benches- 12, Table- 01, Chair- 01, Steel Cupboard-01, Fan-01.	17.96 Sq. Mt.
23	2 <sup>nd</sup>	23	Art & Craft Room	Steel Cupboard- 01, handmade material, Fan-01, wooden benches- 8x2=16, Panther Sewing Machine-1.	17.43 Sq. Mt.
24	2 <sup>nd</sup>	24	Health & Physical Resource Center/ Yoga Center	Fan, mats, first aid box.	17.43 Sq. Mt.
25	2 <sup>nd</sup>	25	Rest Room (Ladies)	Cot, Mattress, Fan-01.	17.43 Sq. Mt.
26	2 <sup>nd</sup>	26	Psychology Laboratory	Steel Cupboard-01, Psychological Aparates and Standardised Tests, Benches-10, Table-01, Wooden Chair-01, Fan-01.	17.43 Sq. Mt.
27	2 <sup>nd</sup>	27	Rest Room (Gents)	Mattress, Fan-01, Table-01, Chair-05.	22.41 Sq. Mt.
28	2 <sup>nd</sup>	28	Staff Room	Conference table-1, Chair- 17, Fan-04, Steel Cupboard-1, Billiard Table-1.	89.64 Sq. Mt.
29	2 <sup>nd</sup>	29	Lecture Hall- Stapuda	Table-1, Chair-1, Benches-60, Fan-08, Speaker-02, Podium-01, Glassboard-01	112.64 Sq. Mt.
30	1 <sup>st</sup>	30	Store Room	Plastic Chairs-50, Cycle-01, Water pipes-10 feet.	77.38 Sq. Mt.
31	1 <sup>st</sup>	31	Lecture Hall- Sahyadri	Table-1, Chair-1, Benches-60, Fan-08, Speaker-02, Podium-01, Glassboard-01	112.64 Sq. Mt.
32	1 <sup>st</sup>	32	Multipurpose Hall	Long Table-1, Chair-4, Wooden Benches-55, Fan-15, Speaker-04, Podium-02, Glassboard-01, Furniture, Sound System with Mixer, Small Cupboard for LCD-01, LCD Curton-01, Tabala-01, Harmonium-01.	206.56 Sq. Mt.
33	1 <sup>st</sup>	33	Wash Room for Students- Boys	---	39.60 Sq. Mt.
34	1 <sup>st</sup>	34	Wash Room for Students- Girls	---	39.60 Sq. Mt.
35	1 <sup>st</sup>	35	Drinking Water Tank- Cooler with RO System	---	17.43 Sq. Mt.
36	1 <sup>st</sup>	36	Tribal Youth Development Center	Table-1, Chair-1, Benches-10, Chair-20, Fan-02, Steel Cupboard-02, Books- 365, Glassboard-01, Attached Sanitation Room-01.	39.60 Sq. Mt.

37	1 <sup>st</sup>	37	Store/ Green Room	Table-1, Plastic Chair-200, Foam Chair-08, Long Table- 02, Fan-01, Speaker Box-01, Podium-01.	39.60 Sq. Mt.
38	1 <sup>st</sup>	38	Open Stage	Fan-02.	89.64 Sq. Mt.
39	1 <sup>st</sup>	39	Generator Room	Generator-01 capacity 7KV, Electrical Room-01.	17.41 Sq. Mt.
40	1 <sup>st</sup>	40	Waiting Room for Students	Steel Chair-06, Interactive boards- 03.	15.10 Sq. Mt.
41	1 <sup>st</sup>	41	Entrance Foyer	Sarswati Devi Idol, Interactive Boards- 04.	89.64 Sq. Mt.
42	1 <sup>st</sup>	42	Parking Shade	Parking Shades-02 for Bikes and cars.	

For this enriched infrastrucuter we have been spent near about 385,50,000/- Rs. (Three Crore, Eighty five Lac and Fifty Thousand Ruppes) in 2006. At this stage it should be multiplied.

**(Master plan of the building is enclosed.)**

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

The college has enough number of classrooms and infrastructure to accommodate expansions in near future.

There is a well-equipped computer laboratory with 41 computers that is 40 for STs and 1 for Instructor, 6 computers for Principal cabin, Administrative Office and Library. Library, the M.Ed. and B.Ed Classrooms, Staffroom, IQAC room, Language laboratory all have the Wi- Fi Internet facilities.

The library at the college, with its rich collection of books, reference materials, encyclopedias, Ph.D. theses, M.Ed. dissertations and journals is a rich learning centre.

TEIs need to focus on overall development of teachers-in-making. Hence, many curricular and co-curricular activities are organized wherein the infrastructure and resources are utilized to the fullest. The Conference room, for example, is used to host meetings, seminars and workshops and sometimes for the meetings conducted by local community. This facility is equipped with sound system, AC, table, chairs and LCD connections. It can accommodate over 130 people. There is an Assembly Hall/ Multipurpose hall that can accommodate over 500 people. It is utilized as a large class room for lectures and celebrations of various types of activities. This hall has a podium, sound system, ceiling-mounted LCD, connections for OHP projectors, the screen and with the acoustic system.

The hall has 56 long desks, chairs, writing board, sound system, LCD Projector, enough number of tube lights and fans is utilized for numerous programmes.

All the laboratories namely computer lab, psychology lab, language lab, curriculum lab, etc are enriched as and when needed. The library is enriched every year as per requirements of TE and STs.

The institution has augmented the infrastructure to keep pace with the academic growth by providing the following additional facilities:

- ICT centre is established
- LCD projector, interactive boards are provided
- Wi-Fi facility is provided for the students and staff
- Library with reading room is LAN to the administrative office. The institution has subscribed number of journals and procured recently published books.
- The institution has the provision for expansion of the building.

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

- Assembly Hall with Sound System, Podium, Projection Facility for presentations, assembly, days celebrations and teaching sessions.
- Multipurpose Hall with a Stage, a lectern, Sound System, Projection Facility, Chairs, A harmonium, a pair of Tablas etc.
- Library with reading room for both STs and TEs.
- Language Laboratory with Projection Facility, Chairs, Consol and Booth for tutorials, Rooms for workshops, FDI and Research Cell, designated space for meditation, etc.
- Billiard Table, Terrace for Indoor Games, Kite flying, Navratri and Christmas Celebrations and Flag hoisting on Independence Day and Republic Day.
- Spacious Staff room and dining space during Seminars and similar events.
- Separate Common rooms for Girls and Boys having chairs and tables for refreshment, a bed in the Girls' room.
- First Aid Room with a bed and First Aid Kit.
- A eight acre Playground for common use by all **ASS&SPS** run institutions with spaces and pitches marked for different sports viz. Cricket, Basket Ball, Volley Ball, Kabbadi, Foot Ball, Athletics and a gymnasium for gents.

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

The college shared the following physical infrastructure of the **ASS&SPS** and the sister institutes:

- The parking area, Playground of the campus has the facility for outdoor games and canteen, Gymnasium.
- Central Library of Degree College helps in enriching the knowledge.
- Our multipurpose hall is provided for conducting various co-curricular activities.
- The eco-friendly campus helps us to conduct extension activities.

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

For medical emergencies, there is a designated medical doctor in the local area. There is a Government run Primary Health Centre within the distance of half a km from the institute. Treatment and medicines are given to students and faculty members at free of cost. It is readily available for graver emergencies and medical treatment.

- Our campus ensures clean, green, and serene environment which generates positive energy.
- Medical camps/check-ups are arranged at regular intervals in the campus.
- Canteen is available in the premises of the Institution.
- Potable water is available with RO System.
- Separate washroom facilities are provided for girl and boy students and faculty.
- The college has separate rest rooms for STs (boys and girls) as well as TEs.
- Housekeeping staff appointed by the management to maintain the health and hygiene in the campus.
- Regular pesticides are sprayed in and around the campus.

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

STs are housed in hostels managed by **ASS&SPS**. Though our sanstha runs over boys & girls hostels for its institutions in campus each institution has been assigned a hostel / rooms in a hostel for its students. Rooms in both the hostels for boys and girls are available to STs of our institute. The college administrative office and TEs assist STs to get admission in the hostels. There are 50 rooms in boys' hostel and 31 for ladies hostel with amenities like bathrooms, a kitchen with a dining hall, recreational and health facilities. The girls' hostel has a guestroom for guardians of students. There is a computer facility to facilitate studies. These hostels are centrally maintained and located in the campus.

**4.2 Maintenance of Infrastructure**

Maintenance of the infrastructure takes place regularly. However, since the college has a new building, there is little need for maintenance. The Mother Institute takes care of repairs as and when required. The building had white wash last year.

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

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

Being a new building, the college seldom needs repairs and costly maintenance. Routine maintenance is carried out from miscellaneous funds. In case of emergency maintenance, the principal can make a requisition to the Sanstha. The Sanstha promptly reviews the matter and as it staffs a large maintenance crew, problems are resolved quickly.

In the budget the provision for building maintenance, computers, furniture and laboratory equipment are made, however the management takes necessary steps to make arrangements for infrastructure and instructional facilities. The excess amount required for the development of the institution is always provided by the management.

The expenses incurred on maintenance for the last five years so far have been as shown under.

**Table 4.2.2 Details of the budget allotted and utilized in Academic Year 2011-12.**

Sr. No.	Particular	Allotted Budget (in Rupees) In Lac		Utilized Budget (in Rupees) In Lac	
		B.Ed Course	M.Ed Course	B.Ed Course	M.Ed Course
1	Building	4.60%	---	460000.00	----
2	Laboratories/Library	0.50%	0.15%	81066.00	1534.00
3	Furniture	0.50%	0.10%	31943.00	2160.00
4	Equipments	0.50%	--	10000.00	---
5	Computers	1.50%	0.35%	---	---
6	Transport/Vehicle	---		---	---

Table 4.2.2 Details of the budget allotted and utilized in Academic Year 2012-13.

Sr. No.	Particular	Allotted Budget (in Rupees) In Lac		Utilized Budget (in Rupees) In Lac	
		B.Ed Course	M.Ed Course	B.Ed Course	M.Ed Course
1	Building	4.60%	---	460000.00	--
2	Laboratories/ Library	0.50%	0.20%	9591.00	12340.00
3	Furniture	--	--	--	--
4	Equipments	0.20%	--	82600.00	--
5	Computers	1.00%	0.30%	194000.00	--
6	Transport/Vehicle	---	--	--	--

Table 4.2.2 Details of the budget allotted and utilized in Academic Year 2013-14.

Sr. No.	Particular	Allotted Budget (in Rupees) In Lac		Utilized Budget (in Rupees) In Lac	
		B.Ed Course	M.Ed Course	B.Ed Course	M.Ed Course
1	Building	4.60%	---	--	--
2	Laboratories/ Library	0.50%	0.20%	7563.00	6058.00
3	Furniture	--	--	--	--
4	Equipments	0.20%	--	--	--
5	Computers	1.00%	0.30%	2350.00	--
6	Transport/Vehicle	---	--	--	--

Table 4.2.2 Details of the budget allotted and utilized in Academic Year 2014-15.

Sr. No.	Particular	Allotted Budget (in Rupees) In Lac		Utilized Budget (in Rupees) In Lac	
		B.Ed Course	M.Ed Course	B.Ed Course	M.Ed Course
1	Building	4.60%	--	460000.00	--
2	Laboratories/ Library	0.50%	0.14%	5120.00	--
3	Furniture	0.20%	--	19600.00	--
4	Equipments	--	--	--	--
5	Computers	1.00%	0.25%	--	--
6	Transport/Vehicle	--	--	--	--

Table 4.2.2 Details of the budget allocation and utilization in Academic Year 2015-16.

Sr. No.	Particular	Allotted Budget (in Rupees) In Lac		Utilized Budget (in Rupees) In Lac	
		B.Ed Course	M.Ed Course	B.Ed Course	M.Ed Course
1	Building	4.60%	--	460000.00	--
2	Laboratories/ Library	0.50%	0.50%	2454.00	--
3	Furniture	0.25%	--	--	--
4	Equipments	0.25%	--	--	--
5	Computers	3.00%	2.00%	--	--
6	Transport/Vehicle	--	--	--	--

(The estimated budget is enclosed in the annexure.)

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

Optimal utilization of the infrastructure is evident from the following data:

- Sessions are arranged with STs Working in 10 groups in the computer lab, language lab/psychology lab, Tutorial guidance group and the library. Sessions are conducted in rotation so that all STs can avail of the resources and develop their skills. Further, for Methodology Papers and Electives different rooms are used by different groups.
- Two rooms have been allotted to the M.Ed. programme.

- The infrastructure of the institution is optimally used for conducting all curricular, co-curricular and extension activities.
- The Library which creates interest among the student teachers is used as a learning resource. All the student teachers are made to refer a minimum of 10 books and maintain a library book in which they write review of the book referred and its reflection on them.
- The internet facility provided, helps the student teachers to access e-library and N-List of journals.
- The students utilize the library resources for seminar presentation, assignments, practical activities and other extra-curricular activities.
- The ICT laboratory is used by student teachers as a learning resource, to prepare Power Point Presentations, lesson plan writing and preparation of teaching aid.
- Science Laboratory is utilized by student teachers to conduct experiments for demonstrations.
- The college conducts workshops and seminars for a wide range of clients thereby utilizing the resources fully.
- Exhibition of teaching aids is an annual feature visited by students and teachers of schools and colleges. Props are displayed in almost all the rooms, even in the foyer.
- During COP, some events are organized wherein members of the community are invited when they use the facilities like computers, language labs and Multipurpose Hall. They also participate in celebrations with us.
- The college conducts cultural activities and competitions among peer groups. Thus, the college premises are fully utilized.
- The college uses its multi-purpose hall, conference room, assembly hall, all the labs and classrooms regularly depending upon the schedules and needs. Use of all these rooms is optimum. For instance, the psychology lab is also used for activities of Vision Literature Club.
- The Conference Room is used for large meetings and the morning assembly, Research Cell, FDI, interviews for placements and peer leaders' meetings.
- The college provides services to the institutions in the vicinity, as well. The LCD projector and other equipment, for example, are issued to the sister institutions, schools during off campus and internship programmes, even to the Tehsil office and other social bodies on demand.

All the other supportive infrastructural facilities and services are utilized by the student teachers and the staff as per the requirement.

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

Both the College and the Sanstha are aware of environmental issues. Therefore, the building itself has such open spaces that minimum electricity is needed. Even when power supply is off, work at the college goes on in a normal manner owing to plenty of sunshine and breeze. The college building is built for minimum energy utilization: rooms are naturally illuminated during the day, there is ample cross ventilation, as the ceilings are high minimizing use of electricity. The management takes ample care of the environmental issues associated with the infrastructure of the institution.

- The institution maintains the infrastructure by white washing and repairing the damages every year.

- Necessary care is taken to maintain the sewage and drainage during the rainy season.
- Fire extinguishers are installed as safety measures in the building.
- The college tries to reduce use of paper in its office work. Multiple drafts of soft copies are made on the computer prior to printing. The target is to create, if not a paperless office, at least an office with least use of paper. The college recycles old, single side printed sheets by using them for rough work.
- Some 'waste' items are utilized during workshops on 'Best out of Waste' held every year in the beginning of the programe.
- We try to save energy by turning lights and fans off when not in use; air conditioning units are used sparingly; computers are switched off when not in use. All of us take care of this.
- Water leaks, if any, are fixed promptly. Peons are trained to use the resources economically.
- Charts made by STs for micro teaching and practice teaching are saved, stored and reused, or at times even given away to schools.
- The college is careful with the use of its furniture and fixtures, its equipment and apparatus, minimizing wear and tear.
- All the student teachers are informed in advance about the rules and regulations of the institution which states about the protection and safe guarding of the institutional assets.

The college creates awareness among STs about environmental issues. A number of activities such as tree plantation, capacity building programme on disaster management, awareness programme on cleanliness, health and hygiene, rallies are organized to create sensitivity towards environmental issues.

In short, the college uses its infrastructure in an eco-friendly way that also helps the institution financially. Recently, the institute has taken up a project called '**Trees are my friend**' wherein every ST has been gifted with a potted plant which s/he has to tend till the end of the two-year B.Ed. programme. One of the objectives is to develop sensitivity among STs towards nature, environment and empathy towards any living organism.

### 4.3 Library as a Learning Resource

The library at our institute is maintained, enriched and used in order to develop a positive attitude towards reading among STs and TEs and provide rich exposure to various resources. The library has Library Manager Software.

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

Yes, the institution has a qualified librarian and library assistant to support the smooth functioning of library. He has experience of creating digital library using SOUL database. A peon is employed to assist the librarian in arranging books, keeping attendance record, maintaining the books and photocopying materials.

- The library is spacious and well equipped with necessary sufficient reading and reference material, cupboards, issuing counter, chairs and tables.
- Two computers with Printer and internet facilities are provided.
- The institution has a library advisory committee which holds periodic meetings to discuss the library development and better utilization.
- Library advisory committee collects the list of books required from the faculty members in the respective soft core and hard core papers.

- The committee recommends the list of books, journals to be purchased and makes arrangement for procuring it.

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

**Table: 4.3.4 Details of Library Resources**

Resources	Number
Number of books	11833
Encyclopedias	34 Sets
Journals (National)	05
Magazines	20
No. of Back Volumes	167
News papers	04
Internet facility	Available
Software	Library Manager
CD's	247
E-books	Available
E-journals	Available
Book bank	2527
Computers	02
Printer with Scanner	01

Library has software, all library books details are stored in this software and daily transaction is also done by this software. **In-house web resource materials are available** within college premises. STs and TEs can access the in-house e-materials through WI-Fi facility. There is also a web site wherein STs and TEs can access reading materials from anywhere.

**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 the library advisory committee. It systematically reviews the various library resources for adequate access and relevance. The library is computerized. The Library Committee to take care of library and information services.

- The library advisory committee consists of principal and two senior faculty members, the librarian, Asst. Librarian and student representative.
- The Library advisory committee holds meetings before the commencement of the academic year with the faculty members to discuss about the requirement of latest publications and collects the list.
- The library advisory committee prepares the budget every year for the purchase of library books considering the requirement of books in soft core and hard core papers and other required books.
- Library advisory committee discusses with the management and procures the books as per the budget allocation.
- Library advisory committee also monitors the infrastructure and furniture requirement and makes a request to the management to provide necessary arrangement for the proper functioning of the library.
- Library advisory committee also subscribes for periodicals and magazines as per the list provided by the staff.
- Library advisory committee supervises the day to day activities of the library.

- A suggestions box is kept in the library to get feedback from the users, to improve the library services.

The library has both open and closed access facilities. Textbooks are kept in the open access and subject related books/Reference books are kept in closed access. Making it a collective effort, the committee includes representatives from STs and TEs.

Following are the details of the same.

#### Library Advisory Committee:

Sr. No.	Name of the Member	Designation
1	Dr. Lata More	Principal
2	Shri. Topale D. P.	Librarian
3	Dr. Sanjay Ahire	Teacher representative
4	Dr. Rekha Patil	Teacher representative
5	Juned Khan	Students representative
6	Chaure Mayuri	Students representative
7	Vipin Mavchi	Asst. Librarian

The Committee functions keeping in mind the following objectives:

- a) To devise ways of encouraging reading among STs and TEs
- b) To orient STs about the various library services available
- c) To create forums for discussions on books and hold Book Exhibitions
- d) To select appropriate reading materials for library sessions
- e) To formulate rules vis-a-vis the use of library and keeping STs and TEs informed about the same.
- f) To make services of library more user-friendly
- g) To resolve grievances pertaining library services
- h) To consider suggestions towards improving library services

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

Yes, library is computerized. The institution is using software for automation of the library. It has the following features.

- Books acquisition.
- Cataloguing.
- Circulation.
- Member registration, issue and reserve, return and renew.
- Locating the book.
- Library budget allocation.
- Stock verification.

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

- Yes, the institution has computer, internet, wi-fi facility.
- Two computers with internet facilities are available in the library. The staff and the students browse e-journals, e-books and various other learning resources.
- Printer is provided.
- Barcode facility is available in the library.
- The institution time table has made a provision for library reference. Students also use library in the leisure periods. The timings of the library are 10:00AM to 6:00PM.

#### 4.3.6. Does the institution make use of infibnet/Delnet/IUC facilities? If yes give details.

The institution does not possess the facility to inflienet/Delnet/IUC facilities. At present the institution has prescribed UGC N-List of e-journals. However, the institution endeavors to make it available in future.

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

The library is open from 10 am to 6 pm on all working days. Moreover, it is kept open on the holidays or for extra hours, if deemed necessary.

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

STs and TEs become aware of the new arrivals of books through displays in the 'New Arrival Section' of the Library. Announcements about the new arrivals are displayed on the bulletin board. Furthermore, TEs are invited by the librarian to have a preview.

**4.3.9 Does the institution library have a Book Bank? If yes, how is the Book Bank facility utilized by the students?**

The Institute has a Book Bank facility. STs are issued books at the beginning of the academic year. All the 100 STs are issued 6 books from the Book Bank collection. STs find these books helpful for initial reading:

- Developing Communication Skills
- Learning to Teach
- Breaking Barriers
- Preparing Scientists
- Developing Worksheets
- Bridges: Activities for Thinking, Speaking, & Writing English

**4.3.10 Special facilities offered by the library to the visually and physically challenged persons.**

The institution is positive to provide necessary facilities for the disabled students, if need arises. We provide following facilities:

- A ramp at the entrance,
- Rooms with wide entrance for wheelchairs to move in and out
- Peer assistance
- Chairs with desks on the left as well as right sides

**4.4. ICT as learning resources**

ICT is the demand of the hour. Teachers need to integrate technology in ways more than one and this in fact would help them to face the challenges of the 21st century. Keeping this in mind, we have tried to integrate it in various ways.

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

Computer lab of the college was established at the college i.e. on 15 June, 2003 and started with 05 computers. Every year we had purchase the computers to increase the capacity. In 2004, 24 and again in 2010 and 2012 new computers were provided by the management and enriched the ICT resource Center. The lab is quite large with a built-up area of 62.24 sq.mts. To make STs and TEs well versed in ICT, ample time is provided i.e. 8 hours daily (time 10.00 a.m. to 6.00 p.m.). The lab is open on all working days. Sometimes it is kept open even on Sundays and holidays on request. The lab is well-ventilated and fully air-conditioned. All 41 computers in

the lab are interconnected through LAN. All the computers have internet connection and STs have privilege to access it as long as they require. There is a separate cabin for TEs for confidential and examination work. The lab has spacious seating arrangement. If required 2-3 STs can work together at one computer. Optimum utilization of the laboratory is ensured in the following ways. **(Please refer to Criterion I: 1.1.3)**

- Using the computer laboratory for INTEL projects as well as programmes
- Using the lab to conduct workshops for STs and TEs from other TEIs
- Using the laboratory for dissertation work and research aspects.
- Using the laboratory to update the college website.
- Faculty members use ICT facilities for teaching learning process through interactive boards, PowerPoint presentation, preparation of notes, demonstration of video lessons etc.
- Students use ICT facility for preparation of lesson plan, teaching aids, preparation for seminars, Preparing projects, digital lesson plans and assignments and practical activities and as a learning resource.

**Internet Connectivity:** Dedicated Leased Line with 512 KBPS capacity Internet access is for 24 hours. The computer lab itself has 41 computers; two are housed in a separate cabin reserved for TEs to ensure privacy for preparing and printing exam/test papers, etc.

- There is one computer in the NAAC room, two in the library (with internet connection) one for the librarian's use, one for M.Ed. students, three in the office internet connection with a printer; There is one PC each in the language lab, principal's office, all computers are connected through LAN.
- The Computer Lab has a UPS unit, a laser printer, and an LCD projector with speakers.
- The space and furniture in the lab can accommodate 2-3 STs per computer.
- The college has one OHP and one slide projector that are used on campus by TEs and STs and off campus during practice-teaching by STs. There is a portable tape recorder that is issued for different purposes including off campus practice teaching programme.

