Government college of Education (C.T.E.), Panvel

Self-Appraisal Report

SUBMITTED BY

Govt. College Of Education ,
(C.T.E.)

Near S.T. Stand ,
Panvel.

Dist. Raigad-410206 (Maharastra)
Phone-(022)27453000

Year 2017-18

Part I:
The Institutional data

Executive Summary

Institute's Specific Information:-

State Government of Maharashtra's Teacher Training college in Raigad District is 'Government college of Education'(C.T.E), Panvel which was established by the Government resolution dated 16th May,1970 in its own building. It is located in Taluka Panvel in Raigad District of Maharashtra State which lies in Navi Mumbai area. It is permanently affiliated to Mumbai University and reaccredited by NAAC in th. It is recognized by NCTE. It is very near to Panvel S.T. stand and one kilometer away from Panvel Railway station.

Ours is the only Government. College placed in Raigad District. The college is run by the state Government. The motto of the college's is; 'Sheelam *Param Bhushanam'* which describes the ultimate aim of education as, 'character building formation'. A fully qualified and well trained teachers , with high quality diversified characteristics are ready to enlighten the sphere as this workplace is being depicted through a lighted lamp portrayed on the top of the emblem. We try to achieve excellence through teaching and learning. The planning and execution of the program run by the college are testimony of the efforts being taken to enable bearing high quality of character. Though our building structure is old. we provide high quality of teacher training which is helpful for character building. The admissions are done by the centralized admission process. The intake capacity For B.Ed is 50+50 and M. Ed is 50+50. We are having nearly 21practicing schools in and around Panvel. The college caters to the needs of urban as well as rural students. The college has been upgraded as College of Teacher Education (C.T.E.) in the year 1997. Results of our courses are more than 90%.We have ample space, airy classrooms, beautiful green Surrounding, well-equipped laboratories, indoor and outdoor sports facilities etc. We have hostel facilities for girls and boys. New hostel built in the year 2014 with good facilities for minority girls also is an additional benefit to the college girls. Healthy and cheerful

atmosphere are few of our special characteristics. The entire campus has a wi-fi connection for the benefit of staff and students. It is eco-friendly campus.

Our College has taken initiative in starting B.Ed. intercollegiate sports event annually and established B.Ed. college's Sport Association in Raigad District and Navi Mumbai in the year 2010-2011. Every year a particular college used to take responsibility of sponsorship. This is the unique initiative regarding sports in the state of Maharashtra especially in B.Ed Colleges. We are very proud to inform that our college bagged General Inter-collegiate Championship for four successive years. With the change in B.Ed. Syllabus ,we are also adopting different innovative and modern techniques of teaching. We have completed minor research projects under Mumbai University Funding Schemes. We have educational Research Publication like 'Beacon of Teacher Education' and published annual Magazine 'Vidhynidhi'.

The total campus area is 15054.50 sq meter having 6 feet high boundary wall. The college has separate Administrative building and Educational building.

Administrative Building: The Administrative office is well maintained with all the facilities for the office staff. There is good drinking water and toilet facility. There is separate Pantry room. This building is connected by Internet connection There are four computers, Printers ,scanner, photocopy machine in the administrative office. There is a separate cabin for the Principal. There is an adjacent rest room to a Principal's cabin .

Educational building : The Educational building has all the method rooms, Library with reading room, Multipurpose hall, Psychology room, Science laboratory, Language laboratory , Math's room, Seminar hall with A-Vaids Library facilities with good collection of reference books, research journals, N- List research journals and computers. Students have ample place for learning in the college campus. Our campus is green and healthy as well as eco-friendly. Under environment education the college has installed solar energy heater for the new minority girls hostel. The college has installed Twenty one solar energy street light lamps in the college and hostel campus. Since both the buildings are separate it create a healthy learning atmosphere. Our college has prepared 'Qualitative Teachers' which transmits quality education in and around places. We are trying our best to prepare our students to become best teachers as envisioned in our emblem.

Accreditation Report-cycle III

Part I: Institutional Data

A. Profile of the Institution

1**. Name and address of the institution:-**

           GOVERNMENT COLLEGE OF EDUCATION ,PANVEL, NEAR S. T. STAND, PUNE- MUMBAI HIGHWAY, PANVEL DIST:- RAIGAD ,STATE:- MAHARASHTRA 410206

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

3**. For Communication:**

   Office:

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Principal: Dr. Raamaa Asshwin Bhoslay	022-27453000	02227453000	1) teachereducation@rediffmail.com 2) govt_bedcollege@rediffmail.com
Senior Associate Professor: Dr. Suvidya Mahesh Sarvankar	022-28782102	02227453000	Suvidya.sarvankar@gmail.com
Self - Appraisal Co-ordinator Smt. Meena C. Bharti	022-27453000	02227453000	meenabharti@yahoo.co.in

  Residence:

Name	Telephone Number with STD Code	Mobile Number
Principal: Dr. Raamaa Asshwin Bhoslay	022-27453000	8380096116
Senior Associate Professor: Dr. Suvidya Mahesh Sarvankar	022-27453000	9969106724
Self - Appraisal Co-ordinator Smt. Meena C. Bharti	022-27453000	9699560811

4. Location of the Institution:

Urban ☑   Semi-urban ☐   Rural ☐   Tribal ☐

Any other (specifies and indicates) ☐

5. Campus area in acres:

| 3.4 acres |

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

7. Date of Establishment of the institution:

Month and Year | May 1970 |

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

| University of Mumbai |

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

Month and Year
2f

MM	YYYY
June	1996

Month and Year
12B

MM	YYYY
June	1996

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 programs 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.Ed.	Graduation	Degree	Two Year	Marathi
iv.	Post Graduate	-	-	Diploma	-	-
		M.Ed	B.Ed	Degree	Two Year	Marathi
v.	Other (specify)	-	-	Certificate	-	-
		-	-	Diploma	-	-
		YCMOU Vocational B.Ed	Graduation	Degree	Two Year	Marathi