Facilities Provided in the ICT Resource Center	
Computer	41
Speakers	02
Library Software	01
Scanner	--
Television set	--
OHP	01
Interactive board	07
CDs	140
Laptop	--
Printer	02
Tape recorder	01
slide projector	01
LCD	01
WI-FI Router	02

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

ICT is a compulsory component at the B.Ed course. **‘Technology & Other Soft Skills for Teachers’ focused on the use of ICT.** STs also prepare digital lesson plans and digital learning materials. These activities provide STs with insights into the use of technology in classrooms. They use computers for assignments, for practice teaching and for seminars and workshops. The college uses the technology for its COP, too. Major programmes included are: MS Office and MS Excel, preparing PPTs, digital lesson plans, browsing through websites, accessing innovative information for their school subjects from INTERNET, and sending emails.

- M.Ed. scholars use ICT to prepare seminar presentations, assignments and for dissertation work. M.Ed, M. Phil and Ph.D. scholars use technology for dissertation, Data Analysis and assignments.
- TEs use technology in classroom teaching and prepare support materials as well as Question Banks.
- STs are encouraged to apply their technical skills during their practice teaching sessions and for making presentations on different occasions. STs adopt technology for preparing lesson plans, even transacting the content in the classroom, for producing digital teaching aids, the INTERNET for searching materials and pictures related to their lessons and assignments.

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

The college maintains its own college website [www.shneducation.org](http://www.shneducation.org) which is updated regularly. TEs use what’s apps, email and mobile massaging to interact with STs. Dissemination of Information is entertained by the librarian. This is updated on a regular basis. STs can access the same through the LAN facility available at the computer lab.

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

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

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

**(Please refer to 4.4.2 and 4.4.3.)**

### **4.5 Other Facilities**

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

The college shares its infrastructure facilities with community, sister institutions and practice teaching schools for organizing seminars/workshops/meetings, lending equipment and other amenities and by borrowing the equipment/facilities. In seminars and workshops the college borrows LCDs, podium, Natraj, Lighting (Samayee) and Sarswati idols and also lends to other colleges and government offices whenever required. The Multipurpose Hall is used during

national and international events such as seminars and conferences. At times, schools or local communities utilize our Multi-purpose hall and sound system for their programmes.

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

The institution has a Language Lab where STs learn to listen, practice role plays. The well-equipped language lab with 25 booths and one Master Console enables individualized attention and assistance to STs to develop their communication skills. Audio materials are used for teaching, consultancy and practice teaching. E-resources, films and clippings from You –Tube or prepared by STs and TEs, Mobile apps/ whats app videos, etc.

The various audio-visual materials available with the institution are:

Visual Material	Audio Material	Audio- Visual Material
Charts	Audio cassettes	Video cassettes
Maps	Language Laboratory	CD players
OHP and Transparencies	Tape-recorders	Computers
Science Laboratory equipment	--	LCD Projectors
Teaching Aids	--	DVD players
Slide Projector	--	Camera

The student teachers make optimum utilization of the audio-visual materials during simulated and practice teaching lessons and also as a learning resource during curriculum transaction.

**4.5.3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?**

- Science Laboratory
- Psychology Laboratory
- ICT Laboratory
- Education Technology Laboratory
- Language Laboratory
- Curricular Lab

Every year provision to update the facilities of each lab is made through budget allocation and the list of required equipment is collected from the faculty member who is in-charge of the laboratory.

- The institution has a computer lab with 41 computers. As per the requirement of the student teachers and the faculty members the software is installed. The student teachers use the computer laboratory as a learning resource for teaching/learning and also to prepare Power Point Presentations for practice teaching.
- Education Technology laboratory is equipped with Audio visual equipment like computer, LCD projector, OHP, slide projector, etc. Educational technology laboratory is used for seminar presentations and for other curricular activities.
- The ICT center/ Educational Technology laboratory is maintained by the Computer teacher/instructor.
- The Psychology laboratory is equipped with apparatus of simple experiments related to Educational Psychology. It is maintained by the psychology faculty members.
- The science laboratory is equipped with necessary apparatus required to perform the experiments related to secondary school science syllabus. It is maintained by the faculty

members of science subjects. The stock register is maintained and stock verification is done at the end of the academic year.

Other method class-rooms have all the required basic facilities along with self-access centers. Teaching-aids prepared by STs are displayed in all the method rooms. Method masters take care of the resources of the room and ascertain their proper maintenance. Records are maintained and the office is informed in case of damage. There is a well equipped Social Studies Room. There are maps, models and various apparatus useful to teach various Social Science concepts easily. The English method room has teaching aids, puppets, charts, models, audio cassettes, CDs, digital lesson plans, language games and self -access centre with lots of sample materials for teaching. TEs in-charge of respective labs ensures proper maintenance and care of the equipment. Detailed inventory is taken annually for auditing records. Since STs using the labs are always supervised, misuse of equipment is minimized. Also, prompt attention from the faculty results in timely repairs.

#### 4.5.4 Give details on the facilities like multi-purpose hall, workshop, music and sports, transports etc., available with the institution.

- The institution has a multi-purpose hall which is used for conducting seminars, workshops, conferences, alumni meetings and other co-curricular activities.
- The Conference Room, equipped with large table, chairs, AC, Sound System and LCD connections, is used to host smaller meetings, seminars and workshops. It can accommodate about 130 people. It is used for various Meetings, and Lectures/speeches of Staff Academy.
- The sports room is used for indoor games. There is a set of carom board and a chess board for indoor games. There is a large Billiard table and a set of cricket equipment, Badminton Rackets and volleyball equipment which STs and TEs frequently make use of. Additional equipment and expertise are borrowed from our sister institute Art, Commerce and Science College. Sports events are held at sport ground, a 08 -acre playground, a badminton and Table Tennis hall owned by the ASS&SPS.

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

All classrooms are well equipped with facilities for use of latest technology in teaching. Each has provision to connect multimedia equipment as well as for displays. The institute provides Wi-Fi and INTERNET connection to all at the college.

### 4.6. Best practices in Infrastructure and learning resources

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

Curricular as well as co-curricular activities at the SSHN College of Education reflect our **commitment to deploy technology to enhance learner-interest, involvement and resultant learning.** Knowledge and skills related to ICT are included in the curriculum, instructional practices, practice teaching and assessment and evaluation systems of the institution. The Librarian entertains **e-queries of research scholars.** Information is provided through Selective Dissemination of Information. Our Computer Instructor is **invited to train teachers** in advanced use of computer technology.

TEs frequently deploy **technology in developing instructional materials and integrate technology in their teaching.** They use technology to prepare and store records, to prepare question papers and record results. **STs use to develop teaching learning material.** This helps

them develop their ICT, research, and compiling, editing and literary skills. TEs and STs connect with each other through **What's app**, face book and emails (social media). Messages are circulated, instructions given through these social media. In a very innovative way STs and TEs are using technology and they have formed different groups for circulating the information fast. **What's app Groups of Alumni:** Alumni group, SSHNCOEN STs group, TEs group, M. Ed Scholar's group, Researchers group, Peer groups. This has facilitated communication among a large number of individuals in a short time. The college website is updated regularly.

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

- A value added programme on 'application of computers in teaching – learning process', is conducted every year to train the student teachers to use ICT in teaching and learning.
- PowerPoint presentations by the faculty members during curriculum transaction.
- Use of interactive board in teaching-learning.
- Wi-Fi facility for the faculty members and student teachers.
- Library is automated and two computers are provided with internet facilities. Printer is also made available.
- Question bank and the notes for all the subjects are provided in the library in the form of hard and softcopies.

The techno-friendly ambience is apparent on the college campus and everyone gains through it. TEs as well as STs use the computer lab and its resources for their lessons, reference work as well as for communicating to one another. Administrators use it for record keeping. College website is updated and used on a regular basis leading to quicker, wider and easier access to information. ICT is used to make the ambience interactive and innovative. It is used during COP, consultancies and extension activities of the college.

Use of paper at the college has been economized considerably, thereby abating environmental degradation, in a miniscule but effective way. Being a proactive educational institution the office sends circulars through emails. The college sends letters to the schools for internship programme, circulates information about seminars and conference to other institutions and TEs through emails.

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

##### 1. Optimum and Efficient utilization of infrastructure with utmost care:

Since its inception in 1990, the college has been offering training programmes in numerous ways: Saksharata Abhiyan/ whole literate Navapur-Literacy Mission- to reach out to those who have missed the school education, Empowerment programmes to Yuvak- Yuvati and women of the socioeconomically deprived families, Legal Awareness programmes for school and college Lady teachers, remedial programmes for our STs, Personality Development Programs for Adolescent Students, Reading Club and Tribal Youth Development Center for competitive examinations (NET, SLET, TET, MPSC & UPSC) etc.

The faculty members use interactive board and LCD for teaching. Wi-Fi facility is provided for the STs and the faculty members. ICT laboratory is used as a learning resource by student teachers. Library is automated and provided with the computer and internet facility.

What is emphasized is economical, careful use of the infrastructure.

##### 2. Aesthetically prepared and showcased display of STs' work:

There are plenty of displays of paintings, sketches, and other handwork or articles of STs. The objective is to appreciate their work, simultaneously enhance the decor of the building. This

practice with dual purpose is appreciated by all visitors to the college. It also energizes STs to experiment with their talents creating opportunities and exposure for learning.

#### **Additional Information for Reaccreditation / Re-assessment**

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

**There was no specific suggestion regarding the infrastructure. But more computers should be purchased, INTERENT facility should be extended and Adequate furniture and STD facility should be provided in the hostels was suggested in the previous assessment report.**

It has been acted upon by purchasing new computers at this stage the ICT Center has 41 Computers and the college building is Wi-Fi enabled. The college maintains its own college website [www.shneducation.org](http://www.shneducation.org) which is updated regularly.

The adequate furniture is provided in the boys and girls hostels. As it's the ICT Era everyone has Mobile.

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

##### **Amenities enhanced after the first cycle of accreditation**

- Now the college has update computer lab with 41 computers.
- Principal Cabin, Administrative Office, Language Laboratory, Seminar Hall, Multipurpose Hall Spacious Stage, Staff Room, Drinking water facility with RO System, Enriched Building with Attractive Entrance foyer is the development after the visit and suggestions of NAAC Peer Team/ First Assessment.
- The college building is Wi-Fi enabled.
- TEs have started experimenting with the technology. Apart from circulars and information, STs are given assignments to study certain material, video clipping and get ready for discussion in the class through mobile technology.
- STs and TEs carried out Swachchhta Abhiyan in the vicinity.
- "Beti Bachao Abhiyan", "Ek Mushthi Dhanya Yojana" and 'Best Out of Waste' sessions are organized by our TEs & STs.
- With a view to enhance environmental sensitivity and aesthetic sense among all at the college, 'Trees are my Friend' project has been launched.
- Empowerment programmes to Yuvak- Yuvati and Women of the socioeconomically deprived families are conducted regularly.
- Legal Awareness programmes for lady teachers from schools and colleges are conducted on the occasion of 'Mahila Mukti Din' on 3<sup>rd</sup> January since last Four years.
- Craft Exhibitions, Aanand Melawa and Cultural Programs for the women belonging to Navapur Tehsil are conducted regularly.
- Remedial programmes for our STs, Reading Club and Tribal Youth Development Center for competitive examinations (NET, SLET, TET, MPSC & UPSC) etc. are the features of our institute.

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## 5.1 Student Progression

SSHNCollege of Education tries to prepare teachers who are efficient and sensitive classroom practitioners, proficient to teach in the vernacular medium schools. Attempts are made at the college to help STs realize their strengths and provide support to build on their strengths and overcome weaknesses. Concerted efforts are made to help STs emerge as techno-savvy teachers. Rich exposure is provided to make them aware of current trends in education, take risks and innovate. Opportunities are created to showcase outcomes of their experiments. The target is to prepare autonomous individuals with learnability, accountability and insistence on quality in any Endeavour they undertake.

### 5.1.1. How does the institution assess the teacher trainees' preparedness for the program and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (teacher trainee's prerequisite knowledge and skill to advance) to completion?

STs' preparedness for the programme is ensured at the commencement of the course through numerous modes such as an Orientation programme, a test of subject content knowledge.

At the beginning of the programme, STs are welcomed warmly and informed about the institutional work culture, made to feel at home through ice-breaking exercises.

- Informal discussion is conducted by the admission committee of the institution to know their interest towards teaching profession.
- Pre-test on content tests is conducted to know his/her content competency in respected school subject.
- An induction program is conducted to orient the student teachers about the importance of the teaching profession and also course requirement. In addition, the traditions of the institution are also made known to students.
- Faculty members conduct ice breaking activities to know the strengths and weaknesses of the student teachers.
- Talent Hunt Day is organized to know the talents of the student teachers. It helps them to express themselves and break the ice.
- Then they are introduced to the B.Ed. (Advanced) Programme and are oriented towards the philosophy, processes, and work-culture and general rules to be followed. It makes them familiar with the infrastructure, amenities and teaching, administrative and support staff at the college. During this phase, irrespective of their area of specialization, STs attend the initial general sessions on Languages- Marathi, Hindi, English, Mathematics, Social Studies, Science, Environmental Education and Economics. The aim is to make them familiar with the major features and trends in school subjects. Further, assignments related to theory, Practice Teaching, COP etc are discussed.
- They are oriented to the scheme of evaluation.
- They also start working in small groups called Dattak Group and get acquainted with the concept of tutorials and lab/ library sessions.
- Alumni are invited to share their experience while at the college and after passing out. This helps STs to feel convinced about their choice of the institute.
- STs are given practice in developing communication skills through opportunities to share their views with TEs and peers in the assembly sessions and co-curricular activities. This removes their stage fear and builds their confidence.

- STs are made familiar with the curricular and co-curricular activities.
- Initial details of STs' progress are recorded in the student developmental profile kept by the Mentor TEs called Dattak Group Leader.
- Educationists are invited to inspire the student teachers towards the teaching profession.

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

#### Ensuring that the campus environment promotes motivation, satisfaction, development & performance improvement of the STs

SSHNCOEN has been striving to create an environment which is warm and friendly, thereby promoting motivation, improvement and satisfaction in performance of STs as well as TEs. We pay individual attention to STs so that they can progress at their own pace. They are given tutorial sessions to enhance technical, language and presentation skills and to develop their insights about psychology of adolescent learners. To develop a feeling of cooperation and unity, STs are asked to work in groups / pairs for their assignments and cultural activities.

STs conduct the morning Assembly sessions wherein they render prayers in various languages, deliver inspirational and motivational post-prayer talks, read news, narrate stories, conduct quizzes, perform skits and present some motivating thoughts. Thus, the assembly sessions provide a rich exposure and a novel experience to STs. The silent session conduct for two minutes gives mental strengths. They overcome stage fear and learn to present their ideas in simple but effective language.

The institution ensures that the ambience of the institution promotes personal and professional development of the student teachers.

#### Motivation:

The institution organizes various programs to motivate the student teachers towards the professional development through following activities:

- Arranging talks on great personalities and educationists.
- Displaying of thoughts and quotations of educationists in the library, classrooms and different laboratories.
- Screening of documentary films of great personalities.
- Appreciation in the class through announcement in the morning assembly and prize distribution etc.
- They are motivated through certificates, prizes or words of appreciation. They participate in and organise many activities such as celebrations of festivals, debates, essay writing, group discussions, round table conference, poetry recitation, skits, teaching aids exhibition, seminars, sports tournaments, fine arts activities, COP, YEP etc.

#### Satisfaction:

The institution provides all kind of support to the student teachers by knowing their expectations and makes an effort to develop a feel of satisfaction in all their endeavors.

- The campus has eco-friendly environment with full of greenery which makes the environment pollution free and generates positive energy.
- The campus has the facility for parking, cafeteria, etc. which cater to the needs of the student teachers.
- The campus has playground and other facilities for outdoor and indoor games.

- To help STs develop a positive attitude and overcome their limitations, they are given oral and written feedback on their performance in examinations, assignments and practical lessons. Their attempts are reinforced with appreciation and support.

Democratic approach of the principal and faculty members helps them to share their expectations and problems.

#### **Development:**

The institution provides effective learning experiences needed for personal and professional development through the following activities:

- The necessary skills for the teaching profession are inculcated through theoretical and practical experiences provided by the faculty members.
- Mentoring system is practiced by allotting a group of 10 to 15 student teachers to a faculty member to get assistance on various aspects.
- Programs on mental health and personality development are organized for student teachers to groom their personality.
- The ICT training is given to develop technical competencies among the student teachers. The institution has necessary instructional facilities like LCD, computers, interactive board etc. STs use technology for assignments, examination and other academic activities. This makes them tech-savvy.
- Remedial teaching is provided for the low achievers.
- Guidance and counselling cell of the institution tries to find out solution to the personal and academic problems of the student teachers.
- Extra curricular activities are provided to the gifted students to enrich their knowledge and experiences.
- To develop social skills and team spirit, they are assigned group activities and projects.
- To help STs develop a positive attitude and overcome their limitations, they are given oral and written feedback on their performance in examinations, assignments and practical lessons. Their attempts are reinforced with appreciation and support.
- To develop empathy among STs towards underprivileged sections of the society, community activities are undertaken. Community awareness is one of the major activities at the college and is also a part of the Vision of the college.
- To make STs independent decision makers and problem solvers, Student Council is formed. It makes the functioning of the college transparent and democratic. Through the Student Council each ST is supervised, counseled, even roped into numerous activities. The Council motivates STs to participate in the college activities, to take initiative, to be accountable for their work and gain confidence. The Council helps to create a stress-free, friendly ambience among STs as well as with TEs. The Student Council is free to modify the calendar of activities planned initially by TEs, function as Teaching Assistants during remedial and consultancy programmes and organizes activities.

#### **Performance Improvement:**

The institution adopts the following techniques to assess the performance and also to adopt different strategies to improve the student teachers:

- Periodical tests and examination are conducted to know the achievement of the students.
- Seminar and practical activities are organized to improve the practical and social skills.
- Extension activities are conducted to make the student teachers socially sensitive.
- Appreciation and rewards are provided for the best student teacher of the academic year.

- Placement service is also provided to the student teachers by the institution for their recruitment.
- In order to facilitate learning of reserve category students i.e. ST/SC/NT/VJNT/OBC/SBC candidates, the college helps them in getting scholarships so that they may not face monetary problem during their study here.

**Table 5.1.1 Scholarships Awarded to Students during the last 5 years**

2011-12 B.Ed										
ST		SC		NT/VJNT		OBC		SBC		Total
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
92	54	--	--	--	--	--	--	--	--	146
2011-12 M.Ed										
19	08	--	--	--	--	--	--	--	--	27
2012-13 B.Ed										
ST		SC		NT/VJNT		OBC		SBC		Total
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
115	37	--	03	03	01	12	07	--	--	178
2012-13 M.Ed										
12	18	03	--	--	--	--	--	--	--	33
2013-14 B.Ed										
ST		SC		NT/VJNT		OBC		SBC		Total
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
108	29	02	07	03	02	07	08	--	01	167
2013-14 M.Ed										
14	20	01	--	-	--	--	--	--	--	35
2014-15 B.Ed										
ST		SC		NT/VJNT		OBC		SBC		Total
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
109	40	03	01	02	03	06	03	01	---	168
2014-15 M.Ed										
11	08	--	--	--	--	--	--	--	--	19
2015-16 B.Ed										
ST		SC		NT/VJNT		OBC		SBC		Total
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
46	42	01	--	01	--	03	02	--	--	95
2015-16 M.Ed										
26	19	--	--	01	--	--	02	--	--	48

**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?**

**Table no. 5.1.3.1 Details of the drop out ratio B.Ed**

	2011-12	2012-13	2013-14	2014-15	2015-16

<b>Male</b>	--	NIL	03	03	It's a Two year Course. Clear data will get in the next academic year- 2016-17.
<b>Female</b>	01	NIL	02	00	
<b>Total</b>	01	NIL	05	03	

**Table no. 5.1.3.2 Details of the drop out ratio M.Ed**

	2011-12	2012-13	2013-14	2014-15	2015-16
<b>Male</b>	NIL	NIL	NIL	NIL	It's a Two year Course. Clear data will get in the next academic year -2016-17.
<b>Female</b>	NIL	NIL	NIL	NIL	
<b>Total</b>	NIL	NIL	NIL	NIL	

The dropout rate is minimum, hence it is negligible. The probable reasons for the drop out could be personal and health conditions like marriage, health problem, unforeseen circumstances, employment, family commitments and work pressure at home.

However the dropout rate is controlled through personal counseling and following ways:

- By providing information at the entry point about the expectations and the nature of B.Ed. course.
- Individual guidance is given to drop out by the principal and faculty members.
- The faculty members counsel the family members and convince them to cooperate with the student teachers to complete the course.
- Faculty members render need based help to the student teachers to complete the course.

#### **5.1.4 Additional services provided to STs to enable them to compete for jobs and progress to higher education; STs appeared/qualified in SLET, NET, Central/State services in the last two years.**

The institution is of the opinion that just curriculum transaction is not sufficient for the development of the professional skills.

The college helps each ST to be absorbed in jobs of their satisfaction or pursue higher studies. To fulfill this, ample opportunities are provided to develop communication skills, proficiency in English, personality development and techno-pedagogic skills.

For placement, first, a workshop on resume writing is organized. Secondly, mock interviews are conducted as preparation for interviews in the Dattak Group; the Mentor of that group takes initiative. This makes them competent candidates for the teaching profession. TEs prepare question banks even for these interviews. After this exercise, suggestions and tips are given to STs so that they can face real interviews more efficiently and confidently. STs are also oriented about importance of body language and non-verbal cues so that they can perform themselves properly in real interviews.

- Soft skill development programs.
- Model on creative teaching by senior TEs.
- Value added programs on the personality development and stress management.
- Training in the use of technology in teaching.
- Placement service is provided by the placement and consultancy cell.
- Guidance and counselling services are provided.

Prior to going to schools, STs participate in workshops, seminars, conferences and many other activities like, anchoring events, COP activities, AIDs awareness activities, use of ICT, Environmental programs. Further, Youth Empowerment and Women Empowerment Programmes are organized by students and for students to instill a sense of responsibility in them. STs undergo Homeroom activities wherein they share their doubts with their mentors. They are also provided additional support and facilities through Wi-Fi, Internet, workshops,

quest speeches, and modern software to access global resources and become aware of the latest happenings.

The PG programme like M.Ed offered at the college creates a climate of academic support for STs. After completion of the B.Ed. programme, about 50% STs appear for the state level and central level TET/ CTET examinations and so far most of them have cleared the examination. Some research scholars appeared for the NET, SLET examination & for the Junior Research Fellowship and Lectureship.

**Table no. 5.1.4.1 Details of qualified in SLET, NET, Central/State services in the last two years.**

Academic Year	SLET EXAM	NET EXAM	JRF/ FELLOWSHIP	TET	CTET
2014-15	05	04	01	06	02
2015-16	04	03	02	Result is pending	02
Total	09	07	03	06	04

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

On the basis of the data available with the college, it can be said that around 75% of them go for the career as teachers and about 15% go for higher studies. Some of them do not go for higher studies or teaching career due to some family responsibility and geographical preferences.

**Table 5.1.5.1 Percentage of Students going for further studies and teaching**

Particular	2013-14	2014-15	2015-16
Further studies	16%	19%	12%
Teaching	81%	80.5%	88%

Majority of the student teachers who complete their B.Ed. course, choose teaching as their career, but few student teachers change their profession due to the attractive salaries and other personal reasons.

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

Institution provides opportunities to alumni, to utilize the required facilities. The institute remains in contact with the alumni and facilitates their academic progress. Alumni come to study in the library, refer to books, use internet to get information, view samples of written lesson plans and/ digital lessons, apply for jobs abroad, prepare for interviews, appear at competitive exams, further sharpen their skills, get guidance during the initial years of their career, etc. Alumni are invited to attend conferences, seminars, workshops, placement activities and other educational programmes. Alumni also take part in placement services. The college is always ready to provide services to the Alumni in the form of letters of recommendation, character certificate, transcripts, etc whenever they need.

The alumni seek consultancy and guidance, for attending interviews, completing research work and other requirements.

**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 students who have benefited.**

Yes, the institution provides placements to student teachers and alumni through the placement cell. The placement cell of our institution co-ordinates with the different educational institutions and also in collaboration with our mother institute conducts campus interview and selects suitable teachers for different schools. Sometimes the school communicates to the placement and consultancy cell of the institution through the principal about the availability of subject wise vacancies in their institution via telephone, e-mail and letters. The placement cell also trains the student teachers to face the interview. The cell takes necessary measures for providing recruitment to its student teachers in various schools to the maximum extent. The details of the number of student teachers who are benefited from placement cell in the last two years.

**Table 5.1.7.1 Students who have benefited from placement service.**

Year	No. of Students Benefited from the Cell	Name of the institution
2013-14	04	Ashram School Navagaon
	02	Ashram School Gadad
	01	Ashram School Bilbara
	02	Ashram School Bilmanjare
	05	Little Angel English Medium School, Navapur.
	35	High schools at Satara, Khandala, Kolhapur, Panvel
<b>Total</b>	<b>49</b>	
2014-15	03	Ashram School & Jr. College Navagaon
	02	Ashram School & Jr. College Gadad
	04	Ashram School & Jr. College Bilbara
	05	Ashram School & Jr. College Bilmanjare
	03	Diwan English Medium School, Navapur.
	45	In the schools & Jr. Colleges of rest of Maharashtra and Gujrat.
<b>Total</b>	<b>62</b>	
<b>Total (Two Years)</b>	<b>111 Students have been benifitted from the Placement Cell</b>	

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

There are some STs who have geographical preferences for jobs. As a result they do not want to join schools at far off places.

The difficulties faced by the placement cell are:

- Providing recruitment for both the Gujrathi and English medium students in private schools.
- Some of CBSE and ICSE schools also prefer post graduates and fleunt speaker of English.
- After providing recruitment, placement cell finds it difficult to follow up the stability of the student teachers in the school.
- Some of the placements are provided through informal requests from the school authorities over the phone which cannot be recorded by the placement cell.

There are number of English medium private schools. We counsel the students to take up jobs in English medium schools where they can select mother tongue and Hindi as their teaching subject. We try to have a talk with STs and by counseling convince them to take up the opportunities available to them, and stay in the school through the whole term once they

undertake the responsibility of a teacher. Sometimes STs do not continue the job due to imbalanced workload and payment at the school and work culture.

The placement cell also conducts counselling sessions and motivates the student teachers to take up post-graduation in the school subjects. The placement cell inform the school authorities to intimate the institution in case of any changes taken place in the recruitment provided by the institution. The institution informs the faculty members to make a record of the assistance provided by them for the recruitment of student teachers in the placement cell.

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

Yes, the institution provides placement service to the practice in teaching schools.

During the various practice teaching phases such as Block Teaching and Internship Programmes, if the performance of some ST is found satisfactory, s/he is asked to join the school or they share their demands for teachers. School teachers are also asked to observe STs' sessions, interact with them and evaluate them and try to find their suitability for jobs in their schools. Then, either the schools conduct interviews or invite trainees for demonstration.

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

Being a small unit, no separate budget has been allotted exclusively for placements. Nevertheless, it is granted its needs from the main budget of the college. The Placement Cell can utilize all the resources available at the college: LCD projectors, computer laboratory, library, displays, all the rooms etc. The institution bares the expenditure to conduct campus interviews and all related activities of the placement cell like guidance and counselling sessions, training to face the interview, preparation of curriculum vitae etc.

- One of the faculty members is in charge of placement cell that takes care of all the activities of the cell with the assistance of other faculty members and the maintenance of the record is done by the office superintendent. Faculty members also conduct programmes to develop demonstration skills and confidence among the student teachers.
- A special notice-board is marked exclusively for placement details viz. Career Advertisements in News Papers, letters from schools, communiqué about date and venue of interviews, names of STs already placed, etc. The college takes care of the hospitality of interviewers.
- All the records of the placement activities are documented in the soft copies and hard copies.

## **5.2 Student Support**

The college provides ample support to STs through academic, professional and personal counselling, which in turn, develops in them a sense of belonging to the college and the profession. Tribal Youth Development Center is the recent practice introduced with a view to supporting and tracking STs' development.

#### **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?**

College calendar is prepared before the commencement of the academic year by keeping the University calendar as a reference. The curricular, co- curricular and extracurricular activities to be conducted are planned keeping in view, the vision and the mission of the institution. After

discussing in the staff meeting about the financial requirement, hurdles faced and feedback received from the stakeholders, the programs are incorporated in the calendar of events. The major aims and objectives of these activities are holistic development of STs. It is done both year-wise as well as semester-wise. The academic calendar carries details of the event, day, date and the teacher-in-charge. In the beginning of a new academic year STs are made aware about all curricular, co-curricular and extra-curricular activities planned for the year by orientation sessions.

College calendar of event and method wise calendar of events are prepared. To ensure proper planning and smooth execution of the calendar of events, the principal distributes the portfolio to carry out different activities to the faculty members on rotation basis considering the interest and the potentialities of the faculty.

For extracurricular activities intercollegiate workshops and competitions are arranged and circulars regarding same are sent to different colleges of the university. Apart from this different circulars for competitions received from different colleges are displayed on the notice board. Activities are organised under different Clubs. Other colleges are made aware about various competitions, seminars, workshops, events planned at the college through e-mails, website as well as telephonic talks. Information regarding activities at the college is also sent to newspapers. Prior to sending STs in different competitions, rehearsal round is organized at the college and the best presenters are selected.

Co-curricular activities are organized under Cultural Department: Knowledge, Yog & Sports, Fine Arts, Theatre & Performing Arts, Creativity, Community, Music & Dance. The activities include workshops, competitions, visits, cultural programmes, celebration of days, sports, guest lectures, etc. Each TE is in-charge of a Dattak Group.

The curricula are revised and modified regularly by the University. Eminent academicians are invited for discussions and their invaluable comments are reflected upon and incorporated when found constructive. The '**Trees My Friend**' project has been initiated to make STs sensitive about environment. Also, the details of their practices are recorded in the developmental profiles of STs. Alumni association also suggests innovative practices to be planned and carried out at the college for quality education.

Under COP various activities like Cleanliness drive, book collection for Ashram School students, guest lectures are conducted. Community awareness activities are organized every year wherein all TEs and STs participate. STs also carry out action research on various themes at the community.

Performance of student teachers in the curricular, co-curricular and extracurricular activities is assessed. It is based on continuous comprehensive evaluation. The institution evaluates the curricular, co-curricular and extracurricular activities by adopting different strategies and the same are revised through feedback mechanism.

The college collects feedback from visitors, alumni, guests, invited experts in the **Visitors' Book**, and through e-mails and informal talks. Apart from this, feedback is taken from STs after completion of substantial unit. Overall feedback is taken at the end of the academic year regarding academic activities at the college. Feedback regarding practice teaching programme is collected from school teachers and principals.

Records of the feedback are duly maintained and relevant recommendations in the feedback are also timely considered by TEs. The feedback helps all TEs, STs, stake holders and the college to bring about positive changes and sustain quality at the college.

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

So far no student teacher with major physical disabilities is admitted. Till now any ST with a severe impairment has not come for admission. There have been candidates with sickle cell, visual impairment problems and pregnant females.

In case if such students seek admission, the institution is ready to provide necessary facilities to accommodate such differently challenged students. However, the college already has amenities for such STs. There is provision of chairs for STs who are left-handers. Lecture hall, Language lab, Computer lab and library are on the ground floor to make the movement easy and smooth. Facilities like sitting on comfortable desk rather than on iron chair or small benches are provided to pregnant ladies. They also can rest in the ladies Room.

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

Yes, the institution has introduced 'mentoring system' called '**Dattak Group**' by allotting 10 to 15 students randomly assigned to each faculty member who is made responsible for the student teacher's professional and overall development. The faculty members act as mentors for the whole academic year, discuss with the student teachers about their academic, personal and vocational issues. The mentor teacher monitors and supervises the activities of the student teachers of their group and keeps a track of their development. Guidance is given by the mentors for their professional and overall development.

The college has provision of **Student Council**. TEs help STs to solve their problems. Student council does counseling of STs and provides opportunities for optimum interactions it plays a prominent role in resolving many problems. TEs are accessible to all STs between 11 am and 5 pm. There is specific constitution of the Student Council in which the principal of the college is the president, one senior TE is the vice-president and one ST is elected as the General Secretary and another as the Deputy General Secretary. One peer leader is selected from each peer group/ method and the rest are peers from NSS/Cultural Activity/ Sports and nominated by the Principal.

In order to help academically weak STs, there are activities like remedial teaching, reading club, giving writing practice, group discussion and Peer Teaching.

In **Peer teaching**, advanced STs help their peers in their studies, especially for educational statistics, Maths, English. **Orientation sessions** are arranged for all activities planned at the college such as of different core, elective and foundation papers, CCM Workshop, Practice Teaching phases (Micro lessons, Block teaching and Internship), Internal as well as external examinations, assignments etc. For each of the above curricular activities STs are oriented along with demo-sessions and samples as and when required.

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

The college has institutionalized various healthy practices to sustain quality and support TEs and STs. To enhance the knowledge and skills of TEs through mutual sharing, there is a healthy practice **Peer Evaluation** in which TEs observe one another's teaching sessions, write their observations and provide feedback. TEs appreciate each other for their strengths and learn from that. They provide constructive suggestions to bring about positive changes in teaching. **Staff Academy** is to mutually help one another to develop professionally. The college has also a healthy practice of motivating TEs to continue their professional development. For this to happen, they are motivated to participate in and present research papers at national as well as international **conferences and seminars** and are encouraged and guided to organize conferences at the college. To develop creativity and research skills, they are encouraged to write articles for **publications** and publish their own written books. TEs interact with schools principals and teachers on a regular basis during various practice teaching programmes.

The institution also provides necessary facilities for mentoring of student teachers. Mentoring system helps to find out the individual differences which enable the faculty members to know the potentialities and problems. In the beginning of the academic year the institution introduces the mentoring system by allotting 10 to 15 student teachers randomly assigned to each faculty member and made responsible for the student teacher's professional and overall development. Each TE offers services as a mentor in the **Dattak Group** activity wherein mentees come with their personal and professional problems. Dattak Group is also one such practice where TEs work as counsellors to plan and carry out curricular and co-curricular activities.

The institute motivates TEs to develop their soft skills. They attend Pre-Ph.D. presentations and Public Defense of doctoral scholars and also conduct Research Cell at the college. They are encouraged to make teaching learning process activity based, participatory and student centered so that STs' creativity, critical thinking, problem solving and decision making skills can develop.

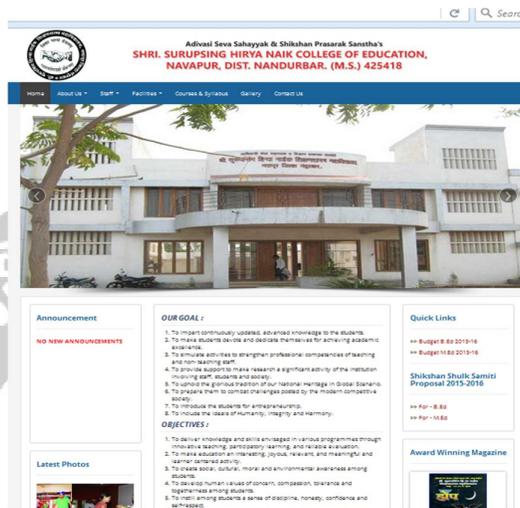
The institution has a cordial, democratic and healthy environment. The support system provided by the management and the principal motivates the faculty members to work effectively. The institution adopts the following steps to enhance the effectiveness of the faculty member:

- The institution provides all necessary infrastructural facilities.
- The institution provides all the necessary instructional facilities.
- Flexibility is provided to the faculty members to experiment with the innovative ideas.
- Faculty members are encouraged to attend workshops, seminars and orientation programs to update their knowledge in the field.
- Expert's talks on the current issues and challenges in the field of education are arranged by the institution for faculty improvement.
- The institution provides necessary ICT related facilities like computers, Wi-Fi, software, etc.,
- The principal conducts periodic staff meetings to know the problems faced by the staff members in carrying out their responsibilities and suggestions are sought in the staff meeting.
- Faculty members are encouraged to take up Action Research to implement their innovative ideas.
- The institution encourages the faculty members to take remedial classes for low achievers.

### 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 website of the institution is [www.shncollege.org](http://www.shncollege.org)

The information on the infrastructural facilities and instructional facilities like library, ICT resource centre, classrooms, Science laboratory, Psychology laboratory, seminar hall, sports facilities. The details of curriculum and services available, staff profile, location, address and calendar of events of the institution is available. It is updated on January 2016.



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

Yes, the institution conducts remedial program for the low achievers. The mentoring faculty members and the method teachers identify low achievers by considering their entry test scores, achievement test scores and the performance in the microteaching sessions and participation in various activities.

The following remedial measures are taken in this regard:

- The institution offers instruction both in Marathi and English medium
- Study materials by the faculty are given to low achievers.
- Peer teaching method is adopted to help the low achievers in which one ST teaches to the whole group on the given topic which requires further elaboration, discussion and revision. Mostly sessions on Statistics and Language proficiency are arranged as Peer Teaching sessions.
- Individual counselling is provided by the mentoring teachers to the low achievers.
- Low achievers are encouraged to write answers to the previous year question papers and the same is discussed by the faculty members and feedback is given.

**Extra reading material** is provided to STs in soft forms (Pen drive & CDs) to facilitate them to prepare for their examination. Reading material is also provided in a hard copy for easy access. Further, TEs are available to STs on the phone, social sites and through e-mails for their queries. During the time of Practice teaching, some students communicate to the TEs through what's apps and e-mails to get their queries satisfied.

### 5.2.7 What specific teaching strategies are adopted for teaching (a) Advanced learners and (b) Slow Learners?

College strongly believes in individual differences. A good TE caters to needs of all STs so different strategies are adopted to teach STs of different levels.

#### (a) Advanced Learners:

Advanced learners are encouraged to participate in innovative academic and extracurricular activities. They are encouraged to take initiative and also asked to assist slow learners. Self-access center is maintained by the Mentor TEs for STs, in which sample best assignments, lesson plans, journals, reference books and other additional reading material of previous years are kept for STs' reference. Advanced learners are encouraged to think divergently and beyond syllabus. Their leadership qualities are used by assigning them responsibilities like organizing events and helping their friends. The class is mainly centered on average STs but slow learners are provided additional help in the form of remedial teaching and peer teaching.

- Advance learners are given assignments, projects, seminar, PPT Preparation, preparation of modules, preparation of documentation, web browsing and creative writing.
- Advance learners are included in the Subject Clubs of the institution to nurture their creative writing.
- They are involved in the peer teaching, debate, discussion in the institution and other inter-collegiate competitions.

#### (b) Slow learners:

TEs use digital presentations such as **Power point, OHP, Audio media, visuals, charts, models**, are used while conducting sessions to make the sessions more effective. Sessions are planned to make maximum participation of STs possible. **Activity based teaching** is mostly followed by TEs for teaching different subjects and methods to enable STs learn through activities. This also makes them active learners.

- Slow learners solve the question bank, prepared by the faculty members and feedback is given for further improvement.
- Individual guidance is provided by the mentor teachers.
- Faculty members encourage and motivate the slow learners by providing an opportunity to work with advanced learners by constituting the study circle.

**Assignments** are oriented and assessed by TEs. Assignments are mainly on material production, action research, seminar presentations, website review, newsletters, blueprint, notes on various topics etc.

**Study material** is provided to support STs for better performance in their examination.

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

The institution has Guidance and Counselling Cell which is comprised of a trained counselor and faculty members. STs are provided theoretical as well as practical knowledge about guidance and counseling. It is an important component of the syllabus of B.Ed. as well as M.Ed. programmes. The purpose of including these in syllabus is to provide STs and Scholars principles of Guidance and Counselling, different methods of Guidance and Counseling, tools and techniques of Guidance and Counsellor, Role of a counselor in the schools, etc. While teaching, TEs take extra care to give examples from practical world so that STs learn to use that in actual classroom situations.

The following guidance services are provided by the cell:

- Personal guidance
- Educational guidance
- Career guidance

The guidance and counselling cell organizes many programs on personality development, stress management, mental health, orientation for examination preparation, study habits etc.

Apart from this guidance and counselling cell also conducts individual/group counseling sessions for the needy students. Placement cell of the institution also provides career counselling to the student teachers. During Micro teaching lessons and Practice teaching in schools feedback is provided by the supervisor. STs are also guided about the academic atmosphere and other facilities of the schools. This helps STs to decide the best suitable school for placement. STs and M.Ed. Scholars are also guided in developing public speaking skills. They are helped to overcome stage fear and be confident while facing interviews.

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

The institution has established Grievance Redressal Cell to look into the grievances lodged by the student teachers, judge its merit and resolve. The cell is empowered to redress the matters of instructional and infrastructural facilities required.

Student teachers can express their grievance through the cell on harassment, unlawful and professional inappropriate behaviour by administrators, teaching and non-teaching staff or other student teachers, teaching learning process of the institution in the **Suggestion Box** which is made available in the institution. In the program **Meet to the Principal** STs are asked to share and discuss their views on the problem. **Suggestion Box** is open in the meeting of cell and suggestions written in the strips are read out and appropriate solutions are given. From the **Suggestion Box** the following suggestions were received.

- Arrange classes to improve communication skills and English language.
- Solve the problem of water faced in summer.
- Sometimes the washrooms are not clean.
- Bifurcation of Marathi and English medium.
- Request for more number of reference books.
- Extension of library timings.
- Providing transport facility during school practice lessons
- Availability of potable water.

At the end of the discussion on these aspects the following conclusions were drawn.

- STs should take individual responsibility for cleanliness in the college. They should not litter the college with wrappers, papers and other dirty things. They should maintain cleanliness in the wash rooms. The washrooms are cleaned at least once a day.
- We write or communicate on phone to the Municipality about water supply in our college and it provides water tanker during summer days.
- The college is started with the vernacular language so whenever needed the TEs explain the topics in English language too and provide the handouts to the students.
- Besides the Suggestion box, STs give their suggestions through **emails** and other social networking sites like Whats app. These suggestions are also taken into consideration and proper action is taken.

Sometimes grievances are informally communicated to the principal. However major grievances which cannot be solved by the principal are forwarded to the management to take necessary action.

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

The college maintains records of STs' progress in student profiles. These are maintained and updated timely, at least twice a Semester by peer counselors. After completion of two units a test is conducted and evaluated by the faculty members, sometimes by the peer group and the feedback is given to them about their performance.

- Microteaching lessons are observed and assessed to know the acquisition of the skill. Feedback is given for further improvement both by the peer group and also by the method teachers.
- Student's performance in various activities like assignments, projects, seminars is assessed by using rubrics.
- Student teachers are also observed and assessed by the faculty members on various aspects like discipline, attendance, participation in cultural and other extension activities of the institution.
- The mentor teacher monitors the progress of his/her student teachers and necessary guidance and feedback is given periodically.

TEs make a proper note of STs' progress in the sessions in practice teaching, co-curricular activities, assignments, examinations, etc. Thus a sort of comprehensive continuous evaluation is recorded.

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

##### **Pre-practice preparation details and the follow-up support in the field/schools:**

The pre-practice preparation activities conducted by the institution are Orientation and demonstration on microteaching skills and integration skill lessons/bridge lesson which integrates all the micro skills in one thread in different methods by the faculty members.

In the beginning of Practice Teaching, STs are oriented about the various phases of Practice Teaching followed by orientation of teaching skills. TEs give demonstrations of all teaching skills and skills are identified by STs. Then STs are asked to prepare lesson plans on the basis of the format given by respective method masters. Simulated Stage Teaching Programme is the first practice teaching phase planned. The college helps the STs to practice these skills first before their own peers so that they can gain confidence before conducting sessions in actual classrooms.

The purpose of practice teaching phase is to make STs actual classroom practitioners. So, they are first given practice during simulated teaching and micro teaching lessons and bridge lessons. Now they have to go in actual classrooms for which they are oriented about the lessons through demonstrations.

The pre-practice preparation activities conducted by the institution are:

- Practice to develop microteaching skills in groups.
- Workshop on writing instructional objectives and specifications.
- Orientation and workshop on developing and designing the lesson plan.

- Demonstration by the experts on the preparation of teaching aids.
- Demonstration lessons are given by faculty members and sometimes alumni.
- Practice of simulated teaching.
- Orientation on observation of the lesson.
- Orientation about the practice teaching.
- Guidance for selecting topics for practice teaching.
- Orientation and workshop is conducted on the preparation of unit test.
- Lesson plans in each method are corrected by the method teachers and necessary guidance is provided.

The follow-up support in practice teaching given by the faculty members is as follows:

- The faculty members help the Incharge faculty in the preparation of the time table and allotment of the class to the student teachers.
- The lessons taught by the student teachers are observed by the faculty members and the feedback is given every day.
- Faculty members help in getting sufficient number of classes for the student teachers by requesting of the head of the institution.
- The faculty members stay back in the practice teaching school to support and supervise the student teachers in lesson planning, teaching and classroom management.
- During practice teaching in schools, STs' lessons are observed by the supervisor and feedback is given about the methodology used, classroom management, Content mastery, black board work, use of technology, presentation skill, use of AV aids etc. Peers also observe these lessons and provide reflective feedback.

### 5.3 Student Activities

#### 5.3.1. Does the institution have an Alumni Association? If yes,

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

Yes, our institution has an Alumni Association which started in the year 2003-04. It has approximately **3215 members** spread across the State and India. Alumni association provides opportunity for the former student teachers of the institution to develop a lifelong relationship with the institution and contribute to the growth and development of the institution. The office bearers are unanimously elected in the general body meeting.

**Table 5.3.1.1 Current office bearers of Academic Year 2015-2016**

Sr. No	Office Bearer/ Designation	Name of the Office Bearer
1	President	Tanjirao Valvi
2	Vice-President	Kamini Rana
3	Treasurer	Megha Patil
4	Secretary	Philip Gavit
5	Joint Secretary	Satish Nerpagar
6	Advisory Board	<ol style="list-style-type: none"> <li>1. Shri. Sanjay Patil</li> <li>2. Dr. Sanjay Ahire</li> <li>3. Dr. Pushpa Patil</li> <li>4. Dr. Jagdish Kale</li> <li>5. Shri. Harish Patil</li> <li>6. Meenal Patil</li> <li>7. Kiran Chaudhari</li> <li>8. Ranjana Chaukashi</li> <li>9. Chitrakala Pawar</li> <li>10. Amol Diwate</li> </ol>

**List of activities conducted through alumni association in last two years:**

- Alumni Association conducts an Inter college essay writing competition for the B.Ed. students of our sanstha for every year.
- Alumni contribute articles to college magazine.
- Alumni are invited for giving demonstration classes for the student teachers.
- Alumni participate as judges for extended curricular and co-curricular activities.
- Alumni conduct blood donation camp.
- Alumni provide the information about the vacancies in the schools to the placement cell of the institution.
- Alumni help to conduct the workshop on competitive exam guidance through Tribal Youth Development Center.
- Alumni conduct awareness programs.

**Table 5.3.1.2 The Top Ten Alumni occupying prominent position**

Sr. No	Name of the alumni	Year of study	Position Occupied
1	Shri. Tanajirao Valvi		Former Secretary and Director of ASS&SPS Navapur. Headmaster at Panghran School.
2	Dr. Ajay Sali		Joint Director of Higher Education
3	Shri. Harish Patil		Director Shivaji Highschool, Navapur
4	Dr. Sanjay Shinde		Principal at Jijamata College of Education, Nandurbar
5	Dr. Yunus G. Pathan		Deputy Education Officer at Nandurbar
6	Dr. Sanjay Ahire		Assistant Professor at SSHNCOEN
7	Smt. Megha Patil		Headmaster at P. A. Sodha Sarvjanik Marathi HighSchool & Junior College, Navapur.
8	Shri. Ramkrushna Sonawane		Headmaster at Madhyamik HighSchool & Junior College Pangharan, Navapur.
9	Smt. Daksha Kadam		Headmaster at Vanita HighSchool Navapur
10	Shri. Sanjay Patil		Headmaster at Sarvjanik Gujrathi HighSchool & Junior College

**Contribution of alumni to the growth and development of the institution:**

The contribution of alumni for growth and development of the institution is most valuable.

- Alumni are invited as resource persons for workshops, conferences, and many other activities.
- Update about the recent happenings in the school education.
- Help in B.Ed/ M.Ed admission.
- Help the placement cell in the recruitment process.