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

Level	Programme	Order No. and Date	Valid up to	Sanctioned Intake
Pre-primary	NA	NA	NA	NA
Primary/Elementary	NA	NA	NA	NA
Secondary/ Sr. secondary	B.Ed	**No/WRC/OAPW0703/113148/2015/146576**	Permanent	50+50
Post Graduate	M.Ed	**F.No/WRC/APW06381/125128/2015/152695/DATE-11/09/2015**	Permanent	50+50
Other (specify)	NA	NA	NA	NA

B) Criterion-wise inputs

Criterion I: Curricular Aspects

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

   Vision

Yes	✔	No	

   Mission

Yes	✔	No	

   Values

Yes	✔	No	

   Objectives

Yes	✔	No	

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

   If yes,

   a) How many programs?

   M.Ed

   b) Fee charged per programme

   44000

3. **Are there programs with semester system**

   Yes

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

Yes	✔	No	

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

All

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

D. Ed.

N.A.

B. Ed.

7 methods and three options

M.Ed. (Full Time)

Two options

M.Ed. (Part Time)

N.A.

Any other (specify and indicate)

N.A.

6. Are there Programmers offered in modular form

Yes	✓	No1	

Number	B.Ed-44, M.Ed-46

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

Yes	✓	No	

8. Are there Programs with faculty exchange/visiting faculty

Yes	✓	No	

Number	2

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

- Heads of practice teaching schools

Yes	✓	No	

- Academic Peers

Yes	✓	No	

- Alumni

Yes		No	✓

- Students

Yes	✓	No	

- Employers

Yes	✓	No	

11

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

Minimum Duration will take for Fulfillment of Commencement of New Course which ever time is required for essential permissions.

11. Has the institution introduced any new courses in Teacher Education during the last three years?

Yes	✔	No	

Number	1

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

Yes	✔	No	

Number	B.ED-13 papers
	M.ED-15 papers

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

Yes ✔   No

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

Yes ✔   No

Criterion II: Teaching-Learning and Evaluation

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

    a) Through an entrance test developed by the institution   `-`

    b) Common Entrance Test conducted by the University/Government   `✓`

    c) Through an interview   `-`

    d) Entrance test and interview   `-`

    e) Merit at the qualifying examination   `✓`   Marks at Degree level

    f) Any other (specify and indicate)

    (If more than one method is followed, kindly specify the weightages)   50:50

2. Furnish the following information (for the previous Academic Year):

a) Date of start of the Academic Year	06/06/2016
b) Date of last admission	29/09/2016
c) Date of closing of the academic year	26/05/2017
d) Total teaching days (Excluding Practice Teaching, Internship)	180
e) Total working days :	210

3. Total number of students admitted :

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed FY	06	10	16	06	04	10	00	06	06
B.Ed.SY	12	31	43	09	26	35	00	08	08
M.Ed. FY	05	08	13	03	04	07	02	04	06
M.Ed. SY	09	15	24	06	07	13	03	08	11

4. Are there any overseas students?

Yes	-	No	√

If yes, how many?   Nil

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;

9179

    b) Unit cost including salary component

238342

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

programs	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	NA			
B.Ed.	73	34	57	29
M.Ed. (Full Time)	67	50	71	45
M.Ed. (Part Time)	NA	NA	NA	NA

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

    Yes ✔   No ☐

8. **Does the institution develop its academic calendar?**

    Yes ✔   No ☐

9. **Time allotted (in percentage)**

Programme	Theory	Practice Teaching	Practicum
D.Ed.	NA	NA	NA
B.Ed.	27 %	23 %	50 %
M.Ed. (Full Time)	60%	NA	40%
M.Ed. (Part Time)	NA	NA	NA

10. **Pre-practice teaching at the institution**

    a) Number of pre-practice teaching days

        | 1 | 4 |

    b) Minimum number of pre-practice teaching

       lessons given by each student

        | 0 | 5 |

11. **Practice Teaching at School**

    a) Number of schools identified for practice

       teaching

        | 2 | 5 |

    b) Total number of practice teaching days

        | 7 | 5 |

    c) Minimum number of practice teaching

       lessons given by each student

        | 3 | 9 |

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

No. of Lessons in Simulation	2	No. of Lessons Pre-practice teaching	10

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

Yes   ✓   No ☐

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

Yes   ✓   No ☐

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

Programs	Internal	External
D.Ed.	NA	NA
B.Ed.	30%	70%
M.Ed. (Full Time)	40%	60%
M.Ed. (Part Time)	NA	NA

16. **Examinations**

     a) Number of sessional tests held for each paper | 0 | 2 |

     b) Number of assignments for each paper | 0 | 2 |

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

	Yes	No
Computers	✓	
Intranet		✓
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate) Wifi	✓	

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

Yes	✓	No	

Number	1

19. Does the institution offer computer science (Computers in Education) 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	4	57	%

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
1) Mumbai university	25000	1 year	N.A.
2) Mumbai university	25000	1 year	N.A.

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

1

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 | X |

   - Teachers are provided with seed money | X |

   - Adjustment in teaching schedule | ✓ |

   - Providing secretarial support and other facilities | X |

   - Any other specify and indicate | X |

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

Yes		No	✓

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

    a.   Ph.D.

4

    b.   M.Phil.

4

    c.

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

Yes ✓   No ☐

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

	Yes	No	RAB	SMS	SAL	PDJ	MCB	SAS	RSB
International journals	✓		3	-		-	3	-	-
National journals – referred papers and Non referred papers	✓		7	14	7	-	3	4	2
Academic articles in reputed magazines/news papers	✓		2	-		-	-	-	
Books	✓		2	-	-	-	-	-	-
Any other (specify and indicate)-Seminar proceeding, chapter in book	✓		6	-	12	1		-	3

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

Yes	✓	No	

Number		4

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

Faculty

	RAB	SMS	SAL	PDJ	MCB	SAS	RSB
National seminars	13	14	16	1	3	4	5
International seminars	7	1		-	3	-	-
Any other academic Forum - State	3	1	1	-	-	-	-

Students

	2013	2014	2015	2016	2017
National seminars	3	2	6	7	
International seminars					
Any other academic Forum - State					

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)- All relevant records registers   ✓

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

Yes ☑ No ☐

If yes, indicate the nature of the post.

Full-time ☐ Part-time ☐ Additional charge ☑

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

Yes ☐ No ☑

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

Yes ☑ No ☐

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

5

16. **Does the institution provide consultancy services?**

Yes ☑ No ☐

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

N. A.

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.)

   5795.68

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

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

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

   25

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

   For purchase of computer hardware 500000   Total 500000

   For maintenance 20,000

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

   20000

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

   4050

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

   Nil

22

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

Yes ☐   No ☑

9. Total number of posts sanctioned

Staff	*Open and Reserved, Male and Female
Teaching	1 Principal, 6 Lecturers, 1 librarian, 2 part time lecturers and 1 physical education Instructor
Non-teaching	11

* Total teaching posts sanctioned are1 Principal, 6 Lecturers, 1 librarian, 2 part time lecturers and 1 physical education Instructor. Caste wise roster is maintained as per the college but maintained at state level by the Directorate of Higher Education. There are 12 B. Ed. Colleges run by Govt. of Maharashtra. Reservation is maintained combining all the lecturers of these 12 B. Ed. Colleges. Same is maintained for Non- teaching staff.

10. Total number of posts vacant

Staff	*Open and Reserved, Male and Female
Teaching	0 Lecturer, 1 librarian, 2 part time lecturers and 1 physical education Instructor
Non-teaching	0

*Caste wise roster is maintained as per the college but maintained at state level by the Directorate of Higher Education.

11. **a. Number of regular and permanent teachers**   Open   Reserved

(Gender-wise)   Principal

M	F	M	F
0	1	0	0

Associate Professors

M	F	M	F
1	1	0	1

	M	F	M	F
Assistant Professors	0	1	1	0

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

         Open   Reserved

	M	F	M	F
Principal	-	-	-	-

	M	F	M	F
Associate Professors	-	-	-	-

	M	F	M	F
Assistant Professors	1	-	-	-

c. Number of teachers	From same state	1 + 6
	Other states	Nil

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	NA
B.Ed.	1:17
M.Ed. (Full Time)	1:17
M.Ed. (Part Time)	NA

         Open   Reserved

13. a. Non-teaching staff

	M	F	M	F
Permanent	0	0	7	3
	M	F	M	F
Temporary	-	-	1	2

M	F	M	F
	-	1	-

b. Technical Assistants   Permanent

Temporary

M	F	M	F
-	-	-	-

14. Ratio of Teaching – non-teaching staff

1:17

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

77,90,000

16. Is there an advisory committee for the library?

Yes | ✓ | No |

17. Working hours of the Library

On working days | 8 Hours |

On holidays (Excluding Public Holidays) | As per requirement |

During examinations | 8 Hours |

18. Does the Library have an Open access facility

Yes | ✓ | No |

19. Total collection of the following in the library

a. Books | 13483 |

    - Textbooks | 1200 |

    - Reference Books | 1038 |

b. Magazines | 03 |

e. Journals Subscribed

17	
04	

- Indian journals

- Foreign journals

04

f. Peer reviewed journals

g. Back volumes of journals

129

h. E-information resources

Online journals/e-journals

Inflibnet/ N-LIST

CDs/ DVDs

11

Databases

1

Video Cassettes

0

Audio Cassettes

50

20. Mention the

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

1348 sq.mt

Seating capacity of the Reading room

40

21. Status of automation of Library

Yet to intimate

-

Partially automated

✓

Fully automated

-

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

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

23. Are students allowed to retain books for examinations?

Yes	✔	No	

24. Furnish information on the following

Average number of books issued/returned per day	40

Maximum number of days books are permitted to be retained

By students	07
By faculty	15

Maximum number of books permitted for issue

For students	2 books
For faculty	Unlimited

Average number of users who visited/consulted per month	20

Ratio of library books (excluding textbooks and book bank	1:127

Facility) to the number of students enrolled

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

2%

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

	I 2014-2015		II 2015-2016		III 2016-2017	
	Number	Total cost (In Rs.)	Number	Total cost (In Rs.)	Number	Total cost (In Rs.)
Text books	30	67613.5	06		100	86545
Other books Reference	214		26	9930	185	
Journals/ Periodicals	22	9090	24	9690	15	9840

Criterion V: Student Support and Progression

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

Programs	Year 1 2014-15	Year 2 2015-16	Year 2016-17
D.Ed.	NA	NA	NA
B.Ed.	0	6	9
M.Ed. (Full Time)	0	1	1
M.Ed. (Part Time)	NA	NA	NA

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

Yes	√	No	

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

Each kul has Ten students under the guidance of One professor in charge which is mentor .

3. **Does the institution offer Remedial instruction?**

Yes	√	No	

   b. √
   c. √

1. **Does the institution offer Bridge courses?**

Yes	√	No	

Example :- Micro teaching and Lesson planning.