- Alumni are often invited at major functions, seminars, workshops. It performs various activities to share their experience in the college as well as at work place which can motivate and encourage the current batch of STs.
- They also visit college and share their experiences with TEs and show their feeling of gratitude towards the college through help in organizing various activities.
- Some alumni of the college are now Administrator, Principals, Headmasters, Professors and senior teachers in schools. So, they come to the college for placement and help STs of the present batch get proper placement. They themselves conduct interviews of STs and give opportunities to the selected candidates to work in their schools. They also give suggestions to STs to help them for their professional development. They give various suggestions regarding curriculum, activities of college, teaching, and practice teaching for making functioning of the college more effective and efficient. They give certain demonstration lessons for present batch STs.
- One of the Alumni of our college Dr. Pushpa Patil is the faculty also provide guidance on Yoga and diet food. She also conducts the Yoga for our students on free of cost.

### **5.3.2 Participation in extracurricular activities including sports and games: Details on the achievements of students during the last two years.**

Education should aim at development of holistic personality of individuals. Our College always strives for development of all aspects of STs through various activities. Along with cognitive development, social, emotional physical development is also necessary. The institution organizes various extra-curricular activities. Every year an action plan is prepared by each committee and club on the proposed extra-curricular activities. Each club and the committee of the institution have the student representatives. All the student teachers are encouraged and motivated to participate in one or the other activity. The student teachers are also encouraged by the faculty members to participate in inter and intra college competitions.

For this various co-curricular activities are organized in which STs are encouraged and guided to participate. There are various activities organized under the umbrella of innovative practices, Community outreach programme, intercollegiate competitions, talent hunt, Red Ribbon Club and Cultural events. Not only the college organizes activities but STs are also trained for planning and organizing activities. ST Representatives as well as other peer leaders are motivated and guided to plan various events at the college. Various sports activities are organized under the sport department like indoor games chess and carom, outdoor games like Badminton, cricket and volleyball and traditional with community and plan and implement various activities for the community. STs present skits on social issues like corruption and foeticides, Beti Bachao, Vasundhara Bachao. Blood Donation Camps was organized at the college. STs enthusiastically participate in this camp and donate blood. Sometimes TEs also donate blood. There are sessions on various aspects related to health, how to maintain nutrition level in the body, level of hemoglobin in the blood and its normal range and significance, dietary tips etc. with doctors and dieticians. Sports competitions are organized at the college. STs who secure 1<sup>st</sup> and 2<sup>nd</sup> positions are awarded with certificates and prizes. In COP, exposure and opportunities are given to STs to work for the community.

**Table 5.3.2.1 The list of student teachers' achievements in various inter and intra college competitions is mentioned below:**

Sr. No.	Academic Year	Name of the Student	Event	Organizer	Position secured/ Prize
1	2012-13	Sunil Pawar	Essay Writing	Gandhi Foundation	1 <sup>st</sup>
2	2013-14	Monali Patil			1 <sup>st</sup>
3	2013-14	Archana Vasave			2 <sup>nd</sup>
4	2012-13	Dongar Malich	Elocution	ASC College NVP	2 <sup>nd</sup>
5	2014-15	Kamlesh Patil			1 <sup>st</sup>
6	2015-16	Pranjal Shete			1 <sup>st</sup>
7	2015-16	Rahul Naik			2 <sup>nd</sup>
8	2010-11	Kokani Kisan	Sports- Cross Country	NMU University level	3 <sup>rd</sup>
9	2011-12	Gavit Mina			2 <sup>nd</sup>
10	2010-11	Mohane Jaya	Chess	ASC College NVP	1 <sup>st</sup>
11	2010-11	Padvi Sarita			2 <sup>nd</sup>
12	2013-14	Valvi Ajay			participated
13	2013-14	Kokani Sharad	Holleboll		
14	2013-14	Nisha Valvi	Cultural Program- Bhupali	SSHNCOEN	1 <sup>st</sup>
15	2013-14	Awina Gavit			

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

The institution publishes an annual college magazine "ZEP". Articles are invited by both student teachers and faculty members in Marathi, Hindi and English. Faculty members guide the student teacher about the selection of the topic, writing of article etc. self composed poems, small write ups on various topics of education, alumni's reflections and write ups, etc. are published. STs contribute their creativity by writing stories, articles, self composed poems, cartoons, funny quotes, etc. **Newsletters** prepared by STs are also published.

The editorial board comprised of the principal, faculty members and the student representatives, scrutinizes the article submitted to magazine committee. The college magazine also consists of student teachers diary in which the details of the student teachers of that academic year are given.

Apart from this, the Subject club on all the seven methods of our institution also publishes newsletter. TEs encourage STs to give their own opinion on various issues. This is made possible through activities and discussions conducted in classrooms. This encourages STs' thinking skills and they start writing reports of various activities conducted at the college.

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

In order to eradicate biases of any kind and pay attention to individual STs, a Student Council is formed at the college. The college aims at inculcating values among STs. STs conduct Assembly sessions, celebrate cultural events and make presentations based on the values. The Values selected for Presentation by peer groups are cooperation, truthfulness, simplicity, creativity, responsibility, honesty, regularity, rationality, loyalty, affection, courage, striving for excellence, unity, peace, discipline, love for nature, compassion, etc.

The college organizes peer meetings with the following objectives.

- To find out the academic problems of STs
- To find out the personal problems of STs
- To help STs take active part in decision making process at the college
- To enable the STs plan out the activities at the college
- To conduct assembly sessions, peer group wise competitions at the college.

#### Office bearers of the student council and their portfolios

Sr. No	Office Bearer/ Designation	Name of the Office Bearer
1	President	Dr. Lata More
2	Faculty Nominated by the Principal	Dr. Sanjay Ahire
3	Sport Teacher	Dr. Gauri Patil
4	Secretary	Vaishali Padvi
5	Students Representative- Sport	Gavit Haish
6	Students Representative- NSS	Gavit Lohila
7	Students Representative-NCC	Gavit Sandip
8	Students Representative-Cultural Program	Pagare Amol
9	Students Representative-CCM Marathi	Deore Harshada
10	Students Representative-CCM Hindi	Valvi Nitin
11	Students Representative-CCM English	Gavit Okesh
12	Students Representative-CCM History	Valvi Dinkar
13	Students Representative-CCM Geography	Patil Puja
14	Students Representative-CCM Science	Valvi Pavitra
15	Students Representative-CCM Maths	Khan Juned
16	Lady Students Representantive Nominated by the Principal	Gavale Namrata Valvi Nitiksha

The student council in collaboration with various cell/committees/clubs like Women Empowerment, Youth Empowerment Cell, Student Grievance Cell, Guidance and Counselling Cell, Magazine Committee, Eco club, Subject Clubs, organizes various activities listed below:

- Significant days like women's day, teachers day, science day, Independence Day, Yuvak day, etc.
- Co-curricular and cultural activities.
- Field visits and educational tour.
- Guest lectures.
- Sport's day and environmental awareness programs.
- Extension activities by collaborating with NGOs.
- Intra college competition like quiz, debate, essay writing etc.

#### 5.3.5. Give details of various bodies and their activities (academic and administrative) which have student representation in it.

The following are the different committees and cells established in the institution to work in collaboration of student council, under the guidance of faculty members. Student teacher representatives are selected based on their interest and the capacities for each club /committee/cell.

##### Grievance Redressal Cell:

The institution has established grievance redressal cell to look into the grievances lodged by the student teachers and teachers, judge its merit and resolve. Student teachers can express their grievance through the cell on harassment, unlawful and professional inappropriate behaviour by administrators, teaching and non-teaching staff or other student teachers and also

inadequacy of the facilities of the institution. Student teachers can express their grievances in the suggestion box which is made available in the institution. Sometimes grievances are informally communicated to the principal. This cell comprises principal, faculty members and two student teacher representatives (male and female).

**Activities:**

- Orients the student teachers about the Grievance Redressal Cell and the procedure to lodge the grievances.
- Collection/selection/recording of the grievances by the faculty in-charge.
- The cell conducts meetings twice in a month to resolve the grievances of the student teachers.

**Women Empowerment Cell:**

Institution has constituted a Women Empowerment Cell to address the various academic/personal/social issues of women TEs and STs. This cell shares the common goal - to learn, to educate and to collaborate the ideas towards a meaningful and positive change to face the challenges of women. This cell comprises of principal, two female faculty members and two female student representatives.

**Activities:**

- Celebrates International Women's Day.
- Organizes guest lectures on women and their legal rights, women empowerment and women related issues.
- Organize exhibition on crafts and home made products.
- Guidance and counselling is given to women student teachers as per the need.
- Panel discussion on the women related issues.

**Guidance and Counselling Cell:**

Guidance and counselling cell is formed in the institution to provide guidance and counselling to the STs on their academic, personal, vocational and social issues. It works as support system for the STs to overcome problems of learning and adjustment. In addition, it identifies the strengths and weaknesses of the student teachers and suggests the measures for their further improvement. This cell comprises of principal, faculty members of Psychology subject and two student teacher representatives (male and female).

**Activities:**

- Organizes orientation programmes on mental health, stress management, interpersonal relations, soft skills and personality development etc.
- Personal counselling is provided to the needy student teachers.
- Orientation cum workshop is organized on self-awareness and motivation.
- Consultancy is provided by the faculty members to the secondary school students on study habits, examination phobia, adolescence problems etc.,
- Organizes various activities to groom the personality of the student teachers.

**Library Advisory Committee:**

Library Advisory committee of the institution looks into the enrichment of library resources and up gradation of library. The committee prepares the budget every year for the purchase of library books considering the requirement of books in soft core, hard core papers and other required books. Library advisory committee discusses with the management and procures the

books as per the budget allocation. This committee consists of principal, two faculty members, librarian, assistant librarian and two student teacher representatives.

**Activities:**

- Induction program is organized about the usage of the library to the student teachers.
- Visits are organized to other libraries.
- Conduct teaching aids exhibition.
- Display of articles on current affairs in various disciplines.
- Library advisory committee monitors the infrastructural requirement.
- Subscribes for periodicals and journals as per the list provided by the staff.
- Library advisory committee supervises the day to day activities of the library.
- Suggestion box to receive the feedback is kept in the library and feedback is implemented for the improvement of the library.

**Magazine / Publication Committee:**

With a mission to provide a platform for literary talents of student teachers, the institution brings up an annual magazine 'ZEP' which provides complete information of various activities conducted in the academic year. The editorial board of magazine committee comprises principal, faculty members and student representatives.

**Activities:**

- Conducts orientation program on writing articles, collection of advertisements etc.
- Distributes the roles and responsibilities in relation to literary collection, typing, advertisements, collecting the messages, printing etc.
- Consolidates all the activities conducted during the academic year and prepares a photo album on all the activities.

**Cultural Committee:**

Cultural committee of the institution organizes various activities to appreciate the multicultural diversity of the society and to develop sportsman spirit among the student teachers. It provides the platform to the student teacher to exhibit their cultural talents. It seeks for the active participation of all the student teachers in all the activities conducted in/out of the institution by the committee. It comprises of principal, faculty members, four student representatives and rest of the student teachers as its members.

**Activities**

- Organizes Talent Hunt in the beginning of the year.
- Celebrates various days of significance like Independence Day, Teachers' Day, Yuvak day, Birth and Death Anniversaries of the Educationalists, Social Thinkers and Reformers etc.
- Cultural events are organized by the committee on Opening day, community services, valedictory function.

**Sports Committee:**

Education should aim at development of holistic personality of individuals. Our College always strives for development of all aspects of STs through various activities. For that we have formed the Sport Committee. Various sports activities are organized under this committee, like indoor games chess and carom, outdoor games like Badminton, cricket, and volleyball and traditional with community and plan and implement various activities for the community.

**Activities:**

- Organizes sports day.
- Organize indoor and outdoor games.
- Conduct the funny games for the STs and TEs.
- Conduct the workshop on Yoga for both STs & TEs.

**Educational Excursion/Visits Committee**

The institution has educational tour/visits committee which organizes educational tour/local visits which is an integral part of B.Ed. course. In addition, to it also organizes visits to various places of educational importance. This committee consists of principal, a faculty member of Social Sciences and four student representatives.

**Activities:**

- Organizes educational excursion.
- Visits to places of educational significance.
- Make notes of the historical places based on observation.
- Organizes the photo exhibition.

**Extension/Community Activities Committee**

The extension activities committee plans and executes the activities which promote community development. It intends to provide opportunities to the students to get sensitized towards the community issues and extend their service to community. This committee consists of principal, a faculty member and four student representatives.

**Activities**

- Organizing community service camp.
- Establishing collaboration with NGOs like Yung Foundation and Sanvedan Foundation.
- Organizing blood donation camp.
- Organizing visits to special schools.
- Developing the sense of sharing through organizing various donation activities.
- Conducting Beti Bachao Abhiyan.
- Conducts Ek Mushti Dhanya Yojana and donate the collected grain to the needy people.

The institution has also constituted various clubs to organize academic and other activities related to different subjects.

**Vision English Literature Club:**

Lingua phone language laboratory is set up to create interest and motivation among the student teachers towards the significance of English language in day to day communication. It develops the spirit of creativity and innovation in teaching - learning of English. It seeks for the active participation of all the student teachers in all the activities conducted in/out of the institution by the club. English club comprises of principal, English faculty member, four student representatives and rest of the English method students as its members.

**Activities**

- Conducts essay writing competition in teaching practice school.
- Donates dictionaries/books to the best students of the practice teaching schools.
- Conducts intra-college debate, storytelling, extempore speech competitions etc.
- Display of English related facts in the English method room.
- Display various articles in English on the noticeboard of Vision club.
- Visit the central Library of Degree College.

**Science Club:**

Science club is established by the institution to promote scientific temper, scientific attitude and scientific outlook among the student teachers through various activities. It also provides opportunity for the development of the constructive, explorative and inventive abilities of the student teachers. It seeks for the active participation of all the student teachers in all the activities conducted in/out of the institution by the club. It comprises of principal, Science

faculty members, four student representatives and rest of the Science method students as its members.

#### **Activities**

- Organizes science quiz, science exhibition and debate.
- Guest lectures on eradication of superstition, significance of science in day to day life, save earth, save water etc.
- Celebration of science day.
- Celebration of scientist's birthday.
- Preparation of improvised apparatus.
- Discussion on innovative methods of learning Science through practical approach.

#### **Mathematics Club:**

It is constituted in the institution to create interest in Mathematics learning among the student teachers in a recreational way. This club instills mathematical perspective. In addition the club also looks at unconventional ways of approaching Mathematics. It seeks for the active participation of all the student teachers in all the activities conducted in/out of the institution by the club. It comprises of principal, Mathematics faculty member, four student representatives and rest of the mathematics method students as its members.

#### **Activities**

- Celebrating the birthdays of famous mathematicians.
- Preparing lesson plans for innovative methods of teaching.
- Organizing workshop on material development for Mathematics teaching
- Collection and compilation of articles on fun in Mathematics.

#### **Environmental Club:**

It is established in the institution to create awareness about the environmental issues. It orients the student teachers about the significance of nature and its protection. It seeks for the active participation of all the student teachers in all the activities conducted in/out of the institution by the club. It comprises of principal, a faculty member of Geography subject, four student representatives and rest of the student teachers as its members.

#### **Activities**

- Plantation.
- Campus cleaning
- Organizing a camp on '**Swashata Abhiyan**' by the student teachers in the community.
- Encouraging student teachers to participate in the environmental rallies and the awareness programmes.
- Demonstration on garbage management.

#### **Chhatrapati History Club:**

This club is set up by the institution to develop interest in learning Social Science through activities. It tries to orient the student teachers towards the contribution of history and its relevance in the society. It aims at developing historical perspective and civic sense through various activities. It seeks for the active participation of all the student teachers in all the activities conducted in/out of the institution by the club. It comprises of principal, Social Science faculty member, four student representatives and rest of the method student teachers as its members.

#### **Activities:**

- Organizes quiz, exhibition.
- Organizes visit to Art gallery and Historical Places.
- Conducting seminars on fundamental rights and duties of the citizen, constitutional obligations.
- Conducting Mock Parliament.
- Organizes street plays on social issues.

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

The institution collects the feedback from the students through the feedback forms developed by the institution

- Teachers' evaluation by students.
- Feedback on the B.Ed. course
- Feedback on each activity conducted in the institution

The institution also collects feedback from the alumni's and parents. The feedback collected by the students, alumni and the parents and the employers are analysed and discussed in the staff and IQAC meetings and necessary steps are taken to implement the feedback to improve the programs.

## 5.4 Best Practices in STs Support and Progression

### 1. Give details of institutional best practices in STs Support and Progression.

At SSHNCOEN, STs find total acceptance, unflinching support and compassion coupled with concern for their evolution. Therefore, along with the institution's commitment to support them, on STs' part, there are high expectations to be fulfilled.

The best practices in context to the STs' support and progression are focused on their long term significance, rather than mere success of the practices.

#### (a) Conscious Efforts for STs' Active Participation in their own Development:

Participatory and techno-pedagogic teaching approaches adopted by TEs in the classrooms and value-based policies in governance have supported our STs in their overall development. Support to STs is ensured in numerous ways: ample opportunities to participate in seminars, rendering services as teaching assistants and peer tutors, contests, simulations as well as authentic interactive situations, undertaking action research; provision of on-line reading materials and supervised study, Book-Bank facility, guidance by friendly and approachable TEs, flexible schedules, financial help, help in job-placement, hostel facilities, support to alumni in the form of letters/ counselling for studies/ jobs abroad even long after they leave the college.

**(b) Ensuring STs' Placements: Active and efficient** Placement Cell at the college, competence of our STs, support from alumni, sustained linkages with educational institutions and a very positive image of the college have together helped our STs to get into gainful employment. At times even before leaving the portals of the institution, they are given letters of appointment. Various schools visit the college for recruitment during the months of February/ March. In fact, with a view to getting the best candidates, they request for earlier sessions for placements too. However, placements sessions are held in February- March. Even alumni who wish to change their jobs take part. STs are trained for interviews through workshops in resume writing, mock interviews, etc. However, their competence and confidence enhance essentially through their

active involvement in exercises, activities and tasks that stretch them to develop their cognitive, affective and collaborative domains.

The institution adopts the following best practices for the students support and progression:

- The institution conducts intensive induction program to develop awareness among student teachers towards the institutions vision, mission, objectives and values.
- The institution provides college calendar with the details of all the proposed academic and other activities which ensures the preparedness of student teachers.
- The institution conducts an entry test on student teachers to know their teaching aptitude.
- The institution conducts an entry test to know the content knowledge of the student teachers in various school subjects.
- Mentoring system is adopted by the institution to provide academic support to the student teachers.
- The institution has a placement cell, which provides recruitment to the student teachers.

Truly, placements have come to be known as a real strength of our college.

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

#### Evaluative observations made under STs Support and Progression in the previous assessment report and the follow up

There were a couple of suggestions in the context of STs' progress.

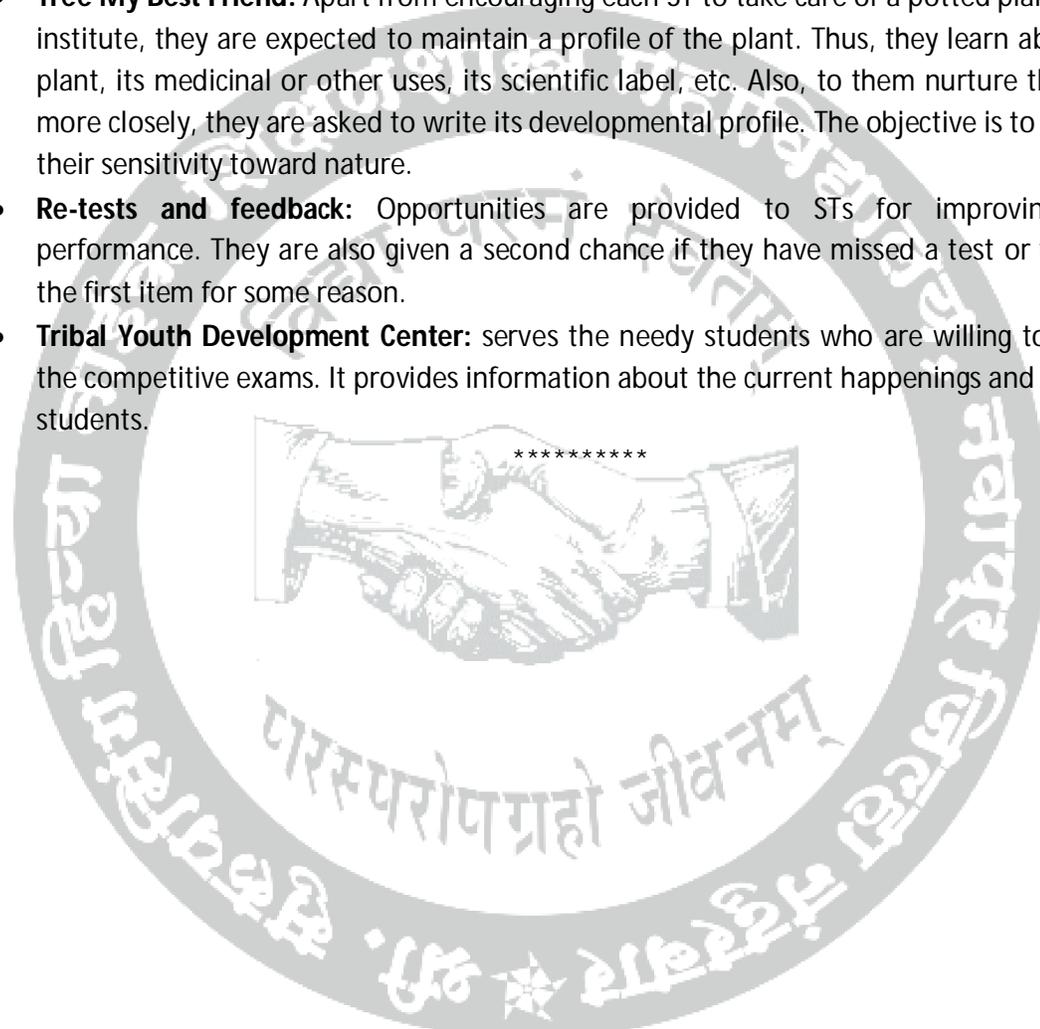
**Table 5.4.6 Observation and Progress in the previous report**

Observations	Follow up by the Institution
1. The college may keep one period a week for the development of Thinking and Reasoning. The positive thinking needs to be developed amongst students.	The Principal and other TEs organize the lectures on various topics like Multiple Intelligence, Use of Psychological Testing in Personality development, Interpersonal Relationship, Personality development, Positive Thinking, Emotional Intelligence etc. TEs work as a mentor who organize various activities to develop the thinking and reasoning power of STs.
2. The college should organize the English Speaking Classes for the students. It will improve job opportunities for them.	<ol style="list-style-type: none"> <li>1. The college has established <b>Lingua Phone Language Laboratory</b> having the 25 kits. Batches of STs are done and they learn how to speak by themselves. The in charge TE solves their queries and takes care of the laboratory.</li> <li>2. Under the head of <b>Vision Literature Club</b> various activities are planned and organize to develop the communication skill of STs.</li> <li>3. Tribal Development Center invites the experts who provide guidance about job oriented skills.</li> </ol>

## 2. Other quality sustenance and enhancement measures since the previous Assessment and Accreditation with regard to STs Support and Progression?

The institute has started the following new practices.

- **Strengthening of Alumni Association:** Now, our Alumni Association is more active and supportive. Some of the alumni are heads of institutions or even educational entrepreneurs. Their contribution either through expertise, linkages or even sponsoring some events has been useful to STs and the institute. .
- **Dattak Group** are conducted for mentoring wherein STs interact with the mentor TE and discuss their problems and help needed. The mentor TE suggests ideas / strategies to solve their problems. Follow up work is undertaken by the institute, where necessary.
- **Tree My Best Friend:** Apart from encouraging each ST to take care of a potted plant at the institute, they are expected to maintain a profile of the plant. Thus, they learn about the plant, its medicinal or other uses, its scientific label, etc. Also, to them nurture the plant more closely, they are asked to write its developmental profile. The objective is to develop their sensitivity toward nature.
- **Re-tests and feedback:** Opportunities are provided to STs for improving their performance. They are also given a second chance if they have missed a test or failed in the first item for some reason.
- **Tribal Youth Development Center:** serves the needy students who are willing to qualify the competitive exams. It provides information about the current happenings and updates students.



## CRITERION VI – GOVERNANCE AND LEADERSHIP



## 6.1 Institutional Vision and Leadership

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

The goal of the institution is conveyed through its vision, mission, objectives and values. The institution excels itself by extending the quality education to its stakeholders by keeping institutional vision and mission in all its endeavors.

- **Motto**

“Quest for Human Excellence”

- **Vision**

**Excellence in Competencies and Value Based Teacher Education.**

- **Mission**

**Our Mission is 'To Provide Sustainable Qualitative Value Based Teacher Education To Meet The Needs Of The Stakeholders In The Current Challenging Social And Educational System.**

- **Values**

- **Nurturing the Humanistic Competencies.**
- **Inculcation of Value System.**
- **Seeking for Excellence.**
- **Inculcating Contemporary Values**

The objective of the institution is 'to develop awareness among the student teachers to know the social realities and issues and to produce socially competent citizens'.

**Students:**

The institution develops the competencies among the student teachers required to be effective and efficient teachers.

**School Sector:**

The institution prepares the prospective teachers to provide quality learning experiences to the school students.

**Educational Institution's tradition:**

Institution provides conducive, cordial, democratic environment.

**Value Orientation:**

Institution vision and mission aims to provide value based education through the integration of values through its curriculum transaction.

**The college** is a testimony to our belief in being rooted in the Indian culture.

The banyan tree having roots in the air is a true symbol of Indian ethos. The college also aims at preparing such STs who not only consume existing knowledge but create knowledge through creative and critical thinking. Our motto is “**Quest for Human Excellence**”.

The college aims at developing passionate, sincere, dedicated and selfless teachers.

**1.** The college philosophy is made known to the various stakeholders through displays, assembly sessions, college website, actual practice, talks, exhibitions and workshops, contacts with the community, consultancy and outreach programmes outside the institute. These activities give expression to our philosophy.

**2. Need-based Community work is undertaken** through COP to help deprived sections of the society and develop sensitivity among STs. **Special programmes are conducted at our college for women and help them to earn their living** with the aim of developing sensitivity among

STs and TEs about equality and fraternity. This is also a reflection of our objective of sensitizing the faculty members and student teachers towards the social realities, issues and challenges.

**3. Publications** of the college include books and newsletters addressing needs of school teachers and TEs. They also enable TEs and STs at our institute to create and recreate knowledge. Thus, instead of being only knowledge consumers, the college takes initiative to create knowledge. **Annual Magazine 'ZEP'** reflects a comprehensive picture of activities and accomplishments of STs and TEs, as well as institutional progress and reflections. This reflects how far the goals set by the college are reached.

**4. Presentations at various colleges and departments** are made by our STs to attract good candidates to the profession of teaching. The need for quality teachers is highlighted during the presentations along with the process of teaching-learning at the college. This helps us in communicating our objectives, pride and zeal to contribute towards societal development.

**5. Seminars on current themes** provide a platform to us to interact with the TEs across the country. The college also highlights its philosophy of being really useful in the development of knowledge and skilled society.

**6. Interaction with schools during practice teaching programme** provides a platform to us to demonstrate use of innovations in class rooms and provides opportunities to put our vision and philosophy into practice. In order to enrich the teaching learning process attempts are made to collaborate with schools for mentoring, observations of good lesson plans, ICT –oriented classroom teaching.

**7. Staff Academy and Research Cell** provide opportunities to TEs to share knowledge and upgrade on a continuous basis.

**8. News on Notice Board and News Papers** is a regular feature wherein details of events conducted at the college are put on notice boards and published in newspapers.

**9. Self Appraisal and Peer Evaluation by the TEs and for the TEs** at SSHNCOE. We believe in finding a 'critical friend' to ensure our progress. Self Appraisal and Peer Evaluation sessions are carried out to help TEs grow as effective classroom practitioners.

Here, TEs observe and provide feedback to the partner TE. In addition, to these explicitly stated activities, conscious reflection and feedback are undertaken.



**Figure 6.1.1: Activities to Achieve the Motto, Vision, Mission, Values and Objectives of the college.**

### 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, educational institution's traditions and value orientations?

#### Need of the society

The mission includes the institutional goals in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientation as it aims at the reconstruction of the society positively. According to the mission envisaged by the college, it aims at reconstructing the society by eliminating negativities prevalent in the society and spreading positivity. Following are the main initiatives undertaken by the college to develop sensitivity towards the society.

**Designing and execution of some need based courses** are undertaken to meet needs of specific groups of clients from different sections of the society. They are Communication Skills, Environmental Education, ICT, Life Skills, Teaching Writing, and Introduction to Educational Research, English for Specific Purposes, Financial Literacy, Value-Education, Yoga etc.

**Focus on value education and individual development:** B.Ed. and M.Ed. syllabuses contain topics on value education. STs and M.Ed. scholars learn the concepts of value education, importance of value education, types of values and activities that inculcate values. Until recently, M.Ed. syllabus had one foundation paper Indian Perspective in Education which emphasized values presented in the Indian system. STs and scholars are given practical exposure to inculcate values. Group values cherished are propagated through Posters, Rangoli, Poems, Debates, Group Discussions, Rallies, Stories, Songs, Films, Skits, Workshop on Value, Assembly sessions, Preparing newsletters, Community outreach programme, etc. **In the modified two year B.Ed. (Advanced)** syllabus also there is one paper on Value Education. To ensure that no ST is left uncared for or unattended, the college has a practice of forming a student council. This makes the governance democratic, transparent and participatory. STs learn to cooperate and share their problems with counselors. Counsellors guide them.

**Dattak Group** is one of the activities in each group there are 10 to 15 STs. STs are guided and counseled by each counselor TE/ Mentor of Dattak Group. In a month 4-6 sessions are arranged. In these meetings the Mentor counselors interact with the STs and try to find out their difficulties, preferences etc. Counsellors provide necessary guidance to the STs for their improvement and development. The assembly sessions are conducted by Dattak groups. In these sessions STs render prayers in different languages, reflect over important, value-based thought, deliver post prayer talks, present skits, etc.

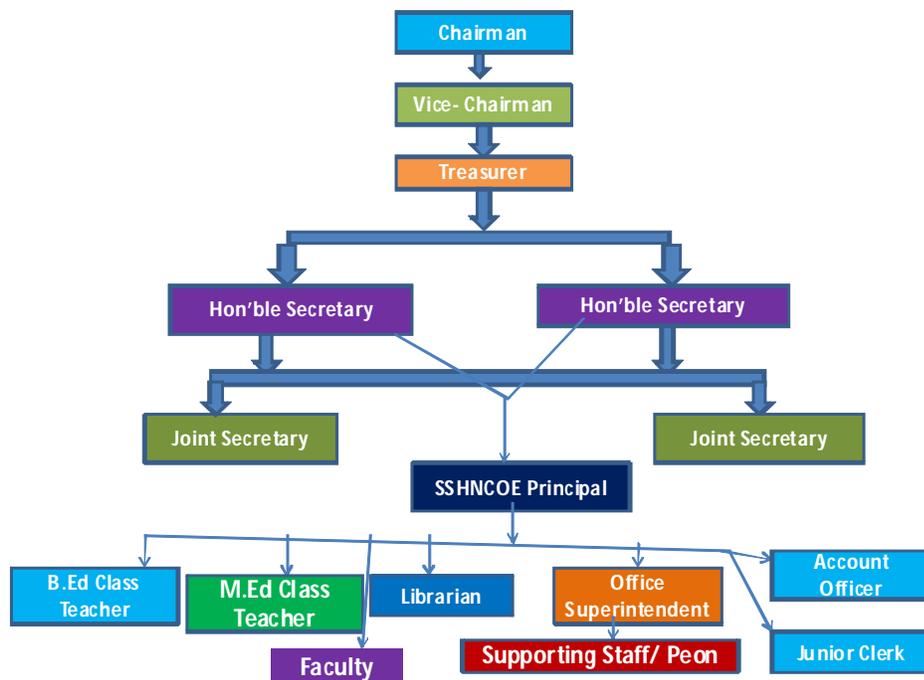
The college also involves STs in planning, executing and evaluating various activities. This helps them to develop skills such as communication, problem solving, management, decision making, interpersonal skills etc. They also develop values of cooperation, team work, time management, punctuality, self-dependence, risk-taking, discipline, unity, patience and loyalty through these activities. Thus these activities help in their development as sincere and responsible citizens and Professionals.



**Figure 6.1.2: Activities to Address Needs of the Society**

**6.1.3. Enumerate the top management’s commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)**

The apex governing body is the Adivasi Seva Sahayyak And Shikshan Prasarak Sanstha Navapur (ASS&SPSN). The trustees have vast experience in the field of education. The trustees have established many institutions. The growth and development of this institution shows the management’s commitment, their leadership role in the institutional activities. The management provides all the necessary instructional and infrastructural facilities necessary for institutional activities. Management monitors and supervises institutional activities. Through the exemplary leadership and supervision of the management, the institution is moving towards the greater heights. It follows multistage governance. It follows top-down, participatory as well as linear channels of communication as depicted in the figure below.



**Figure 6.1.3: Board of Management & SSHNCOEN Team**

The genesis and phenomenal growth Navapur is a well-planned educational township situated in the hilly area of Satpuda Region of Maharashtra has been possible due to noble initiatives by the founders of the ASS&SPSN. Set up in 1974 as a Registered Charitable Trust, the ASS&SPSN has been working towards upliftment of the Tribals through education. It has made spectacular progress by responding to the changing socio-economic environment and by venturing into emerging areas of knowledge. The management runs 15 educational institutions. These include pre-primary to higher secondary schools, colleges, Teacher Education Institute and PG departments. ASS&SPSN is committed to providing value-added and globally relevant education with emphasis on techno-management to ensure that our scholars fruitfully exercise their knowledge, skills and values in the global economy. The leadership role of the ASS&SPSN is reflected in taking initiatives to establish colleges with new courses as per the need of the society.

The team at SSHNCOEN strongly believes that effective leadership creates an environment conducive to participatory processes, which in turn, fosters effective functioning of the institute. Hence, the management, principal, TEs and administrative team work collaboratively to ensure effective and smooth functioning of the institute.

- ASS&SPSN helps in enhancing teaching-learning processes by encouraging TEs to conduct workshops, seminars, exhibitions, research and other events and appreciating, even awarding them in special ways.
- The Management encourages TEs to publish books and articles, an activity that enriches the faculty and percolates down to the interaction in the classrooms.
- Qualified Faculty members are paid salary as per the 6<sup>th</sup> pay commission.
- The ASS&SPSN provides support to the team at SSHNCOEN in various ways.
- Guidance is provided by the Chairman, Vice Chairman, Treasurer and Hon'ble Secretaries of the ASS&SPSN through formal and informal visits, circulars and policies.
- Encouragement and appreciation to the staff members are provided in various ways like a written word, incentives, awards, appreciation, as well as sponsorship to attend various workshops and conferences.
- Regular meetings of principals from the ASS&SPSN institutions are held wherein presentations on varying themes are made by heads of institutions. Governing Body meetings are held every month in order to ensure effective functioning of the colleges.
- ASS&SPSN also provides exposure and support for career development and professional growth of TEs by providing NOC as well as timely support for doctoral studies.
- There are scholarships, easy fee installment and hostel facilities to students.
- The management reveals its faith in the institution by providing enough freedom and non-interfering support to make decisions. However, common decisions related to academic and administrative activities are taken by the ASS&SPSN authorities.
- This college is affiliated to the **North Maharashtra University Jalgaon**. The University monitors and fosters smooth governance and teaching-learning process in numerous ways:
  - By circulating regular notices and circulars, through policy decisions at various high level bodies such as the Syndicate, the Academic Council, the Senate, the Board of Studies for Education. The Principal of the college is a member of Board of Studies in Education.

**Opportunities to attend guest lectures and seminars** on a wide gamut of topics are provided by the North Maharashtra University. Academic programmes are organised under numerous Centers viz. Dr Ambedkar Studies Center, Gandhian Studies, Women Studies, Students Welfare Department, etc. Convocation Ceremony, Youth Festival, Sports events, Personality development Camps, Awishkar Research Competition and other co-curricular activities that

provide rich learning ambience to STs and TEs, develop organizational skills and a sense of collegiality among members are organized by the university.

In addition, the college enriches its teaching-learning process by participating in various activities organized by the State Government like Beti Bachao Abhiyan, AIDS awareness programme, Matdar Jagruti, Swachchhata Abhiyan, etc.

The Principal is committed to education and provides effective leadership and is directly involved in effective and efficient transaction of teaching and learning processes. She leads from the front through actually teaching, guidance and academic discussions, delegation of duties and power to various committees. She guides TEs in terms of session notes, demonstrating pedagogies, observing their lessons and providing feedback.

#### **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?**

There are various ways through which the management and head of the institution ensure that responsibilities are defined and communicated clearly. Through circulars, work allocation, academic calendar, time table, it is decided that the members have almost equal responsibilities and duties. The management, i.e. ASS&SPSN provides help and guidance to ensure proper functioning of the institution and monitors the same formally as well as informally. The head of the institution is guided and supported by the Chairman, a mentor-secretary and other secretaries, all of whom operate from the Central Office/ Sanstha Office. TEs are free to interact and seek guidance from the management, if needed. The management has entrusted the principal with task of leading the B.Ed. institution to the pinnacle. The principal adopts the democratic approach and defines and communicates the responsibilities to the staff wherein each staff member has freedom to take decisions to conduct curricular and organize co-curricular activities. The principal of the college ensures that responsibilities are delegated to the responsible person/coordinator of programmes and communicated within the institution systematically.

- **Regular staff meetings:** The principal conducts meetings with the faculty members on a regular basis.
- **Fair distribution of course work/ written circulars, letters and notices:** Planning for the academic year is done through staff meetings before the commencement of the academic year.
- An action plan is prepared by the faculty members with relation to their allotted portfolio and report is sought at the end of the semester.
- **Half-yearly Review meetings:** At the end of each semester work done in various portfolios is discussed, the faculty members are asked for sharing their experiences, criticism and suggestions for further quality improvement.
- The management provides the resources, finance and the necessary guidance needed to accomplish the various tasks.
- **Supervision of support staff by the office superintendent:** the office superintendent supervises the assigned work of the supporting staff and keeps the record of leave taken by the teaching and non teaching staff.

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

From time to time the institution submits this information to the management. The management participates in various functions which makes them aware about the functioning

at the institution. The management also sends circulars and demands specific information such as API of TEs. ASS&SPSN provides help and guidance to ensure proper functioning of the institution and monitors the same formally as well as informally.

Records of all activities are maintained that gives valid information. An **Event Register** is maintained at the college which is a record of every significant event at the institute or by STs and TEs from the college. **Self-appraisal** submitted by TEs is one way of providing valid information to the management. The **Annual magazine** is another way of providing valid information to all our stakeholders. The principal timely ensures about teaching activities and practice teaching by taking **oral feedback** from STs. At the end of the year the principal and IQAC coordinator take **written feedback** from STs.

During **Annual Day/Gathering and other celebrations** and even during the whole year occasionally the Chairman and the Mentor Secretary interact with STs, their guardians and other stakeholders such as principals of schools and members of the community and informally receive feedback from them regarding the functioning of the college. The comments received in the Suggestion Box are shared with the mentor secretary and members of the IQAC.

The mechanisms of collecting feedback from the student teachers are:

- Students appraisal of teachers
- Self-appraisal report of teachers
- Feedback on the B.Ed. course
- Feedback on each activity
- Feedback from the heads of the practice teaching schools.

Apart from this the principal gets the feedback through informal ways and suggestions are communicated through discussion in staff meetings. The given feedback is used for the quality enrichment for future activities.

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

The proactive management directs and guides the institution in achieving the mission to provide sustainable qualitative value based teacher education to meet the needs of the stakeholders in the current challenging social and educational system by making the institution take part in **Beti Bachao Abhiyan, Women Empowerment and Tribal youth development center which ensure the values of equality, fraternity, socialism and democracy**. At the initiative of the management the college also took part in Literacy Drive, and anti-AIDS programme.

With the collective efforts of the principal and the faculty members, the barriers are identified and the strategies, to minimize the barriers are chalked out in staff meetings. All the activities are democratically distributed among the faculty members and action plan for each activity is prepared to execute the task effectively and efficiently. With the collaboration and the cooperation of the stakeholders, barriers are minimized to achieve the vision and mission of the institution.

**Transparent and open governance** to a large extent ensures confidence of stakeholders to share their response. Quite often parents, guardians, principals of schools, even STs themselves let the secretary, the principal, TEs and administrative staff know about the issues that the college needs to sort out or is likely to face. For instance, in terms of admissions and developing proficiency in the use of English numerous suggestions were received in the past on which the institute had acted promptly. One barrier faced by the institution is the busy schedule due to academic workload. This barrier is overcome through **proper planning**, use of **technology**.

The institution identifies barriers in the way of achieving the vision, mission and goals through the following measures:

Yearly evaluation of the academic and administrative practices at the institution helps the college to identify the lacunae and shortcomings. For example, during the academic evaluation of activities a need for activity-based teaching was felt. So, TEs were encouraged to adopt this in the classroom. Staff Academy sessions and reflective practices help us to be critical about our own work. Reflections and discussions during staff meetings enable the team to analyze themselves vis-à-vis vision, mission and goals set by us. Mechanisms such as the Suggestion Box and meet the principal, observations and comments in the Visitors' Book, expert views during showcasing and public events, examiners' opinion after examinations and open-ended feedback by stakeholders help us to identify the barriers. The Grievance Redressal Cell and the Internal Quality Assurance Cell (IQAC) at the college take measures to address the lacunae. Simultaneously, the college sets high targets for itself in order to continue to attain higher levels of excellence and quality work culture **Bench marking** through external agency like ISO and NAAC also have helped us. On-going evaluation of various academic and administrative activities conducted at the institute and by the institute helps us to be critical about their work.

#### **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 management encourages and supports the faculty members for the improvement of the effectiveness and efficiency of the institutional processes in the following ways:

- The management encourages the faculty members to attend seminars, refresher course, workshops, and conferences at state, national and International level to update them.
- The management encourages taking competitive exams like NET/SLET/PG Courses/M.Phil & Ph.D.
- The management appreciates and acknowledges the achievements of staff members in the official programs and gathering of the institution.
- The management permits the faculty members to take up any work assigned by the University such as Chief Custodian, Squad Chief, paper setting, Preceding Officer and Assessment work.
- The management provides necessary guidance and support for qualitative improvement in the institutional activities.

The management encourages TEs to undertake consultancy services. Thus management helps by providing approval and grants for various activities, by appreciating our work and providing critical feedback on the same.

#### **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.**

The head of the institution plays an important role in governance and management of the curriculum, administration, allocation and utilization of resources for development of STs. For this:

- Units in the curriculum are decided and allocated to different TEs prior to closing for the semester-end break. Equal numbers of STs are kept in each group for practice teaching.
- The college has a good library and resources like language lab, computer laboratory, White Board, OHPs and LCD projectors. The college provides opportunities to use these resources to the fullest.
- Work allocation is done on the basis of qualifications, personality types and strengths of TEs. The principal evaluates work of TEs and assigns duties accordingly.

- Heeding to the appeals by numerous scholars and realizing the need to enhance research culture and Competitive Exam spirit on the campus, she convinced the Management and faculty to introduce 'Research Cell' and 'Tribal Youth Development Center'.
- Further, as the member of Board of Study of Education faculty at North Maharashtra University she took initiative to frame new syllabuses and it designed for 4 courses for the 2-year programmes as per NCTE norms: B.Ed., B.Ed (English), B.A.B.Ed. (Four year degree course), M.Ed.

The success of any organization reflects the professional competencies and qualities of the head of the organization. The institution has risen to the heights under the able leadership and guidance of the principal. All the curricular and co-curricular activities are planned and organized under the governance of the principal.

#### Curriculum:

- The head of the institution takes initiation in the proper implementation of the curriculum in the course effectively by adopting following strategies.
- The principal along with the faculty members prepares an annual plan of the curricular activities.
- As per the specialization of the faculty members course papers are allotted.
- Principal guides the faculty members about the extension/ co-curricular activities to be conducted in their course papers.
- Through periodic meetings principal monitors the curricular activities conducted by the faculty members.
- Academic freedom and guidance is provided by the principal to experiment with innovative practices in curriculum transaction.

#### Administration:

- The duties and responsibilities to carry out various institutional activities are decentralized by the principal with democratic approach.
- Systematic academic planning by the principal helps in the proper administration of the institutional activities.

#### Allocation and utilization of resources:

- The principal always encourages faculty members for optimum utilization of technology and resources in the teaching – learning process.
- Principal ensures the necessary ICT facilities for the curriculum transaction and organizes orientation programs to facilitate the faculty members to carry out curriculum transaction by integrating ICT.

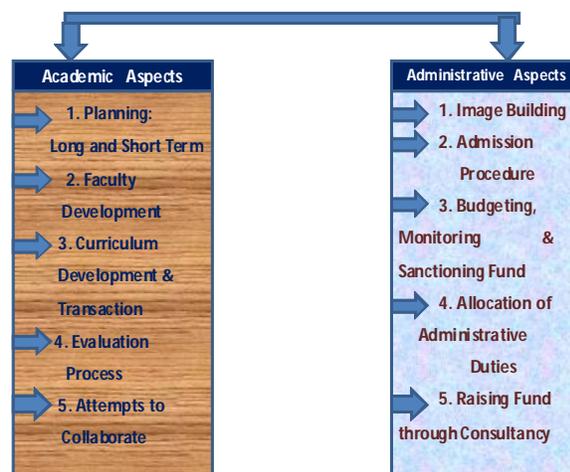


Figure: 6.1.4: Leadership role of the Head

**Academic aspects:**

**Strategic planning** is initiated by the principal, discussed at length during the meetings and then implemented. **Steps towards institution building** are taken after thorough discussions with experts. Further, since institution-building is a matter of institutionalizing healthy practices, steps have been taken in this direction. For instance, no college can really grow into an autonomous, sustainable institution unless certain conditions are met with: focus on significance rather than mere survival, even success, academic acumen, research attitude, financial sustainability, societal wellbeing in focus, resilient and persistent stance to make a real difference. Use of ICT, for instance, aims at economizing energy, time, paper, effort, apart from presenting a suave and smart image of SSHNCOEN.

**Faculty Development Program/ Staff Academy:** is at the prime need as per the principal. She invites names of guest speakers, topics for discussions, even makes presentations and organizes workshops and training programmes for TEs. Some innovations and experiments like Peer Evaluation, Self Appraisal, Peer Teaching, participatory classrooms, publications, etc. were her initiatives. She takes the initiative and encourages TEs to raise funds through consultancies, too, for it is through teaching and training others that one learns better.

Owing to the onus of making things happen at the other end, teaching and training others are far more effective than attending training programmes. The principal ensures development of TEs through extension and consultancy services.

**Curriculum development and transaction** take place under the leadership of the principal who guides, supports, even challenges TEs to design and implement innovative practices and undertake research and publication. The modifications in B.Ed. (Advanced) Course, Self Appraisal and Peer Evaluation, Remedial Teaching, Peer Teaching, Youth Empowerment Programme, Woman Empowerment Program, Material Production, Consultancy and Extension Services etc are initiated by the principal and then implemented with support from TEs. The principal allots as well as monitors the **resources** to TEs, administrative staff and STs.

**Evaluation process** is monitored and facilitated by the principal which includes assessment and allocation of marks per assignment/activity, reviewing feedback in journals, recommending/appointing examiners, verifying the consolidated mark sheet.

**Attempts to collaborate** with various organizations have resulted into quite many linkages. TEs are provided opportunities to carry out consultancy in their areas of expertise. The college has collaborated for various activities like workshops providing guidance for competitive exams, Personality development workshops, National Seminars in collaboration with North Maharashtra University, workshops for legal awareness for working women. The head of the institution motivates TEs to prepare proposals for seminars, workshops, research, etc. Thus, proposals have been submitted to North Maharashtra University, Jalgaon. Recently, the head of the institution has initiated the **process of MoUs** with numerous schools. This is to make the two-year B.Ed. programme, especially the long Internship programme more fruitful, to STs as well as schools. This is a step towards sustainable development of TEIs as well as schools.

The principal ensures support to STs through interactive sessions, by organizing remedial teaching programmes, placing learning rich materials on college website and in hard copies in the library, providing scholarships and easy installment facilities to pay tuition fees etc.