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

	Under Graduate			PG		
Years	2012-13	2013-14	2014-15	I	II	III
Pass percentage	97.85	96.93	92.00	91	78.05	82.35
Number of first classes	14	18	6	11	4	6
Number of Second class	47	41	44	6	8	8
Pass class	30	36	39	4	0	1

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

	2013-14	2014-15	2015-16
NET/	1	-	
SLET/SET	-		1
Any other (specify and indicate) TET	05	4	

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

Financial Aid	I(2013-14)	II(2014-15)	III(2015-16)
Merit Scholarship (From Univ.)	Nil	Nil	Nil
Merit-cum-means scholarship	Nil	Nil	Nil
Fee concession	Nil	Nil	Nil
Loan facilities	Nil	Nil	Nil
Any other specify and indicate a) Scholarship – **Bharat sarkar** b) Free ship	38	60	38

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

Yes	√	No	

6.   Does the institution provide Residential accommodation for:

Faculty

Yes	√	No	
Yes	√	No	

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

Financial Aid	I(2013-14)	II(2014-15)	III(2015-16)
Merit Scholarship (From Univ.)	Nil	Nil	Nil
Merit-cum-means scholarship	Nil	Nil	Nil
Fee concession	Nil	Nil	Nil
Loan facilities	Nil	Nil	Nil
Any other specify and indicate a) Scholarship – **Bharat sarkar** b) Free ship	38	60	38

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

6

Women

13

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

Sports fields

Yes	√	No	

Indoor sports facilities

Yes	√	No	

Gymnasium

Yes	√	No	

12. Availability of rest rooms for Women

Yes	√	No	

13. Availability of rest rooms for men

Yes	√	No	

14. Is there transport facility available?

Yes		No	√

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

Yes	√	No	

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate			1	a)Elocution Competition	3	4
				b) Udaan		
				Festival DLLE- University of	1	**18**

				Mumbai.		
Inter-university						
National						
Any other (specify and indicate)				Sport Competition	1	44

(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	NIL	NIL
Regional	44	District level trophy
National	NIL	NIL
International	NIL	NIL

18. Does the institution have an active Alumni Association?

Yes	√	No	

If yes, give the year of establishment

2010

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

√		

20. Does the institution regularly publish a college magazine?

Yes | ✓ | No | |

21. Does the institution publish its updated prospectus annually? It is published by CET cell of state Government of Maharashtra.
Yes √   No ☐

22. Give the details on the progression of the students to employment/further study

(Give percentage) for last three years

	2013-2014 (%)	2014-2015 (%)	2015-2016 ((Appeared batch) (%)
Higher studies	5	17.39	-
Employment (Total)	60	59	5
Teaching	58	59	5
Non-teaching	2	0	0

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?

Year	2013-14	2014-2015	2015-2016
No. of students	2	Nil	2

24. Does the institution provide the following guidance and counseling 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	2
Staff council	22
IQAC/or any other similar body/committee	6
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	4

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

Loan facility	Yes	√	No
Medical assistance	Yes	√	No
Insurance	Yes	√	No
Other (Specify and indicate) *	Yes	√	No

   * Staff quarters for teaching and non-teaching staff members.

    Provide advance festival allowance.

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

2014-15	2015-16	2016-17
3	7	3

5. Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement

Program   of the UGC/NCTE or any other recognized

Organization

Nil

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

	2014-15	2015-16	2016-17
National	1	1	1
International	Nil	Nil	Nil

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

2014-15	2015-16	2016-17
Nil	Nil	Nil

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

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

2013-14	2014-15	2015-16
1-National Workshop	1- National Conference	1- National Conference

e. Research development programs attended by the faculty

2014-15	2015-16	2016-17
1+1	-	2

f. Invited/endowment lectures at the institution

2013-14	2014-15	2015-16
1	1	2

Any other area (specify the programme and indicate)

2013-14	2014-15	2015-16
--	-	-

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

        a. Self-appraisal

Yes	√	No	

        b. Student assessment of faculty performance

Yes	√	No	

        c. Expert assessment of faculty performance

Yes	√	NoJ	

        d. Combination of one or more of the above

Yes	√	No	

        e. Any other (specify and indicate)

Yes	√	No	

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

Yes	√	No	

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

2 Hours

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

Grant-in-aid

Fees

Donation

Self-funded courses

Any other (Admission, Library, Laboratory, Gymkhana Fees

424537
868236
Librarv Books
506000
Nil

9. Expenditure statement (for last two years)

	2014-15	2015-16	
Total sanctioned Budget	1062250	10758908	
% spent on the salary of faculty	6793000	7790000	
% spent on the salary of non-teaching employees	2345000	2247000	
% spent on books and journals	5000	35752	
% spent on developmental activities (expansion of building) State Plan	350000	200000	
% spent on telephone, electricity and water	335090	262442	
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	65474	105800	
% spent on maintenance of equipment, teaching aids, contingency etc.	50000	60000	
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty Exchange, etc.)	1413045	588697	
% spent on travel	72996	62778	
Any other (specify and indicate)	997935	524553	
Total expenditure incurred	12177590	11777022	

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

Surplus in Rs.   Deficit in Rs.

2014-15		2031062
2015-16	263902	
2016-17		43040

*N.B.- College being Government of Maharashtra run institute, Sanctioned Budget is   utilised as per the guidelines given , however if the expenditure is less than the sanctioned budget, the balance amount is returned to the government.