**Administrative aspects:**

**Image-building of the college has been so far undertaken** through dialogues, correspondence, activities, fulfilling expectations of the stakeholders, creating and enriching links with practicing schools and colleges of education, agencies such as NCTE, (WRC), State Textbook Board, Higher Education Department numerous private players in the field of education, experts pan India and abroad, being visible through programmes and their reports in newspapers, publications, website, seminars, consultancies, short film-clippings shown at workshops and exhibitions, awards and accolades by TEs and STs.

The principal actively participates during the **admission procedure**. She, with the help of the office, TEs and STs, is instrumental in bringing the availability of seats to public notice through brochures, handouts, websites, e-mails, through presentations within and outside Maharashtra, helping TEs and STs make presentations before prospective clients, clarifying doubts and queries, admitting candidates to the college.

The principal oversees preparation of the annual budget, monitors college expenses, sanctions funds for different activities, verifies registers of different kinds, plans consultancy programmes for fund-raising, supervises significant details of life at the college such as sanitation, beautification of the garden and the building, disposal of old goods, maintenance of gadgets such as the computers, photocopier, printer etc. and guides the administrative team in running the office.

**Allocation of administrative duties** is done democratically and monitored periodically. These include interacting with schools and community for organizing various programmes, collecting information, even overseeing and extending a helping hand to the office in their assignments of correspondence and accounts. Coordination between the administrative and academic sections is facilitated by the principal.

## 6.2 Organizational Arrangements

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

The institution has constituted various committees/cells to organize academic and other activities of the course. Faculty members are made in charge of different committees. In the beginning of the academic year all the committees are constituted by including the student representatives and meetings are conducted by each committee/cell separately to decide about the activities of the academic year. Under the guidance of principal and the faculty in charge, the committees/cells carry out the proposed activities by conducting meetings as and when required. Different clubs and committees are formed, coordinators are appointed and duties are shared. TEs have the freedom to plan details of their work. All the clubs / Committees have their own space to perform activities. Each committee/ club works in coordination with a common focus of providing a favourable environment for learning for STs to develop their potential. Monitoring of these committees and clubs is ensured the following manner.

- Staff meetings on a regular basis once in a fortnight or so.
- Committees like Practice Teaching, Women Empowerment Cell meet as needed.
- Numerous in-house IQAC meetings are held to decide the activities and programmes.

The list of committees/cells is given below. **Detail information of the committees/ club is enclosed in Enclosure.**

Sr. No.	Committee	Sr. No.	Committee/Club
1	Academic planning Committee	13	Faculty Assessment/ Peer Evaluation Committee
2	Grievance Redressal Cell	14	Staff Academy/ Faculty Development Committee
3	Guidance and Counselling Cell	15	Research Cell/Committee
4	Women Empowerment Cell	16	Educational Excursion/Visits Committee
5	Students Council	17	Extension/Community Committee
6	Placement and Consultancy Cell	18	Alumni Association
7	Sports Committee	19	Language Club
8	Magazine Committee	20	Environment /ECO Club
9	Cultural Committee	21	Vision English Literature Club:
10	Examination committee	22	Social Science Club:
11	Maintenance Committee	23	Mathematics Club
12	Library Advisory Committee	24	Science Club

### 6.2.2. Give the organizational structure and the details of the academic & administrative departments of the institution.

The President and Vice President, Treasurer, honorary Secretary, Joint Secretary and Directors of ASS&SPSN are present at the Annual Meetings of the General Body. However, for practical purposes, the overall organizational structure is headed by the Chairman, followed by the Honorary Secretary and joint secretaries at the management level. At the institutional level principal is the head and looks after both academic and administrative activities. Administrative activities of the college are supervised by a senior clerk, an accountant and support staff. Library activities are monitored by the assistant librarian with the support of a helper. The computer lab is monitored by a qualified Computer Instructor. Teaching-learning activities are looked after by Coordinators and academic team at the college under the supervision, guidance of the principal. The activities of the institution are decentralized through different committees. The principal guides each committee to function systematically. All the issues, grievances and suggestions are discussed and conveyed to the staff in charge of each committee. The principal takes advice and support from the governing council according to the gravity of the issue. Please refer to 6.1.3 for further details.

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

The academic and the administrative activities of the institution are decentralized by assigning responsibilities through the constitution of different committees and clubs for the smooth functioning of the institutional activities.

The faculty members are made in charge of each committee. With the assistance of the student representatives and the other staff members, the responsibilities are carried out.

The faculty in charge plans and executes the assigned activities and submits reports to the principal with the feedback received from the student teachers. They have the freedom and partial responsibility to publicize, plan, execute and evaluate their programmes. TEs of various courses, committees and clubs are responsible for their work and empowered to take decisions

in consultation with the principal. They also have the freedom to incur expenses, after due sanction from the office.

#### **6.2.4. How does the institution collaborates with other sections / departments and school personnel to improve and plan the quality of educational provisions?**

The main objective of the institution is to equip the student teachers with professional competencies and life skills needed for effective teaching. The institution provides enriched experiences related to community issues and technological changes.

- Our liaison with secondary and higher secondary schools from different boards is essentially for practice teaching. Schools across the State are contacted through letters, telephonic and e-mail modes, college magazine, newsletters as well as through personal visits. Contacts with these schools are kept alive through workshops, mentor training programmes, interaction sessions with teachers and students as well as talks by principals and senior teachers from these schools to address our STs.
- The secondary schools, near to the institution provide permission for the student teachers to conduct various activities like quiz, exhibition, inter school competitions, sports competition etc., which develops the practical skills of planning, organizing and executing.
- MoUs are being signed with a few schools so as to make the two-year B.Ed. programme, especially the longer internship programme, more fruitful for all concerned STs, schools and college. Contacts with other Colleges of Education on the university campus and across the State are through Seminars and expert talks.
- The institution, affiliated to North Maharashtra University has the cordial relationship with the University regarding admission approval, conduction of examination, submission of internal assessment, declaration of results etc. The University also assigns different responsibilities related to examination, student welfare and preparation of curriculum to the faculty members. Since the principal of the college is the member of BOS of Faculty of Education at NM University, most of the programmes, including syllabus designing, materials production, conferences, etc are held with her presence. TEs are examiners for Ph.D as well as M.Ed. dissertations as well as Subject Experts in the interview panel. Thus, they receive research reports to evaluate from numerous State and Central Universities.
- The institution in collaboration with Akshar Computer Institute of Technology organizes various technology related training workshops for the faculty members and student teachers.
- TEs are members of associations and committees of different types so they remain in close contact with experts. The college is approached for consultancy services by schools and colleges of different faculties (Commerce, Engineering, Science, Pharmacy and Medicine) as well as other agencies such as industries and NGOs. This keeps us aware of developments in different fields and experts therein.
- The institution provides exposure to community service through NGOs and Mahila Mandals.
- The institution co-operates with the other B.Ed. colleges by deputing faculty members to attend seminars, workshops, conference conducted by them and also deliver the occasional speech.
- Institution invites different organizations to conduct various academic and other activities for the benefit of the faculty members and the student teachers.
- The institution organizes field visits to different organizations to provide hands on experiences to the student teachers.

We invite various experts not only for occasional events such as seminars, conferences and Annual days but also as regular visitors to conduct sessions. Our COP, Blood Donation camps, SS activities keep us rooted and in close contact with the community.

Our college had undertaken a *The whole literate –Navapur city/ Literacy Mission Project* for five years wherein STs and TEs had visited to the community, poorly performing schools on weekends and helped the school children, even teachers, with their academic work. This did generate a great deal of good will for the college. Our alumni are now engaged in teaching, research or entrepreneurship not only across the State of Maharashtra but all over India, even abroad. They also send rich inputs to us through e-mails or telephonic talks, personal visits.

ASS&SPSN runs 15 institutions numerous collaborative programmes are organized by them providing us opportunities to meet and interact with experts varied fields. The head of the institute is invited to deliver talks at seminars, conduct interviews for school and college teachers.

**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 details.**

The institution collects the feedback from the student teachers to find the positive and negative aspects of different programs organized by the institution. Feedback is collected in the feedback forms, developed by the institution. The feedback is collected from students, faculty members, head of the practice teaching schools and also through the informal interaction with the stakeholders and other collaborated organizations.

The feedback is analyzed and discussed with the principal in the staff /IQAC meetings and the suggestions are sought to improve the academic and administrative activities. The principal and the management take the necessary actions to improve the quality of program using feedback.

The institution uses information obtained from feedback in decision-making and performance improvement. Feedback regarding teaching-learning process, other academic and administrative aspects is obtained through appraisal, reflective practices and Grievances Cell. The IQAC and Grievances Cell at the institution analyze these comments and then incorporate the suggestions for improvement. Regular meetings of members of the Grievance Cell are held every Friday evening, followed by Open Forum on Saturday morning to monitor progress of the institution.

Continuous monitoring, formative and summative evaluation of academic as well as healthy administrative processes have contributed to the progress and development at the institution like re-structuring the course (B.Ed Advanced), launching of Research Cell, initiatives to establish links with alumni through workshops, on-line communication through e-mails and social networking site like face book and social networking applications like What's app, MoUs, etc.

Communication of important information takes place during the Assembly sessions, at staff meetings, through the prospectus, newsletters, website, brochures, notice boards, newspapers, practice teaching, handsout and through actions and resultant work culture itself. The data are analyzed and decisions are taken about teaching methodology, assignments, college timing and other areas.

**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 democratic environment of our institution makes the faculty members to work in cooperation and coordination towards the quality education. TEs work as a team in various

activities and contribute to their optimum. There is a provision for Peer Evaluation. In this, TEs critically observe sessions of other TEs and note positive points and amicably suggest ways to improve. TEs also engage in Team Teaching both at the college as well as during consultancies. This develops a strong bond and a spirit of collegiality among them. Further, the institution has a practice of '**Share and Care**'. TEs share their feelings, express their gratitude, appreciation, etc orally and make each other feel like a family. Even the administrative team is paired up with the teaching team on many occasions for organization of events. Thus, the institution promotes co-operation, sharing of knowledge, innovations and empowerment of individuals through various modes. Following steps have helped us in **empowerment of the institute**.

- Each portfolio is shared by the two or three faculty members so that the different ideas are shared to accomplish the work.
- The responsibilities are judiciously distributed among all the faculty members and freedom is provided to implement innovative ideas in the accomplishment of the responsibility.
- Periodic staff meetings help the faculty members to share and exchange the ideas. Faculty improvement programs are conducted in the institution by providing interaction with experts in the field. Research cell of the institution conducts in-house seminar on current trends in education.
- **FDI and research activities** include guest lectures, attending/ co-ordinating, organizing training programmes/ seminars, observation/ analysis/ discussions, etc. The faculty members are encouraged to attend various workshops, seminars, orientation programmes for professional development. Faculty members are encouraged to upgrade their qualification like PG, SLET/ NET, and other certificate courses etc. required for professional development.
- Faculty members are encouraged to attend refresher and orientation programs conducted by the Academic Staff College of the UGC.
- **Consultancy work** has helped TEs to grow professionally through interaction with people from various backgrounds, exposure to varied work cultures and institutional patterns, interaction with teachers and students from numerous schools and colleges.
- **Faculty involvement in extension work** has developed a sense of belonging and responsibility towards the society through COP and Women Development Cell.
- **College publications:** SSHNCOEN not only encourages TEs to write but has also provides a platform to express and document their ideas and disseminate knowledge to the society at large thereby contributing to the process of knowledge construction. The college encourages in-house publications such as newsletters, write ups for notice boards wherein TEs and STs express their ideas and explore facts. TEs have other publications like books, textbooks and articles to their credit.
- **Research Paper Publications:** TEs are encouraged to carry out action research on various educational issues and share their ideas with the society at large by getting them published in peer reviewed journals.

### 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 MIS at the college is well-organised and functional. The MIS has two aspects: academic and administrative. So, relevant data are selected, collected from varied sources, verified and integrated with the college system. With LAN, all the PCs at the college are connected. Hence, it is easy to collect and share data from different channels. The Suggestion Box, Open Forums, easy access to the office and friendly ambience on the premises etc. have made the MIS smooth, multi-channeled and reliable.

The academic aspect includes information on STs. Such records as Student Profiles, their progress, etc are maintained and made available as and when needed. Circulars pertaining to all academic activities and reports are available as and when needed. The practice of reports of events in newspapers has made record-keeping easy. On completion of each event, its details are recorded and filed. These files are placed under Clubs/ Committees, or a specific nomenclature. The aim is transparency and accessibility.

The administrative aspect includes administrative details like salaries, expenditure, accounts, Service Books, etc. These records are maintained meticulously and made available to relevant authorities when needed.

Notices, circulars regarding scholarships, examinations, programmes within and outside the campus, advertisements for jobs, etc are placed on display boards for information to all. Alumni and placement database is also maintained in the soft copies. Soft copies of different committees, allotment of students for different activities, time table, calendar of events, criteria for assessment, internal assessment etc. are maintained.

Moreover, the website of the college [www.shneducation.org](http://www.shneducation.org) is updated regularly.

### **6.3.2 How does the institution allocate resources for accomplishment and sustaining the changes resulting from the action plans?**

The institution has employed proper human and financial resources to achieve its mission and objectives and set a ground to attain the vision of the organization.

- The institution has appointed well qualified efficient faculty members.
- The responsibilities are allotted to faculty members based on the competencies and the interest.
- The management provides additional support to the faculty members by providing opportunities to meet the experts in the field to carry out their professional responsibilities efficiently.
- The institution encourages and motivates the staff members to implement the innovative ideas through action and short research to provide quality education.
- Provision is made in the budget for the purchase of instructional materials, library books and other requirements needed for the academic and administrative activities.

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

The resources needed (human and financial) to support the implementation of the mission and goals are obtained through fee collection, management contribution, research activity and consultancy. Resources for the financial purpose are planned and obtained through:

- Budgetary provision made by the management for different activities.
- Through extra budget received from ASS&SPSN on demand, albeit on adequate justification.
- Offering consultancy services to various agencies and institutions.

- Organizing seminars and workshops for school teachers, graduates and post graduate students and college teachers.
- Through funded research activities (VCRMS).
- Through support from the community and well-wishers Human Resource is managed through allocation of duties to TEs by the principal, voluntary acceptance of duties by TEs and STs and by inviting experts from outside.

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

##### Academic plan development:

**Academic calendar is planned** as per UGC and NCTE guidelines, North Maharashtra University directives, ASS&SPSN policies and school schedules. It is prepared before commencement of the academic year, based on the number of teaching days and activities to be conducted. The academic calendar is prepared by coordinators of the programmes and TEs through a series of brainstorming sessions based on the learning from previous years. Care is taken to incorporate all major activities.

**Semester wise plan** of action for each subject is prepared by the concerned teachers for curriculum transaction, extended activities, and extra-curricular activities.

**The responsibilities to carry out the academic** activities are judiciously allocated among the faculty members according to their competencies and interest. The distribution of the portfolio and the responsibilities of each faculty member are discussed and approved in the Staff/ IQAC meetings.

**The faculty member in charge of practice** in teaching approaches the headmaster's and the school teachers for the convenient dates of commencement of practice in teaching. A meeting is organized in the institution with the head master of the schools to prepare a plan of action for practice in teaching.

**School teachers are involved** in allotment of subjects and classes to the student teachers for practice in teaching.

**School teachers are taken as external examiners** for University practical examination.

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

All the academic and administrative activities are planned to realize the vision, mission and the objectives of the institution. The objectives for each activity are designed and necessary steps are taken to accomplish these activities which help in the realization of the institutional objectives.

- Ensuring academically rich environment, active participation of TEs, participatory teaching, understanding and fulfilling academic requirements of STs, recruiting and retaining qualified and motivated faculty and continuous interaction to build bridges among stakeholders and the college are some of our objectives.
- In the beginning of the session, TEs have discussion with STs about vision, mission and goals of the college. There are displays of the same in the college at various places and on the college web-site.
- These objectives are communicated through circulars, meetings, formal and informal talks, during the Assembly sessions, at staff meetings and such other forums. Further, they are communicated through the prospectus, newsletters, website, brochures, notice

boards, newspapers, practice teaching, and handouts and through actions and resultant work culture itself.

- The objectives of the institute are communicated and deployed at all levels to assure individual employee's contribution for institutional development. As the college believes in transparent and democratic functioning, there are staff meetings and discussions about the objectives of the institute. Both the academic and administrative teams take part in decision making.
- The vision, mission and implementation plans are regularly monitored to evaluate the extent to which the objectives are achieved.
- The college magazine carries in it the vision, mission and goals.
- Orientation to any event or activity begins with some reference to our vision, mission and goals.
- At the end of every year, Self Appraisals are submitted to the Principal for evaluation and follow up. So far, there has not been any negative punitive step on any TE or administrative team member on account of their work at the college.

### 6.3.6 How and with what frequency is the vision, mission and implementation plans monitored, evaluated and revised?

#### Our Vision & Mission from 2005 was:

It's our college, it's our institute.

Teaching is not to achieve but to understand,  
to be Sweet and Gentle in all the events of life

Not only learning but to love  
without expecting love in return.

Not to gather and swallow the sacks of information-  
but to feel the essence of Truth and Beauty.

All of us are committed to this oath of-  
humanity, love and wisdom,  
teaching, research and extension.

This is an unending abbot from-  
Knolwedge to Wisdome.

However, after completing one decade in these rapidly changing times, team SSHNCOEN felt the need to align the institute's vision & Mission with the call of the time which is, '**Excellence in competencies and value based teacher education**'. Therefore, the vision now is this:

- **VISION (2015-16)**

EXCELLENCE IN COMPETENCIES AND VALUE BASED TEACHER EDUCATION.

- **MISSION (2015-16)**

OUR MISSION IS "TO PROVIDE SUSTAINABLE QUALITATIVE VALUE BASED TEACHER EDUCATION TO MEET THE NEEDS OF THE STAKEHOLDERS IN THE CURRENT CHALLENGING SOCIAL AND EDUCATIONAL SYSTEM."

Vision and mission statements are used to express objectives of the institution. The principal monitors and evaluates the activities, which reflect the vision and mission of the institution in the following ways:

- Periodic meetings are held in which the principal reviews the vision, mission and objectives of the institution reflected in the academic and administrative activities.

- Each activity is monitored and evaluated by the principal by adopting different strategies and techniques.
- Feedback mechanism is used to see the level of accomplishment of the activity and the same is revised / modified for further improvements, in turn helps in reaching towards the vision and mission.

### 6.3.7. How does the institution plan and deploy the new technology?

To provide ICT integrated teaching learning experiences to the student teachers the institution plans in the following ways:

- An annual plan is prepared for the integration of ICT in academic and administrative activities, accordingly a list of equipment required, are prepared and the same is communicated to the management, by the principal. As per the budget provision and the need, the management provides the required technological facilities to the institution.
- Faculty members use interactive boards, PPT and video lessons in the curriculum transaction.
- Training is given to the student teachers about the application of computers in the teaching learning process.
- Computer facility is provided to the student teachers as a learning resource.
- Wi-Fi facility is provided in the institution both, for the faculty members and the student teachers.
- Office records are maintained in the form of soft copies.

## 6.4 Human Resource Management

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

#### Identifying faculty development needs and career progression of the staff:

The institution is more concerned about the academic needs and progression of its faculty members. The faculty members equip themselves with current trends and challenges in the field of education. Faculty development needs and career progression of the staff are identified through participation at seminars, conferences, informal talks with experts, through discussion with examiners, stake-holders, quality of publications by TEs, through UGC, NCTE and NAAC guidelines, etc. In recent years, higher education has gone through a sea change. Needs of TEs are identified by the principal, management and TEs themselves through appraisal systems and FDI sessions. These include self appraisal, peer evaluation, appraisal by STs and the principal. Based on the need and current demands of the system and society career progression of TEs is planned.

The institution identifies the needs and encourages the faculty members towards their career progression in the following ways:

- TEs are encouraged to undertake **doctoral studies** and are provided necessary help and resources. They are given flexibility in time schedule to complete their research. Currently, 8 TEs are Ph. D. and 3 have registered for Ph. D study, 2 of them are pursuing double Ph. D.
- The institution deputed the faculty members for orientation and refresher courses conducted by the Academic Staff College managed by the UGC.
- The faculty members are encouraged to present papers in the national, international and state level seminars and conferences.

- TEs are at times sponsored to attend workshops/seminars. They are given necessary Duty Leave for the purpose.
- They are encouraged to appear for NET/SLET examinations. Two TEs had cleared NET in 2014. Another Four cleared SLET in 2014. Four TEs are already SLET qualified.
- TEs have freedom and encouragement to undertake **action research** and **publish** their work. They have published many ISBN books and articles in ISSN and ISBN Peer Reviewed journals.
- TEs have worked with the Maharashtra State Textbook Board to write, review and translate textbooks for various subjects. This activity provided useful insights and inputs into the classroom activities.
- In-house programmes are conducted to develop Proficiency in English and Statistics in Educational research.
- Guest lectures are organized for faculty improvement. **Language Improvement Programme (LIP)** has been almost a regular feature both for new recruits as well as the admin team.

**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?**

The following mechanism is adopted to evaluate the performance of the faculty members:

- The faculty members present their views about their contribution in the development of the college. Thus, multi-channeled **feedback system and appraisal system** viz. STs' feedback, teacher-teacher feedback, principal-teacher feedback, self appraisal, peer appraisal, management appraisal, etc. are deployed.
- Information about the faculty members is collected by the principal informally through the interaction with the students and other staff members.
- The faculty members are also assessed by the principal considering their research related activities and other academic activities of the institution.
- The assessments are communicated by the principal personally to the faculty members and guidance is given for further improvement.
- **Peer Evaluation** sessions enable us to analyze and improve ourselves.
- The management and principal encourage TEs to enroll for courses and gain **additional qualifications** formally as well as informally. Classroom **action research** and other small scale **research work** at the college develop an attitude of experimentation simultaneously enhancing research skills of the faculty, and facilitating their career progression.

**6.4.3. What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff wellbeing, satisfaction and motivation)**

The institution adopts welfare measures to improve staff well-being, motivation towards the development of the institution and finally the satisfaction of each employee.

The welfare measures introduced by the institution are:

- There is provision for **Medical aid, Employees Provident Fund and Gratuity** for the welfare of staff members.
- **Casual and medical and earn leave** are a part of the agreement.

- **Loans** are provided for the required employees.
- For major ailments, **free medical treatment** is provided by ASS&SPSN is another welfare measure.
- On fulfillment of UGC norms and completion of probation period, they are entitled for the **UGC scale**.
- **Free use of the gymnasium** for all ASS&SPSN employees is available.
- **TEs are deputed to attend Orientation, Refresher and short term courses** conducted by UGC. Maximum no of TEs at our institute have attended Orientation Course, Refresher Course as well as short term courses. They are encouraged to pursue Ph. D. On completion of their doctoral study, they are entitled to get three more Increments and placed in a **senior pay scale**.
- Permission for **higher studies/career enhancement, Salary** according to recommendations of the 6th Pay Commission, Informal and formal **get-togethers, Awards and appreciation, Guidance and support** at professional and personal levels, **Opportunities** to conduct / organize workshops and seminars, publications of articles books etc. and thereby **realize one's potential** are some of the welfare measures for staff by the management.

**6.4.4 Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.**

The institution conducts many staff development programmes for skill up-gradation.

There are faculty development programme in **technology and communication skills**.

TEs are oriented about using **Internet and uploading materials on the Website**. Non- teaching staff is also oriented about use of **Use of Technology, Accounts and English language**. There were also sessions on **rectification of errors in English language** and **Statistics in Educational research** for B.Ed and M.Ed Students. They also attended the courses on Continuing Professional Development. Everyone including the support staff is provided opportunities to experience the joy of growing and realizing one's potential.

**Training for administrative staff:** They are encouraged to attend seminars and workshops to upgrade their skills. The administrative staff attended workshops on the theme 'Online Examination System and online Submission of Internal Assessment' at the North Maharashtra University. Our asst. librarian is a skillful user of ICT. He himself has conducted workshops on use of the library related websites for students.

In-house paper presentation is conducted periodically.

Lectures by experts are organized for the professional development of faculty members.

**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 institution align these with the requirements of the statutory and regulatory bodies(NCTE, UGC, University etc.)**

The institution has qualified teaching and non-teaching staff as per the NCTE, UGC and State Government norms. Though ours is a Self-financed institution which follows the recruitment policy of Government of Maharashtra and UGC. Advertisements are sent to the approval of NMU and after approval it is placed on the website of NMU as well as the college and also published in leading newspapers. Interviews are conducted by the management in the presence of an expert panel approved by the university. The institute does not discriminate on the basis of caste, creed and sex. That is why the institute always has TEs from diverse backgrounds e.g. from different regions of the country and people speaking different languages. The management is totally transparent and righteous in its policies. ASS&SPSN makes conscious attempts to recruit and retain human resources.

The modus operandi for recruitment of TEs is as shown below:

- Identification of requirement as per workload and submission of the same to the management.
- Advertisements sent to the approval of NMU and after approval it is placed on the website of NMU as well as the college and also published in leading newspapers.
- Request to the university to approve the list of experts for interviews and nominate its representative on the selection panel.
- Interviews of eligible candidates by the selection committee.
- Selection of qualified candidates based on the recommendations of the selection committee followed by approval by the North Maharashtra University.

**Following strategies of the management ensure retention of qualified staff:**

1. Pay protection and regular increments.
2. Three more increments upon completion of Ph.D and two for M.Phil.
3. Supporting and encouraging faculty improvement programmes.
4. Policies and resources for conducive teaching and research environment.
5. Appreciation and Awards.
6. Salary according to sixth pay commission to the eligible staff.
7. Medical help in case of serious and expensive ailment.
8. Advance payment to Support Staff during the whole year.

**6.4.6 What are the criteria for employing part time / adhoc faculty? How are the part-time / adhoc faculty different from the regular faculty? (Eg. salary structure, workload, specialization).**

**So far, the college has employed only full-time, regular faculty.** This year, for the purpose of subjects/ topics such as Yoga & Meditation, Music as well as Fine Arts faculty members from other institutions managed by the ASS&SPSN have been rendering services. Being an institute offering programmes for Teacher (B.Ed) and Teacher Educators (M.Ed), getting faculty who are competent in research and reach up to the level of Professor and Associate Professor is indeed a challenge in this semi-rural area. Therefore, our competent TEs also have been a source of additional rich inputs.

**6.4.7. What are the policies, resources and practice 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 profession association).**

- The institution encourages all the faculty members for their professional growth and development. Though direct sponsoring and funding facilities are not available, the management is positive towards rendering loan for the needy members.
- The institution encourages the faculty members for higher studies like PG, M.Phil., Ph.D and other certified courses.
- To make the faculty members competent and be at par with technology, institution has provided ICT centre. The faculty members are motivated to attend seminars, conferences and workshops held in the various organizations.
- The management provides study leaves to pursue higher education and also provides permission for on duty work.
- The institution has established a Research Cell to encourage the faculty members to undertake research based activities.
- Some of the faculty members are the members of various journals of National and International repute.

**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 building with amenities like Wi-Fi, Internet, common staff rooms and separate method rooms, labs of different kinds and campus greenery has been a place of attraction for all and sundry. The college is known as 'The Most Neat & Clean' campus.

TEs have a common staffroom as well as independent method rooms. There are separate method rooms where TEs can work and maintain their records. TEs also have separate cupboards to store their things. A brief detail of the physical facilities is presented below:

- Spacious common staff room with individual work space, and a spacious Billiard Table, separate cupboards for each TE, separate storing space for different activities and one computer in the staff room
- One PC separately allotted to TEs in a cabin inside the computer lab
- Stationery items provided periodically, as and when needed
- Method rooms allotted to TEs who are free to decide the arrangement in the room, display TLMs, utilize the room during their session, etc.
- Tea/Coffee room.
- Language laboratory.
- Wi-Fi, LAN and INTERNET facility
- Comfortable chairs and table to work
- Access to the computer laboratory
- Library is enriched and has procured of 11823 books, 19 journals, periodicals and archives with open access facility and it is equipped with 2 computers with internet and printer facility.
- The classrooms are furnished with interactive board and LCD facilities.

**Please refer to C- 4: 4.1.5, 4.3.10, 4.5.3, 4.5.4.**

#### **6.4.9. What are the major mechanisms in place for faculty and other stakeholders to seek information and / or make complaints?**

The institution has adopted various mechanisms to provide information and also seek suggestions/complaints from its stakeholders in the following ways:

- The stakeholders can get the information and also details of the course through institution website [www.shneducation.org](http://www.shneducation.org) and prospectus.
- The student teachers are provided with the institution calendar at the commencement of the academic year which gives the complete details of the academic, extra-curricular and extension activities of the course.
- At the beginning of the academic year parent meet is organized to provide information about the institution and its activities.
- Faculty members get the information through the staff meeting and the circulars of the institution.
- Suggestion box is available in the institution to seek suggestions from the stakeholders.
- A Suggestion/grievance box is placed to receive the complaints of the students and the same is resolved through the Redressal Cell which is established in the institution.
- Principal also provides information in an informal way to the stakeholders and receives the suggestions.
- Principal conducts the induction programme at the commencement of the academic year for the student teachers to give complete information about the course.
- The democratic approach of the principal encourages the faculty members to share their grievances and suggestions towards the quality improvement.
- The management is approachable to the faculty members to share their problems and also suggestions.
- The institution has adopted feedback mechanism to receive the feedback from the students on its transaction.
- Students may communicate their suggestions through Suggestion Box, emails, social media, the Student Council or Meet the Principal.
- The faculty members also share information about the institution and its activities among the stake holders in a formal or informal way.

#### **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 schools and community engagement.**

Workload policies are as per the NCTE and UGC norms. In addition, TEs are engaged in consultancy and extension activities. There are various activities which offer opportunities to participate in a wide range of activities. Each TE teaches one core paper, one elective / foundation paper and method paper as per his/her specialization. An academic annual plan is prepared before the commencement of the academic year and the activities to be carried out are listed under different portfolios.

The principal distributes the responsibilities under different portfolios to the faculty members at the beginning of the academic year by considering the potentialities and interest of the staff members.

The principal takes the assistance of the faculty members for the administrative activities, whenever necessary. For e.g. One faculty member is made incharge of practice teaching/ extension activities that coordinate with the department of education and the secondary schools to complete the practice in teaching programme.

TEs also orient STs about assignments in their respective subjects. Besides this they are in-charge of various activities at the college. All TEs are provided opportunities for research.

As a result, during the last three years, 4 TEs, DR. Sanjay Ahire, Dr. Manda More, Dr. Gauri Patil, Dr. Rekha Patil respectively have published their reference books for B.Ed and no of TEs published research papers in the peer reviewed National & International Journals. One of the TEs Dr. Nitinkumar Mali has received the financial assistance under the VCRMS by North Maharashtra University for his Doctoral Study. Eight TEs are awarded Ph.D. degree. They take part in question paper setting, assessment and supervision, squad duty, Preceding officer in North Maharashtra University as well as YCMOU examinations. They mentor and counsel STs and M.Ed. scholars too have their class representatives. TEs supervise STs in schools while they deliver lessons. TEs also conduct workshops for school teachers and take part in COP. They were active catalysts in programmes like Beti Bachao, Environmental Awareness, Ek Mushti Dhanya Yojana, Book donation scheme, Legal Awareness, Women Empowerment, AIDS awareness and Literacy Drive.

**6.4.11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.**

The institution recognizes the achievement of the faculty members; good work is appreciated and rewarded in a variety of ways: honors and appreciates them on important function conducted by the management:

- Faculty members are rewarded by the chairman for their achievement such as qualifying in SET/NET/PG/M.Phil./Ph.D. and other certificate courses.
- A faculty member with the maximum number of quality paper presentation in international seminar/conference, research papers published in National & International Journal, book publication is rewarded. The achievements of the faculty members are displayed on the notice board to motivate the student teachers.
- Efficient work, special accomplishments and contribution made to the college by TEs are appreciated through Appreciation Felicitation by ASS&SPSN.
- Appreciation by the principal and colleagues during staff meetings, daily assembly sessions, Annual Day through Book Awards, mementoes are some modes of according recognition at our institute. The management also appreciates work of the staff members during their visits to college.
- Appreciation by the principal and colleagues in the form of informal written notes.

**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 3 years under different heads. If no, give details of the source of revenue and income generation.**

Being a self-financed Teacher Education Institute, this college does not receive any financial support from the government. Finances are obtained in the form of fee decided by the management and approved by the State Fee Regulatory Committee. Besides, financial support is provided by the management. It may be noted here that although the State Government has accorded sanction to self-financed institutions to fill in 20% of seats through management quota; ASS&SPSN has surrendered itself. This is reflective of the management's policy of treating all students at par. Further, STs have received financial help while pursuing studies at our college. The following are other sources of revenue and income generated:

- Offering consultancy services at Schools and Colleges.
- Organizing Seminars / Conferences and Workshops.
- Occasionally, there are well-wishers to sponsor an event or gift some gadget or books.
- Scholarships from the Government.

### 6.5.2 What is the Quantum of resources mobilised through donations for the last 3 years?

Individuals and institutions are not expected to seek donations. The management mobilizes financial resources for all its institutions. Thus, the donation for the college building and infrastructural facilities had been received from a philanthropist Shri. Surupsingji Naik, Shri. Vipinbhai Chokhawala, late Shri. Maluramji Agrawal, late Shri. Musajibhai Mulla, late Shri. Ibrahimbhai Palawala, Shri. Aariffbhai Balesaria and Shri Shirishkumarji Naik.

### 6.5.3 Is the operational budget of the institution adequate to cover the day to day expenses? If no, how is the deficit met?

The accountant is competent prepares the budget for every financial year well in advance under the guidance of the principal wherein the requisite details for day today expenses are taken care of. This is approved by the management. If there is any deficit during any year, it is borne by the management.

### 6.5.4. What are the budgetary resources to fulfill the mission and offer quality programs? (Budget allocations over the past 5 years, depicted through income expenditure statements, future planning and resource allocated during the current year and excess/deficit.

The college is self-sufficient in terms of financial resources required to fulfill the college mission. The budget estimate is designed based on the finances received.

Moreover, the management provides financial support to fulfill any other need. For example, the National Seminars were funded by our Treasurer and Honorary Secretary. Nevertheless, attempts are being made to become financially sustainable through consultancy programmes. This takes care of the resources needed for the programmes.

### 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 2 audits. (Major pending audit paras, objectives raised and dropped.

Yes, the accounts of the institutions are audited regularly through internal and external audit system.

#### **Audit reports for two year are enclosed**

**Internal Audit** is carried out by the ASS&SPSN auditors.

**External Audit:** Accountant prepares receipts and payments, income and expenditure, balance sheet and submits to external auditor for verification and approval at the end of the financial year.

The auditors give clearance for income and expenditure. In Internal audit the auditors from ASS&SPSN check income and expenditure details. They check the Cash Book, Ledger Book, Bills File, Fee Collection receipts, Payroll Register, Service Books.

In external audit also income and expenditure details are checked. Two auditors visit the college and check the Cash Book, Ledger Book and Bill Files. After compliance of audit we submit the audit report to the management.

### 6.5.6 Has the institution computerized its finance management systems? If yes, Give details.

Yes, the college has fully computerized its financial system wherein day-to-day income and expenditure are maintained through **Tally Software**. The income generated through various sources as well as expenditure are computerized. The salary records are also computerized. The fee received from STs, money generated through Scholarships, consultancy and other sources have proper e-records. Accurate records are maintained of each of these details.

## 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?

#### 1. Developing a sense of accountability through Participatory Governance

The philosophy of the management at large and at our institute in particular, is that of **balance between autonomy and monitoring**. Participatory decision-making in academic and administrative functioning of the college is amply encouraged and practiced. There is de-centralization of power allowing the individual in-charge to take the onus of execution, hence also the freedom to take decisions. Each programme, Club or major activity has a coordinator with whom rests the authority to take decisions, prepare schedules and requisite budget for the activity as well as the onus to take the team into confidence and accomplish the activity successfully. Every major policy decision is taken only after a discussion and concurrence at a faculty meeting.

Similarly, ASS&SPSN also announces its intentions at the meetings of the Heads or at the Governing Body. At times, where discrepancies are noticed or where healthy habit formation is necessary, vertical authority may be employed. Strategies are developed and deployed through Committees.

With a view to encouraging a sense of accountability and develop leadership qualities among STs, responsibilities are shared with them. For instance, the views received in the Suggestion Box and response to the same, either in the form of explanation in the Open Forum and / action are largely done by representatives of STs.

#### 2. Continuing Professional Development of EVERYONE at the institution is ensured keeping in view institutional objectives of relevance, quality, access, community outreach and flexibility.

We understand that any activity by itself is not necessarily an accomplishment.

Therefore, we try to find out what gives the greatest return and accordingly priorities our work. Continuous analysis and improvement of programmes *vis-à-vis* appraisal, feedback and reflective practices enable the college to evaluate itself formatively as well as in a summative manner. Apart from TEs and the administrative team at the college is encouraged to improve their qualifications, enhance skills and conduct programmes. Support staff is helped to enhance skills through informal talks, demonstrations and workshops. Progress and a sense of satiety for everyone at the institute is our aim.

Thus the significant best practices in Governance and Leadership carried out by the institution are transparency and democratic practices with everyone's development in view.

#### Additional Information to be provided for Reaccreditation/ Re-assessment:

A few other practices that have led to a healthy work culture at the institute are described briefly here below.

**Share & Care is an activity** for individual expression of special emotions for TEs.

They congratulate, complement and appreciate one another's work / accomplishments. It is also a space to express one's anguish. **Celebration of Birthdays of TEs, Administrative staff & STs** is a part of it.

**MoUs & Linkages:** With a view to making our teacher development programmes more effective and sustainable, MoUs are being signed with numerous schools wherein the schools and the college take on liability for mutual growth and progress.

**Event Register:** This is a record of every significant event/ activity at the college, or by any member of the college outside the college premises. In a way, it is a history of the college.

**Visitors' Book:** This is a record of what people say about the college on their visit.

**Tribal Youth Development Center:** Navpur is situated in the hilly area of Satpuda Region, which is known as Tribal zone. We think it's a great opportunity to our faculty to provide guidance and prepare the administrative people to run the country. Keeping this into consideration we have started Tribla Youth Development Center, through which workshops on various competitive exams are conducted regularly. Our Alumni and other experts in the township and surrounding willing to work with young people have been assisting the college in numerous ways: in teaching, as experts at Seminars and workshops, as judges, as mentors, as advisors, as organizers and sometimes sponsors.

**1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have been acted upon?**

No suggestion was done by the peer team.

**2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?**

- **The college is now conducting training programs for school teachers, Alumni, and Education personnel.** This has helped us to get feedback and strengthen the relationship with the stakeholders. It helps to make the work transparent and to sustain the quality. The important events such as National level seminars were successfully organized by the admin and academic teams, all by themselves.
- **MoUs** are being signed with numerous schools with a view to making the two year B.Ed. (Advanced) programme, especially the term-long internship programme, fruitful and effective for all STs, college, schools and children at schools, at large.
- **Long term planning** has always been one of the strengths of ASS&SPSN institutions. Therefore, now the SSHN College of Education is ready with its plans for the next 5 years.

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## CRITERION VII – INNOVATIVE PRACTICES



## 7. 1 Internal Quality Assurance System

The overall objective of the Internal Quality Assurance Cell at the SSHN College of Education is to create pathways for excellence in academic and administrative practices so as to emerge as a state-of-the-art Teacher Education Institute (TEI). More specifically, the IQAC at our college operates with the objectives to create an understanding about quality at the college, to bring about efficiency and excellence in the institutional work culture.

### 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 IQAC was established in the year **2007-08**, which was actually made active after the accreditation. Its major function is to ensure quality with consistency in any work undertaken at SSHNCOEN. The other objectives are as enumerated below:

1. To ensure quality in academic as well as administrative work at the institute
2. To upgrade the professional skills of Teacher Educators
3. To initiate innovative practices in the field of Teacher Education
4. To identify loopholes in the work culture and undertake their remediation
5. To accept suggestions and support from stakeholders and involve them in quality enhancement at the institution. Our attempts are to get closer to these objectives. To keep our effort focused and in the right direction, experts, personnel at the grass-root level, community representatives, TEs and STs are roped in the IQAC as its members.

The current IQAC comprises the following members. It was formed in January 2016.

Sr. No.	Name of the Member	Designation	Designation at IQAC
1	Dr. Lata More	Principal, SSHNCOEN	Chairperson
2	Dr. Sanjay Ahire	Assistant Professor, SSHNCOEN	Coordinator
3	Shri. Shirishkumar Naik	Hon. Secretary, Aadvasi Seva Sahayyak & Shikshan Prasarak Sanstha, Navapur	Management Nominee/ Member
4	Shri. Harishbhai Agrawal	Hon. Secretary, Aadvasi Seva Sahayyak & Shikshan Prasarak Sanstha, Navapur	Management Nominee/ Member
5	Shri. Aariffbhai Balesariaya	Hon. Treasurer, Aadvasi Seva Sahayyak & Shikshan Prasarak Sanstha, Navapur	Management Nominee/ Member
6	Dr. Pushpa Patil Dr. Jagdish Kale Dr. Gauri Patil Dr. Manda More Dr. Nitin Mali Prof. Kishor Sonwane Prof. Yogendra Girase Shri. Anil Chaudhari Shri. Vijay Vetal Shri. Wqar Shekh	Assistant Professor      Computer Instructor Administrative Staff	Member
6	Dr. Yunus Pathan Smt. Megha Patil	Representative of Alumni	Member
7	Dr. A.G. Jaiswal Shri. M. J. Sonawane Shri. Madhubapu Patil	External Expert	Member
8	Jahirbhai Aurangabadwala Dr. Kataria Dr. Shital Roy	Community Representative	Member
9	Padvi Vaishali Gavit Harish Gavit Okesh	STs Representative	Member

One meeting per term is held of all members and numerous in-house meetings are held almost on a weekly basis. Members from outside the college are informed about the meetings through

telephone calls and letters. Further, through the social network sites they are informed about the activities undertaken through the IQAC; their suggestions are incorporated in planning for future events.

#### **Activities undertaken under the Internal Quality Assurance Cell at SSHNCOEN**

The college has been organizing various activities under the IQAC. Having recognized their relevance, some of these activities have now become institutionalized practices. They are an integral part of the programmes at the college. Some of them have been innovative practices for the particular academic year.

**Value Inculcation program:** To inculcate values among STs, Value inculcation program is celebrated every year wherein each peer group conducts the Assembly sessions keeping in focus its designated value. STs try to be innovative in their presentations of the values. They perform skits, narrate stories, make short video films or download video clippings from YouTube and show them, give talks, display pictures, objects, etc. The aim is to help STs 'catch' or imbibe the values naturally through practicing them, rather than teach through preaching.

**Peer Teaching:** This is another institutionalized practice wherein academically weak STs especially who lack concept clarity are taught by the advanced STs. Please refer to C 2: 2.3.1 and C-5: 5.2.3, 5.4.

**Language Enrichment Activities:** As majority of STs are from vernacular medium, they lack sufficient competence and confidence in using language.

To enhance their proficiency, a Language Enrichment Activities are conducted every year. Various activities are organized in the language lab as well as in the Dattak Groups. They are Reviews of films with educational implications. They are given listening and speaking tasks to develop fluency. STs are encouraged to participate in public speaking activities mainly post prayer talks, public presentations, Debates, group discussions, extempore talks etc.

**Peer Evaluation:** The college has a unique practice of observing teaching sessions of colleagues for in-house exposure and enrichment. Constructive feedback has helped TEs tremendously to enrich their skills and enhanced their confidence. The observer and the observed, both learn from each other.

**Alumni Association:** The Alumni is a part of the SSHNCOE family. With a view to help strengthen their bond among themselves as well as with the college, even after completion of the formal course, the college encourages the Alumni Association office holders to organize various activities. The constitution of AA is made and revised almost yearly. Under this association, in-house meetings, Felicitation Programmes, Workshops, Conferences, Guest talks and other activities are organized.

Such gestures make the alumni feel welcomed and a part of SSHNCOE Family even after leaving the portals of the college.

**Action Research:** With the aim of creating research oriented culture, Action Research has been made an integral part of even the B.Ed. (Advanced) curriculum.

**Research Cell:** is to encourage research in the institution where TEs of the college as well as M.Ed scholars present their research work.

**Techno-savvy Culture:** To sustain growth of an institution in the rapidly changing and competitive world, it is very important to progress with the changes. Therefore, ICT has come to stay here. E-resources are deployed abundantly in teaching-learning and evaluation. All TEs use technology in their teaching. TLMs are also prepared with the use of technology and made available to STs in the form of soft copies. STs have been submitting **digital Lesson plans**. In fact,

they are expected to teach a couple of lessons with the help of digital technology, too. This has enthused STs also to be tech-savvy. The college uses digital media in preparation of documents and in communication. This is an attempt made by the college to reduce the use of paper and makes the college environment eco-friendly.

The college follows following innovative practices.

**Community Oriented Program:** Societal upliftment and nation-building are some of the aims of education. To fulfill this aim, we have been undertaking various activities for the community. These activities have been now institutionalized in the form of COP. To develop sensitivity and empathy of STs towards the less fortunate sections of the society Beti Bachao Abhiyan, Ek Mushthi Dhanya Yojana, Literary Drive, Community Workshops, Skit and Drama in Community, Blood Donation Camp, Swachhata Abhiyan (Cleanliness Drive) and many more activities are organized.

**Subject Week Celebration:** A Subject week is celebrated wherein each peer group takes up two subjects and conducts the assembly. STs give thoughts, post prayer talks, and do activities related to subjects. The aim is to develop an interdisciplinary outlook on knowledge and awareness that essentially knowledge is indivisible.

**Student Council:** Identifying problems of STs, solving them and making them more comfortable in their academic journey ought to be the priorities of educational institutions. For the same a Student Council is formed which works on the basis of cooperation and mutual understanding.

**Expertise Talk:** This is another unique feature at the college. Experts and academicians are invited from different disciplines to share their expertise and advice to STs, TEs as well as the principal on various issues. The experts across varied disciplines guides and mentors the college..

**Innovative Approaches to Teaching-Learning and Evaluation:** Effective teaching learning is the heart of any educational institution. TEs at the college use a variety of models, methods and techniques such as Inquiry model, Jurisprudential Model, Cooperative Learning, Team Teaching, Constructivist Learning, Simulation, Participatory approach, Technology-enabled learning, Discussion method, etc. The aim is to make students think critically and make learning process interesting and involved.

**Tutorial Classes/ Evaluation Group** aim at providing individualized instruction. As these classes are conducted in small groups, TE is able to cater to the needs of individual STs. Evaluation is the process to check the outcome of teaching learning process. Oral tests and group discussion is conducted to made STs think out of box or go beyond rote memorization. Assignments, seminars, practice teaching sessions, content test, viva-voce and internal as well as external examinations are conducted throughout the year to make evaluation a continuous and comprehensive process.

**Remedial Classes** is to help the academically needy as well as the advanced learners to benefit mutually. The mentor TE conducts these classes in a Dattak Group as well as subject-wise by the subject teachers. Students know their strengths and weaknesses TEs help them to overcome the lacunas and build the self confidence.

To create in-house opportunities enhancement of professional efficiency of TEs, **Staff Academy/ Faculty Development Initiative (FDI)** sessions are organized where TEs update themselves with the current trends. For instance, as part of FDI, Language Improvement Programme (LIP) has been an on-going programme to develop language accuracy of TEs. TEs use library and other sources to enrich and update their knowledge and skills. Present a learned

paper in the session of Staff Academy. Staff Academy is well planned and participatory activity which helps in faculty development.

**Open Forum** is another institutionalized activity wherein the problems of STs are discussed and solved to a great extent. STs share their suggestions, problems, ideas through Suggestion Box and Meet the Principal and those ideas, problems; suggestions are discussed in the Grievance Cell.

**Home Room Sessions:** From the inception of the college it has started home room sessions. This is based on the concept of Mentoring, where TEs are the mentors and STs are the mentees. Each TE has 10 STs (until previous year 12-15) as mentees. Mentees share their personal as well as academic problems with the mentor and try to overcome them with guidance in home room sessions.