11. Is there an internal financial audit mechanism?

Yes √   No

 12. Is there an external financial audit mechanism?

Yes √   No

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

Administration	Yes	√	No
Finance	Yes	√	No
Student Records	Yes	√	No
Career Counseling	Yes	√	No
Aptitude Testing	Yes	√	No
Examinations/Evaluation	Yes	√	No
Assessment	Yes	√	No
Any other (Library,Language Lab,Wifi Campus)	Yes	√	No

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

Yes √   No

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

Yes √   No

39

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

<div align="center">Yes [√]   No [   ]</div>

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

<div align="center">Yes [√]   No [   ]</div>

18. **Is a grievance redresses mechanism in vogue in the institution?**
    a) For teachers   [√]

    b) For students   [√]

    c) For non - teaching staff   [√]

19. **Are there any on-going legal disputes pertaining to the institution?**

<div align="center">Yes [   ]   No [√]</div>

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

<div align="center">Yes [√]   No [   ]</div>

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

<div align="center">Yes [√]   No [   ]</div>

Criterion VII: Innovative Practices

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

   Yes | √ | No | |

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

   Yes | √ | No | |

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

2015-16 / 2016-17

	Category	Men	Women
a	SC	3(5%)	7(12%)
b	ST	8(13%)	7(12%)
c	OBC	6(12%)	14(23%)
d	Physically challenged	0	1(1.69%)
e	General Category	0	13(22%)
f	Rural	3(5%)	13(22%)
g	Urban	15(25%)	28(48%)
h	Any other (specify) VJ/NT	0	0

3. **What is the percentage of the staff in the following category?**

	Category	Teaching staff	Non-teaching staff
a	SC	0	2(12%)
b	ST	0	0
c	OBC	2(12%)	5(29%)

d	Women	0	0
-	Physically challenged	0	0
f	General Category	5(29%)	2(12%)
g	VJNT	0	1(6%)

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

Category	At Admission		On completion of the course	
	Batch I 2015-16	Batch II 2016-17	Batch I 2015-16	Batch II 2016-17
SC	7	6	6(86%)	4(67%)
ST	13	4	11(85%)	4(100%)
OBC	21	2	18(86%)	2(100%)
Physically challenged	1	0	1(100%)	0
General Category	9	6	8(89%)	6
Rural	25	25	20(80%)	15
Urban	35	35	23(66%)	28
Any other (specify) VJ/NT/NTC Minority	1	0	0	0

Criterion I: Curricular Aspects

1.1   Curricular Design and Development

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

> ### The VISION of our Institution:-

" Education to empower student teachers to recognize and optimize their full potential and to bring about all round development of student teachers' community and progress of the nation."

> ### The MISSION of our Institution:-

"Enhance the values of creativity ,righteousness empathy ,gender sensitivity, secularism and social responsibility in the student teacher through comprehensive and facilitators of social change."

The Goals of our Institution are:-

> - To create well trained teachers having capacity and capability of working in the changed constructive social environment
> - To develop positive attitude towards curricular/co-curricular and extracurricular aspects of secondary and higher secondary education
> - To cater to the needs of in-service training of secondary/higher secondary teachers of *Raigad* district
> - Our motto is excellence through training.
> - Emblem of our college is *'Sheelam Param Bhushanam'*

The Objectives of our Institution :-

- ➢ To develop personal, professional and social skill and competencies to teach Subjects on the basis of principles of learning and teaching
- ➢ To enable the students to foster creative thinking among pupils for reconstruction of knowledge
- ➢ To develop competencies to utilize community resources as educational inputs
- ➢ To create awareness of current thrust areas in education
- ➢ To develop awareness about role of education in building up a democratic and secular society
- ➢ To develop competencies in school management
- ➢ To develop skills in preparation and use of instructional material

The objectives of Secondary Teacher Education given by the **NCTE** in its "Curricular Framework for Quality Education (1998)" are also related to the **goals** of our Institution. They are as follows:

i) Enable the prospective teachers to understand the nature, purpose and philosophy of secondary education.

ii) To develop among teachers an understanding of the Psychology of their pupils.

iii) To enable them to understand the process of socialization.

iv) To equip them to acquire competencies relevant to stage specific pedagogy, curriculum development, (Its transaction and evaluation)

v) To enable them to make pedagogical analysis of the subject that are to be taught at the secondary stage.

vi) To develop skill of guidance and counseling. It enables them to foster creative thinking among pupils for reconstruction of knowledge.

vii) To acquaint them with factors and forces affecting educational system and classroom situation.

viii) To acquaint them with educational needs for special group of pupils.

ix) To enable them to utilize Community Resources as Educational Inputs.

x) To develop Communication skill and use modern information Technology for school purposes.

xi) To develop aesthetic sensibilities
xii) To acquaint them with research in education including Action Research.

Values of Institution:

1. To encourage the student teachers to contribute to National development by developing the thrust in identification of research area and academic programs.
2. To foster the global competencies among student teachers by developing the life skills.
3. To promote the moral values system in student teachers through assembly co- curricular and extracurricular activities.
4. To promotes the use of technology in student teachers for the enrichment of learning.
5. To promotes the best for excellent in student teachers by institutionalization of continuous improvement system.

b) Major Considerations addressed by them:-

The goals and objectives of the institution have always been very clearly geared to preparing committed and creative teachers who will be sensitive to social needs. The college boosts of a good, strong , forward looking faculty with good team spirit and hence a very congenial atmosphere exists. The faculty and the Principal are clear that the transition towards institution , teacher trainee and community should be gradual and very well thought out.

- **Intellectual: -** Objectives are set as per the objectives given by the NCTE in its "Curriculum Framework for Quality Education". It helps to develop the teacher educators intellectually. Various guest lectures are organized to develop students' competencies as well as for personality development. It helps to develop his cognitive domain.
    According to the new framework of B.Ed course decided by NCTE in 2014.   The B.Ed course having two years duration and four semesters structure, which help students to enhance their professional competences i.e. EPC-1 Reading reflecting on the text, EPC-2 Drama and art in Education, EPC-3 Critical understanding of ICT, EPC-4 Understanding

the self, all these EPC activities help to develop intellectual capacities of student teachers.