**Guidance and Career Counseling/ Placement Cell (GCCC):** Under this cell, the college organizes activities such as workshops on Resume Writing, Mock Interviews, use of Web Resources for Career guidance, Placement Activities, Presentations by eminent scholars, Public Speaking activities by TEs and STs, guidance of School teachers and headmasters, expertise talk by Alumni etc.

**Youth Empowerment Program/ Tribal Youth Development Center** is started in this academic year with the aim to create administrator and knowledgeable people to strengthen the societal value and uplift the tribal community. Workshops on current issues, governmental schemes for tribal community, guidance for competitive exam are conducted. The separate library has been set up to enrich students. This is the first center in Maharashtra state which is started for developing the tribal youth. This State level center is run by us in coordination with the NGO YOUNG Foundation.

**Women Empowerment Cell:** woman is a prime wheel of the chariot of the society and it need to be empowered to strengthen the societal values. In order to empower the women workshop on legal awareness, exhibition of hand and home made things, cultural programs for women and motivational speeches are organized under this head.

**Students' Profile/ Developmental Profiles:** The college has been maintaining records of STs. They are called developmental profiles. These profiles are based on various criteria to check development in a progressive manner. STs themselves along with TEs mark their performance on the given scale. It makes STs reflect over their weaknesses and overcome those so as to get higher rating. With passing of time students can see their own development semester after semester.

**Tree My Friend Project:** To develop STs' sensitivity towards environmental problems, the college has initiated **Tree My Friend Project** in the academic year 2015. Each ST has been provided with one potted plant which s/he has to take care of throughout their stay at the college. Further, they are required to maintain the progressive report of the plant in their language journal with the unique features of the plant. One of the objectives is to help STs develop language skills across curriculum: scientific nomenclatures and description of the plants and their own personal emotions about the growth and blossoming of the plant.

### 7.1.2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

Evaluation is the process to know the attainment level of objectives framed. There are various ways through which the performance of an institution can be evaluated. The following are the ways employed by us to evaluate the performance of our institution.

1. **Placement** of students in schools across India shows our closeness to the goal of preparing efficient classroom practitioners. Almost seventy per cent of our STs are shortlisted to be gainfully employed before their university exams. This narrates the success story of the college. **Schools across the State of Maharashtra, even Gujarat and Goa, look for teachers passing out of SSHNCOEN. A** number of our alumni are also employed in educational institutions in the **USA and the UK.**
2. **Awards and positions** won by our alumni as well as TEs, especially in the field of Education and technology vis a vis classroom use are another indicator of our getting closer to the goal of preparing teachers who are globally competent.
3. **Community Outreach Program at our incstitute** is an indication of our societal concern. Readiness of the community to participate and cooperate with college work shows the contribution towards National Development which is one of the major objectives of the college.
4. **Consultancies** from numerous institutions and agencies are yet another sign of the reputation of Team SSHNCOEN. The Head of the institution is the member of BOS of the faculty of Education, and other formal bodies at the North Maharashtra University namely **LIC, Exam Committee, and Research Committee** etc. TEs are also the member of various social bodies through which they provide consultancy services on free of cost and sometimes get little remuneration.
5. **Collaborations:** The college has links with external bodies such as Women's Studies Centre of North Maharashtra University, colleges within the university as well as across the State, etc. Workshops and National Seminars are yearly events at the college to which we have been receiving very good response. This is another sign of the image of the college among academia.

This shows the enhanced image of Institution across India. **Our institute is recognized as ISO Certified Institute by UK.** The college has also been recognized by the NAAC Committee during its First visit with a **B++ Grade. It is conferred the 2 (f) and 12 (B) status from the UGC and as per the NCTE Regulations 2014 , the revised order for Four units of each 50 students for Two year B.Ed and One unit of 50 students M.Ed course has been rendered by NCTE.**

The college has been striving for quality and excellence. Therefore, feedback is invited from stakeholders and alumni. The college has been receiving excellent **reports from stakeholders and alumni.** The college has undertaken projects, programmes and other activities such as workshops, Street play, Rallies, Public Speaking, Literacy Drive etc. Active participation of community people shows a positive image of the Institution in achieving its goals and objectives. Readiness of other institutions for collaboration and consultancies also projects the quality performance of the Institution.

Research oriented climate at the college is appreciated by the home university by providing **grant under the VCRMS for Research Project.** The college didn't receive grants from other funding agencies. Though TEs didn't receive any grant they are carrying out self funded research

projects and publishing their research papers in the peer reviewed journals of National & International repute.

### 7.1.3. How does the institution ensure the quality of its academic programmes?

Quality of an educational institution is ensured by the quality of its teaching learning process. It is very important to plan all scholastic as well as non-scholastic activities in advance to carry out those activities meticulously throughout the semesters.

**Academic calendar** is prepared for every semester wherein all curricular and co-curricular activities are planned and followed to ensure systematic work.

**Continuous and Comprehensive Evaluation** is another mechanism to evaluate goals and objectives. Here, holistic performance of STs is evaluated comprehensively on the basis of assignments, seminars, internal and external examinations, Cultural activities, Tree My Friend Projects, participation in Assembly sessions, outreach activities, etc.

**Self-Appraisal** is a practice at the institute in which each TE submits a self-appraisal report of what has been accomplished during the year which includes publications, workshops, conferences, seminars attended as well as conducted.

**Team Teaching** is an approach where teaching is done with the support of two TEs to view the topic from different perspectives. It helps in teaching a concept through interdisciplinary approach. In this approach counter questions are asked by the other TE as well as by STs. This provides STs a broad outlook on the topic taught.

**Activity Based Learning** is encouraged to make STs participate in classroom activities and learn actively. TEs prepare tasks for classroom use. They experiment with different methods such as teaching through technology, Discussion Method, Assignment Method, Project Method, Simulation, Case Study etc.

**Rich Curriculum** is another important aspect to ensure quality in academics. The curriculum of B.Ed. (Advanced) programme given by Maharashtra University is different and innovative. It offers papers like Life Skills, Environmental Education, Technology and other Soft skills, Drama, Gender Sensitivity, Music and Art, etc.

**Expertise Guidance: As mentioned earlier, these sessions** are mainly organized on Communication Skills, novel ways of teaching, how to plan the study for competitive exams etc. Health and Yoga, Art and Craft in Education, Anti-ragging, Women Empowerment, Teaching Profession, Leadership skills etc. These are enrichment sessions.

These activities ensure the quality of academic work at our institute.

### 7.1.4. How does the institution ensure the quality of its administration and financial management processes?

#### **We ensure the quality of its administration:**

The college has started digitization for administration which implies use of digital media in preparation, communication and record of documents. This is an eco-friendly practice to reduce use of paper. Without proper management of administrative work it is very difficult to progress and achieve quality output. Therefore, utilizing the infrastructure at the college optimally, events are organized meticulously. Office has the record of all infrastructural facilities. With the help of these materials, we are also able to help other institutions, especially the new recruits in offices there, to manage their offices better. Minimum of two Governing Council meetings is conducted every year to ensure the quality of administration in the institution. Democratic environment of the institution encourages the stakeholders to provide suggestions with respect to quality improvement.

**Regular academic and financial auditing** has helped us to avoid any major error and ensure timely and efficient accomplishment of numerous events. The calendar of events, allocation of duties, feedback from participants at events, newspaper reports, entries in the Event Register, etc help us to monitor our work.

The institution gets grants to organize various activities under Student Welfare from NM University. The fund generated by the institution is used for the welfare of institution and community. STs belonging to SC/ST/NT/VJNT/OBC categories are helped to avail of **scholarships** from the government through circulars, notices and help in filling up forms, even following up the application. Systematic budget allocation, Proper documentation of financial transactions, Regular audits of the accounts ensures the quality of financial administration.

### 7.1.5. How does the institution identify and share good practices with various constituents of the institution?

**Institution shares its good practices through the following measures:**

- The good practices of the other institutions are identified by the staff members during their visit to different institutions such as participation in seminar, workshops and out duty meetings which are discussed in informal meetings with the faculty members.
- Looking into the institutional needs institution modifies those practices and implements in the institution.
- Interaction with the experts, alumni, head of the practice teaching schools and student teachers, provides avenues for best practices.
- College magazine which reflects all the academic and co-curricular activities of the institution is distributed to the various related departments and student teachers to know the quality of education the institution offers.
- Achievement of the staff and students are encouraged during the official gathering of the institution and other programs.
- Prize winners at inter and intra college competitions are known to others through circulars, display or announcements in morning assembly.
- Interaction of faculty members with the staff of teaching practice schools to share their experiences.

## 7.2 Inclusive practices

### 7.2.1 How does the institution sensitize teachers to issue of inclusion and the focus given to these in the national policies and the school curriculum?

Inclusive practices are one of our healthy practices. Inclusive education brings all STs together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students. This umbrella includes inclusion of differently abled and learning disabled children in the main stream, women empowerment and community. Every year the college receives STs of different background, caste, culture, abilities, language and states. To make STs aware about different cultures and also to cater the needs of special learners, curricular as well as **co-curricular activities** are organized.

The institution provides **special facilities** like a chairs and assistance for smooth movement within the building. To sensitize STs about learning disabled children, apart from **visits to special schools, now** STs and TEs have started working in a more focused manner with the **Mentally Retarded children at one school in a nearby village.**

- The institution sensitizes the faculty members to issue of inclusion through the participation in various seminars and workshops conducted in different institutions.
- Guest lectures on the related issues of inclusive education and visits to special education schools are organized by the institution which in turn helps in sensitizing the trainees and the staff towards the related changes and issues on inclusive education.
- The Institution has established a Women Empowerment Cell; it looks after the issues related to women student teachers.
- Remedial teaching is provided for identified low achievers.
- STs are asked to do **case study** assignment on exceptional children to know their life style and educational need.

### **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?**

The institution being co-educational provides equal opportunities for both, male and female student teachers. Without any discrimination, all the student teachers are provided equal opportunities to participate in all the curricular and co-curricular activities. Institution celebrates International Women's Day on a large scale. Various related programs are organized to create awareness among the student teachers about inclusion. Institution has established Women Empowerment Cell and Guidance and Counselling Cell to provide proper guidance to student teachers related to their academic, personal and social issues.

There are various provisions to make STs learn about inclusion in academics. The curriculum includes an elective paper on inclusive education. Even in the Core paper, Teaching, Learning and Evaluation: Perspective and practices some of the points are Exceptional Children, Individual Difference, Gender Equality, Women and Deprived Sections which covers Inclusive Education. Various activities and Cell also shows the help provided to all STs reflect Inclusiveness in college.

### **7.2.3. Details on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.**

The college has diverse groups of STs at the college. They share diversity of their way of life, expertise and skills in creating an active learning environment. Groups are formed for various activities so that each ST can get opportunity to participate and share one's learning and make collaborative efforts to grow. The college focuses mainly on collaborative learning. This further facilitates development of competencies among students by boosting their confidence and motivation. Following are some of the activities to serve the purpose.

#### **Positive Social Interaction**

- Teaching skills' practice
- Paper presentation on seminar topics
- Demonstrations
- Workshops
- Extension activities
- Classroom interaction
- Practice in teaching
- Panel discussion
- Educational Excursion
- Community Oriented Programs
- Different inter and intra college competitions.
- Celebration of various national and cultural days/festivals.

**Active engagement in learning and self-motivation:**

- General orientation and subject wise orientation about various programmes of the academic year.
- Using library resources and internet facilities.
- Life skill development programme.
- Personality development programmes.
- Annual Day and sport's meet.
- Guest lectures on motivation.

**7.2.4 How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?**

- Institution ensures the participation of the student teachers in various community centered programs like visits to special education schools, slums, orphanage and NGOs.
- The student teachers are provided with opportunities to take up community services during the academic year in the vicinity of Navapur. The interaction with the people of the community helps them to know their practical problems related to various issues which in turn sensitizes the student teachers towards the community.
- Institution provides the opportunities to student teachers to celebrate national and cultural days which enable them to know the diversified nature of the society and its people.
- Practice teaching in various schools enables the student teachers to understand various types of learners from various backgrounds.

**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 is positive to provide necessary facilities for the disabled students, if need arises. We provide following facilities:

- A ramp at the entrance,
- Rooms with wide entrance for wheelchairs to move in and out
- Peer assistance
- So far no student teacher with major physical disabilities is admitted. Till now any ST with a severe impairment has not come for admission. There have been candidates with sickle cell, visual impairment problems and pregnant females.
- In case if such students seek admission, the institution is ready to provide necessary facilities to accommodate such differently challenged students. However, the college already has amenities for such STs. There is provision of chairs for STs who are left-handers. Lecture hall, Language lab, Computer lab and library are on the ground floor to make the movement easy and smooth. Facilities like sitting on comfortable desk rather than on iron chair or small benches are provided to pregnant ladies. They also can rest in the ladies Room.

**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 college has a Women Empowerment Cell. Further, since the inception of the college, projects for women have been taken up through COP. During the last 5 years, we are conducting exhibitions on home and hand made things which provide a source of income to the

housewives which help empowering the women. . The issue is also addressed through curricular inputs. The students admitted to the course are grownups with the responsibilities; however, the provision has been made through the Women Empowerment Cell to provide guidance and counselling to women students according to their social and academic needs. As such the institution did not face any harassment issues so far, some minor issues are resolved through guidance given by the faculty members. Social issues related to women in the society are discussed in the classroom. It helps the student teachers to understand gender equality. **Further, please refer to 5.2.9 (Grievances Redressal Cell).**

### 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?

This is ensured through the following modes:

- College website- [www.shneducation.org](http://www.shneducation.org)
- College Magazine 'ZEP'
- Newsletter.
- Financial records.
- Administrative records.
- Display of circular and other information on the notice board.
- IOAC meetings
- Annual Day and other celebrations
- Parents and Alumni meetings
- Expertise Guidance
- Membership of the Head and TEs on various committees at the University and Social bodies,
- ASS&SPSN meetings,
- Examiner ship at different Universities
- MoUs with Practice teaching schools
- Consultancies
- Publications

The college has strong links between college and community and keeps it updated about our policies and organizational performance. The college also seeks help from the stakeholders for quality work. The college organizes stakeholders' talks with STs as well as with TEs. They are invited for **academic programmes** at the college. The college sends various publications like Seminar Souvenir, TEs' research work i.e. papers publications, annual magazine of the college to the parent body, ASS&SPSN and other stakeholders.

The seminar proceedings contain presidential remarks, Editor's desk note, key note address of the speakers, articles of the presenters, programme Schedule etc. The annual magazine contains details of all major activities, achievement at individual and institutional levels, efforts made for experimentation and research, courses offered, workshops / conference/ seminars etc. conducted consultancies and extension services apart from write-ups by students and teacher educators. This information is also communicated to the home University, DHE, NCTE, NAAC, and relevant bodies in the State, etc.

TEs and STs at the college prepare various instructional materials like newsletters, teaching learning materials, authentic materials like books, magazines, etc. and give away to schools for

their use. News reports of various activities / programmes/ events help the community to know about our work. The college maintains an Event Register for every academic year. The college website is updated regularly.

Every year details of both physical resources and human resources are sent to – All India Survey in Higher Education (AISHE).

### **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 college has a very transparent system of sharing and using the information on success and failures of various processes, satisfaction and dissatisfaction of students and stake holders for bringing qualitative improvement.

The quality parameters have been identified by the institution. By keeping these parameters and the feedback from the stakeholders, the curricular, extracurricular/ extension and co-curricular activities are planned, discussed and finalized in IQAC meetings.

- IQAC discusses the success and failure of the various programs. It also suggests modifications for implementing it in the regular academic/administrative processes.
- The institution seeks the suggestions from the stakeholders in formal and informal meetings which are implemented for further improvements in quality.
- Discussion and the guidance from the experts, is sought to improve the quality parameters of institutional activities.
- The college has a Suggestion Box and open forum discussion wherein suggestions, comments, appreciation, remarks given by STs and TEs are discussed and activities are planned for future.
- **Event Register** is a record of every major event at the college or by any ST and/TE outside the college. This is one document that helps us to know the lacuna and the areas wherein we need to focus.
- The college collects feedback from practicing school principals regarding STs' performance in the classroom teaching and overall practice teaching programme which is kept in focus during planning of practice lessons.
- **Reports for each event at the college are sent to newspapers.**
- TEs undertake self appraisal for themselves as for the management.
- TEs collect feedback from STs regarding their teaching sessions.
- **Peer Evaluation** is an effective practice at the college that helps TEs to use innovative ways of teaching and making classroom interaction come alive.
- The college arranges peer group meetings. Peers of each group share their satisfaction or dissatisfaction, comment on it and provide suggestions for the activities conducted with their peer counsellor. After the discussion in the staff meeting necessary follow up is taken up for quality enhancement.

### **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 institution receives continuous feedback from the stakeholders. The feedback is collected from the student teachers through various mechanisms. The data collected are analysed, a

report is submitted to the management/principal and suggestions for the improvement are discussed in IQAC meetings.

The institution collects the feedback from the student teachers in the following ways:

- Students appraisal of teachers
- Self-appraisal report of teachers
- Feedback on B.Ed. and M.Ed. course
- Feedback on each activity
- Feedback from the heads of practice teaching school.

Apart from this the principal collects the information from the stakeholders through informal ways that is discussed in IQAC meetings and suggestions are communicated to the concerned person. The feedback given is used for further quality enrichment.

## Additional Information

### 7.4.1. How is the core values of NAAC reflected in the various functions of the institution?

The curriculum of B.Ed. and M.Ed course reflects all the five core values identified by NAAC.

#### Value Framework for Assessment of Higher Education Institution and Suggested Parameters

Values/Goals	Suggested Parameters/Activities
<b>A) Contribution to the national development:</b>	<ul style="list-style-type: none"> <li>• The vision of our institution - "<b>Excellence in competencies and value based teacher education</b>", integrates the value of preparing enriched future teachers to contribute towards national development.</li> <li>• Equal opportunities are provided to all the student teachers without any discrimination like gender, caste, race and language.</li> <li>• Institution celebrates all the days of national and cultural significance so as to develop the feeling of nationalism, secularism and pride towards the nation among the student teachers. They are the preserver of culture and heritage and transfer the same to the young generation of the future.</li> <li>• To integrate the secular values like justice, equality and brotherhood in B.Ed. and M.Ed. program, institution provides an opportunity to all the student teachers and scholars to involve in service to the society by understanding the community.</li> <li>• The student teachers are equipped with soft skills, social skills and effective skills of teaching through various academic and co-curricular activities.</li> <li>• These skills are the indicator of human resource enrichment, contributing towards the national development.</li> </ul>
<b>B) Fostering global competencies among the student teachers:</b>	<p>With a concern towards globalization student teachers are equipped with various skills needed for sustainable teaching profession.</p> <ul style="list-style-type: none"> <li>• The institution integrates ICT in curriculum transaction. In addition, it also provides training in application of computers and PowerPoint presentations in turn students use these skills in teaching learning process and also for the instructional purpose during the teaching practice.</li> <li>• Teaching skills, practice in teaching project work, team work, community services, and extension activities help to sensitize the student teachers towards social realities, issues and challenges to cope up with uncertain circumstance in teaching.</li> <li>• Through these activities they are introduced to the exceptionalities, diverse culture, socioeconomic, gender, linguistic and regional disparities in a school environment which enables them to broaden their view points towards flexible teaching in challenging global society.</li> </ul>
<b>C) Inculcation of value system:</b>	<ul style="list-style-type: none"> <li>• The mission, vision and objectives of the institution are reflected in these core values.</li> </ul>

	<ul style="list-style-type: none"> <li>• The personal and social values such as team spirit, mutual reverence, dignity of labor, discipline, national integration, courage, peace, leadership, tolerance, self-motivation are infused among the student teachers through various programmes like projects, seminar, practical activities, community services, extension activities, excursion, community oriented programs, morning assembly and various cultural programmes</li> </ul>
<b>D) Promoting the use of technology:</b>	<ul style="list-style-type: none"> <li>• By keeping the need of the hour and in order to produce effective teachers for 21<sup>st</sup> century, training in computer application in teaching learning process is conducted for promoting technology.</li> <li>• Institute integrates the technology in teaching learning process. Seminar and workshops on innovative programmes using technology are periodically conducted.</li> <li>• Student teachers and faculty members are provided with the computer and internet facility.</li> <li>• The institution is equipped with technological resources which provide knowledge of technology and its usage. The institution seeks the help of <b>Akshar Computer institution</b>, to get the additional training and assistance in technology as per the requirement of student teachers and faculty members</li> </ul>
<b>E) Quest for Excellence:</b>	<ul style="list-style-type: none"> <li>• Institute has established IQAC to promote, maintain and sustain quality parameters in academic activities.</li> <li>• It takes care of institutional quality aspects like curriculum transaction, infrastructural facilities, curricular and co-curricular activities, students support and placement services.</li> <li>• Faculty enrichment and research promotion are the major concerns of IQAC.</li> <li>• The good results of the institution are indicator of the academic excellence.</li> <li>• The institution is making constant efforts every academic year to achieve the vision and the mission through academic excellence.</li> </ul>

### POST NAAC INITIATIVES

- We are planning to start UG and PG courses of IGNOU and M. Phil Degree Course affiliated to North Maharashtra University, Jalgaon for Research Scholars in Higher Education.
- More funded Research Projects and more consultancies.
- Wi-Fi facility, Smart Board, Digitization of the library, ICT Integration.
- Guidance for M. Phil and Doctoral Studies by more faculty members.
- Organization of International and National level Seminars and Conferences to contribute the Nation Building.
- Literacy Drive for next five years.
- Rain water harvesting project.
- Extension activities to empower women, youth and deprived sections of society.
- Competitive Exam center for Youth.
- Inculcation of Values, Models of teaching for Inclusive Education, Learning Centric classroom interaction, workshops on quality and excellence.
- More Placement Initiatives.







आदिवासी सेवा सहाय्यक व शिक्षण प्रसारक संस्थेचे,  
**श्री.सुरुपसिंग हिऱ्या नाईक शिक्षणशास्त्र महाविद्यालय,**  
**नवापूर, जिल्हा नंदुरबार.**  
 Adivasi Seva Sahayyak & Shikshan Prasarak Sanstha's  
**Shri.Surupsing Hirya Naik College of Education,**  
**Navapur, Dist. Nandurbar.**

Recognized by NCTE and Affiliated to North Maharashtra University, Jalgaon

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[www.shneducation.org](http://www.shneducation.org)

जा.क्र. :  
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दिनांक : / / २०१  
 Date : / / 201

### D. Declaration by the Head of the Institution

I certify that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

Signature of the Head of the institution

Principal

Shri. Surupsing Hirya Naik College of Education  
 Navapur Dist. Nandurbar

Place: Navapur

Date: 31/05/2016





आदिवासी सेवा सहाय्यक व शिक्षण प्रसारक संस्थेचे,  
**श्री.सुरुपसिंग हिर्या नाईक शिक्षणशास्त्र महाविद्यालय,**  
**नवापूर, जिल्हा नंदुरबार.**

Adivasi Seva Sahayyak & Shikshan Prasarak Sanstha's  
**Shri.Surupsing Hirya Naik College of Education,**  
**Navapur, Dist. Nandurbar.**

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Email – shncollege@rediffmail.com

www.shneducation.org

जा.क्र. :

दिनांक : / / 2016

O.W.No.:

Date : / / 2016

### CERTIFICATE OF COMPLIANCE

This is to certify that the institution **Shri. SURUPSING HIRYA NAIK, COLLEGE OF EDUCATION, NAVAPUR DIST- NANDURBAR** fulfils all norms

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body [such as UGC, NCTE etc.] and
3. The affiliation and recognition [if applicable] is valid as on date.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

**Date: 31/05/2016**

**Principal/Head of the Institution**

**Place: Navapur**

**Dr. Lata S. More**

(Name and Signature with Office seal) Principal  
 Shri. Surupsing Hirya Naik College of Education  
 Navapur Dist. Nandurbar



**SHRI. SURUPSING HIRYA NAIK COLLEGE OF EDUCATION, NAVAPUR  
DIST-NANDURBAR-425418 (MAHARASHTRA)**

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**SELF APPRAISAL REPORT - 2016.  
(CYCLE-2)**

**Section C:**

**APPENDICES**

SUBMITTED FOR RE-ACCREDITATION  
TO  
**NATIONAL ASSESSMENT & ACCREDITATION COUNCIL  
(NAAC)**  
NAGARBHAVI, BENGLORE- 560072.  
MAY , 2016.