- **Academic: -** The College is affiliated to the University of Mumbai and follows the syllabus framed by its Board of Studies. College staff participated in its construction. Hence it takes care of all academic aspects as per syllabus of University of Mumbai .all the pedagogy and practicals included in each paper helps to enhancing academic development of student teacher .We implement all the activities considering the special needs of our students.

- **Training: -** B. Ed syllabus of Mumbai university is a skill oriented syllabus so the overall development of student teacher is a base of our teacher training programme. All types of lessons i.e. Micro teaching, models of teaching, shadow lessons, ICT lessons, simulated lessons, Peer teaching ,Co-teaching, Lessons based on various methods etc. are part of our syllabus and helps to develop student teachers' teaching skills. Our teacher training programme is value based and helps to produce quality teachers. The College equips its students with the skills required to be a competent teacher in future in the globalised world.

- **Access to the Disadvantaged: -** College takes care of the disadvantaged group of the society. Out of 12   Government B.Ed colleges in Maharashtra.   Our college is located in Raigad district and only one government institution in Higher Education. To provide access to the disadvantaged students is our social responsibility. Our college gives admission to reserve category students as per the Government rules. Though the college is Marathi medium, yet the students of other medium are properly taken care of. Hostel facility is available for girls and boys as well as for Minority girls students. Students from the rural, hilly area (especially from konkan region) seek admission to our college and teaching and non- teaching staff are taken care of. Every year 2-3 disadvantaged students take admission in our college. In our college all construction is only on ground floor so it will help to physically disadvantaged students for easy physical access. Our faculty always ready to help to disadvantaged students as per their need.

- **Equity: -** All the students get equal opportunity for development. Students are divided into Six groups. Each group gets its period of work for more than one month and each group is connected with one teacher educator, who is mentor of that particular group. During this period that group arranges morning assembly. Days of special importance are celebrated. Apart from this various clubs organize activities throughout the year in which the students take active participation. Our college provides equal opportunities without any gender bias. For inculcating gender equality Government of Maharashtra introduce a special 'Abhiyan'- 'Jagar Janiwancha' (it means inculcate awareness about gender equality among people). Our college implements this 'Abhiyan' on large scale and try to inculcate awareness about gender equality among student teachers. For that, we organized various programmes such as poster competition, slogan competition, Essay competition to show inspiring documentaries, hand written booklet in the year 2013-14, 2014-15.

- **Self-Development:-** In our college we organized Personality development workshops for our student teachers, which helps to their self development. Many of the B.Ed. students first time learn, how to face stage and audience. During B.Ed course first time they face stage and audience. According to the new B.Ed course which is introduced in 2014,under EPC-4 Understanding the self students learn to discover oneself, to equip oneself with the skill of reflective journal. Exploring the self (potential of self, fears ,aspiration etc.) They gain courage, improve their communication skills. Individual guidance helps them a lot for their self-development . The whole revised B.Ed syllabus reconstructed and reframed for boosting self development of student teacher.

- **Community and National Development: -** The college organizes community work like construction of road in rural area and   repairing the road at Shantiwan, Nere. College organizes lots of programmes for National Integration like Diwali Celebration, Eid, Makar Sankrant, Christmas etc. Our college organized social awareness programme for betterment of society such as   Tobacco prevention, Prohibition of Dowry etc. Its Extension activities reach community at large. Students who take the Extension activity (DLLE activities) such as "Status of Women Survey" helps our students to reach at community. In this survey our

students reach to some families and educate them about Women's Rights. Those who opt Population Education Club activity; take extra lessons in schools based on population education and educate the young minds about social problems. Every year our college conducted Cleanliness Day Drive for the nearby S.T. Stand campus on the occasion of Gandhi Jayanti. It is followed by the Sarva- Dharma- Prarthana- Recitation in groups.Which helps to inculcate awareness about cleanliness and Prayer helps to develop national integrity among student teachers.

- **Issue of Ecology and Environment: -** The College has one optional special field as Environmental Education. What student learn in the college disseminate at the school level. Our college has ample place available for plantation. Students have planted various plants in the college campus. Our college has formed environmental club. Through this club students organized various environmental activities, such as preparation of posters based on environmental messages, plants cultivation. Preparation of compost, preparation of bottle garden, plantation of medicinal plants etc.. Our college has huge airy campus beautified by large green plants. We always try to maintain balance between ecology and environmental factors. We try to avoid pollution. Every year we organized guest lecturers for environmental awareness. Our student teachers organized drama for dissemination of social awareness about environment. We plants so many seedling in pots. Our campus is eco-friendly. Even our student teachers try to disseminate environmental message in their practice school. Govt. of Maharashtra publish G.R. dated 12/5/2016 by which government makes it mandatory for each and every school and college to celebrate environment day on large scale. On that day our college planted 100 plants which makes our campus green and healthy as well as eco-friendly. We have installed 21 Solar street lamps and solar water heater to conserve electricity through this we try to inculcate the value of energy saving in our student teachers.

  - **Value Orientation: -** The College has morning assembly system. Thought for the day is narrated and explained giving emphasis on values. Reciting Shlokas and its meanings also helps in inculcating values. Cultural programs are also based on core values. All our curricular, Co- curricular and extracurricular activities are students centric, value oriented. Our motto also

emphasizes on value education. Value education is main aim of our training. We prepare trainee teachers for the following values

- ✓ Inculcation of Scientific Attitude
- ✓ National Integration
- ✓ Gender Equality
- ✓ History Of India's Independence Movement
- ✓ Observance of Small Family Norms
- ✓ Removal Social Barrier
- ✓ |Respect of Enriched   Indian Heritage
- ✓ Constitutional Obligations
- ✓ Secularism, Egalitarianism
- ✓ Environmental awareness

Employment: - Regarding the job opportunities in schools and government sectors we inform through social medias like Whats app groups, e-mail etc to our students which help them to get employment. Campus interviews were organized to help the students to get opportunity for the job. Even our library also helps students to find various job, informally all our staff members give information to the students about career options.

Global Trends and Demands : -

To integrate ICT in teaching learning administration and evolution we promote ICT based education. Many cultural programs are held taking the help of power-point presentation. College has participated in Extension Activities. We undertake projects various social and global problems. We organize national conferences for that we choose theme based on global trends. We try to match our syllabus, methods of teaching with new global trends.

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 is a continuous process, and in order to enhance quality of teaching and learning process updating of curriculum is required from time to time.

The College was a part of the B.Ed. Syllabus Revision Programme. The faculty at Government college of Education, Panvel is well experienced and tries various methods of teaching for active participation of students. e.g. seminars, co-operative learning.

The curriculum is framed by Board of Studies in Education, University of Mumbai. Staff members are involved in its development.

Justice Verma committee suggested two years structure of B.Ed course. As per the NCTE regulation 2014, the curriculum is revised. After preparing the framework of two years B.Ed. curriculum, it was open for suggestions for faculty, students, alumni and experts. NCTE Expert Committee reviewed the curriculum of teacher education at regional levels through workshops in different states of India. Our Principal, Dr. R. A. Bhoslay participated in a meeting at Pune, Maharashtra and share views in discussion. She also shares her views with Board of Studies of University of Mumbai and suggested few point. One of her suggestion was regarding Internship of M. Ed. Student teachers. Letter addressed to the Hon. Vice Chancellor in the year 2014-15. She advised internship of M. Ed. Students be completed in the same B. ED college. NCTE has prepared a Teacher Education curriculum framework taking into consideration the challenges before teacher training programme. It has also been an excellent effort to prepare qualitative teachers. Considering the guidelines all Universities in Maharashtra prepared syllabus through board of studies in education. Every university was

having the liberalization to meet local challenges upto some extent. BOS appointed experts to frame curriculum course wise. University of Mumbai displayed the curriculum through website and call suggestions from stakeholders. Considering all suggestions making it final. Then organized course wise orientation for teacher educators. Our college had also organized orientation in the subject Rural Development and Marathi Method.

Our Principal was invited as a member of Fee structure Committee of Joint Director (Shulk Nirdharan Samiti)

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

Revised curriculum of University of Mumbai 2015 has taken care of global trends. Subjects like Inclusive education, Contemporary India and Education, Learning and Teaching, Knowledge and curriculum, Guidance and counseling, Social, National and International problems are included in the syllabus. Creating an Inclusive School, gender School and society, Language across the curriculum. Inclusive Education and Environmental Education and Peace Education are papers for special fields. This B.Ed syllabus also includes EPC-1 Reading and Reflecting on texts,EPC-2 Drama and art in Education,EPC-3 Critical understanding of ICT,EPC-4 Understanding the self. In this students read the articles and books related to social issues and reflect their ideas. In dance and drama students think on how to use dance and drama in education in EPC-3 Student need to use ICT in different school pattern in EPC-4 students do SWOT analysis, students tell their journey as a teacher, prepare script for play on any social issue, student collect data regarding their prejudices and orientation for removal of that.

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

The curriculum of B.Ed. has made ICT as compulsory paper. Students are given marks for computer lessons. Environmental Education is an optional special field which majority of the students have opted . For Value education, our students offer

morning assembly based on values. Cultural programme which is also compulsory for each student, which is also based on values.

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

Institution makes use of ICT for curricular planning, Term plans, Time Tables for various activities and workshops are prepared by using computers. Educational films to be shown are planned and Power point presentations are prepared for various activities. Student convey notices on Whats app group and through email.

1.2 Academic Flexibility

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

The Institution   certainly attempts to   provide experiences to the Students. Mumbai University B.Ed. Course consists of Four semesters. Each semester has theory and practical. No activity is made compulsory in our institution B. Ed syllabus is more flexible than the previous one. Apart from the above mentioned optional paper we provide maximum flexibility in the following.

1. **Practice schools: -** We are having nearly 21 practicing schools. We divide the students in different groups of their choice. They visit the school and choose a convenient one.
2. **Practical part: -** Every course in each semester has given practicum part. Student chooses a practicum work of his interest and convenience.
3. **Seminars: -** We organize internal seminars. Students are free to be a part of only group for seminar and he choose unit for seminar as per his /her choice.
4. **EPC Activities: -** In each EPC different activities are to be completed. Students are free to choose such activities.
5. **Teaching Content :-** Students are given freedom to choose teaching unit from the text books after the discussion with the school subject teachers.
6. **Action Research: -** Students are free to choose topic for action research in semester IV.
7. **Flexibility in sports :-** We organize indoor as well as outdoor sports competitions. We also encourage the students to participate in intercollegiate

sports meets. Here they have flexibility to participate in any event of his interest and skill.

8. **Other Competitions** :- We encourage our students to participate in different literary competitions like elocution, poetry reading etc. They choose the topic of their interest.

In this way we offer maximum flexibility. We help student to learn and develop himself according to his own speed and capacity.

Each student selects one teaching methods as a special subject method based on his graduation level. The institution provides various experiences to the students which make teaching as a reflective practice. It is the practice in the institute of teacher education that students give various types of lessons i.e. Micro-teaching, Practice Lessons, Bridge Lesson, Computer Lessons and Simulation Lessons. For each lessons immediate feedback is provided to the students. They are also explained the ways to improve their inadequacies. Students also provide feedback to the teacher educators about their teaching. Various methods of instructions are adopted to teach the students which help them to have reflective approach. The methods used are Discussion Method, Brainstorming, Seminars and Co-operative Learning.

According to new B. Ed syllabus in second semester internship is of 4 weeks . In that students do the shadowing of school teachers, observations of peer lessons, observation of school record and co-curricular activities. In second year internship is of Ten weeks in which students take 26 lessons they also take theme based lessons and teaches with school teachers. In third semester internship is of 6 weeks consisting co teaching with peers, developing learning resources and organizing of co curricular activities in schools.

M.Ed. Course has 4 semesters. In each semester for all courses external theory paper is for 60 marks and internal presentations are for 40 marks. In this students need to give presentation and do academic writing. In internship they need to conduct activities in B Ed College.

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?

        For B Ed the institution provides for adequate flexibility and scope in the operational curriculum. For semester 3 Paper 7 section B is having following options:-

        1. Action Research

        2. Computers in Education

        3. Education for Rural Development

        4. Environmental Education

        5. Guidance and Counseling

        6. Inclusive Education

        7. International Education

The students choose the subject according to their interest and specialization of the subject.

        For practice teaching the teaching schedule is adjusted according to the students requirement. Types of simulated teaching like Role-Play method, Dramatization, Play Way method, Models of teaching Journey method, Project method, Discussion method, Storytelling method are used in practice teaching. Instructional material is also used in teaching. The workshop for preparation of teaching aids is having highest practical use. Similarly I.T. lessons enhance their creativity. In each EPC many activities are suggested to get over all experience. Student has available options to choose activity as per their interest.

For M Ed course in SEM II and IV, students need to choose any three subject from following

According to student choice:-

A. Comparative Education

B. Educational Technology

C. Environmental Education

D. Guidance and Counseling

E. Inclusive Education

F. Management of Education

G. Pedagogy, Andragogy and Assessment

H. Quality in Education

I. Women's Education

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

The college has adopted extension service programs of Department of Lifelong Learning and Extension of Mumbai University. Among the different activities two activities namely population education club for boys and survey of women's status for girls are implemented by the students. In these activities students develop communication skills (verbal and written) . Boy students take additional seven lessons in different schools on the topics like Pollution, AID's, Protection of environment, Population, etc. The students have to prepare a lesson note according to the topic.

Girl students make survey of Women's status (S.W.S.) in different regions. Each girl student makes survey of 30 to 50 women in low economic status. For this a questionnaire is prepared. Students go to the community and interact with the people. In this way communication skill is developed. After survey a conclusion is derived. A separate report is submitted to the department. This activity is of 120 hrs/ DLLE gives certificate and 10 additional grace marks to the students. At the Annual UDAAN festival students present Street Play and Posters in the Inter collegiate Competitions.

ICT skills - In ICT student learn to prepare e-portfolio using Google site, collect data using Google from, do learns using EDMODO, prepare whats-app group for discussion of social issue. In Each EPC activities are suggested and students opt for only activity of their interest. Each student has to take two computer lessons. For this they make use of computers. For theory papers the information for many new topics is received by using internet. For preparation of

instructional material computer is used. In Internship they have to take Unit Test and prepare result for this, they make use of computers.

Life Skills - Apart from the learning theory students do college level activities like Street Play, One act Play, Poster Making, Book Exhibition, Poetry Singing, Role Play, , Book Exhibition, role Play, Organization of lectures, Visits, etc. From these activities communication skill is developed. In our college the students have opted for Environmental Education. By learning the syllabus informally life skills are developed. In social service activity Cleanliness of campus, tree plantation, help to learn a lot. In the teaching of Economics, Geography, Environmental science, Languages, science, some life skills are developed. Visit to '*Shantivan'* helps to develop the sense of social responsibility. Programs of '*Andharshraddha Nirmulan Samiti'* organized at college also develop sense of social responsibility and Scientific attitude.

Maharashtra state Textbook Bureau publishes textbooks for secondary education Ten life skills are introduced in that. The whole syllabus of secondary education is life skill oriented. Inclusion of ten core elements, life skills and values made syllabus enriched. Content knowledge is enriched by maintaining correlation in each method.

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

i.   Interdisciplinary/Multidisciplinary

The Revised B.Ed and M.Ed syllabus is itself Interdisciplinary. The topics like co-operative learning,. Constructive learning, maxims of teaching, Review of text book, Implementation of unit test, Qualities of teachers, Globalization are included in most of the papers. Five micro-Teaching skills like Introduction, Skill of explanation, Skill of Blackboard Writing, Stimulus Variation, Bridge Lesson, Simulated teaching and Models of teaching have Multi-disciplinary

aspect. Nature of practicum course is inter-disciplinary. All EPC activities are Interdisciplinary.

The Revised M. Ed syllabus is itself Interdisciplinary. The topics like History, Politics and economics in education gives prospective about education in pre-independent India progress of education and education for equitable society in global era co-operative learning, psychology of development of learning gives aspects regarding cognitive development cognitive learning and social cognition. Constructive learning, Qualities of teachers, Globalization are included in most of the papers and have Multi-disciplinary aspect. Nature of practicum course is inter-disciplinary. All course activities are Interdisciplinary .

ii.Multi-skill development

The skill of Speaking, Reading, Listening and Writing is developed while teaching languages. Other skills like Singing, Drawing, Acting, Enacting, Imitation, creativity, and Craft Skills are developed while teaching. Communication and I.T. skills are developed during I.T. lessons. Skill of presentation is developed through SWOT analysis.

SEM	EPC	ACTIVITIES
I	Reading and Reflection	• Discussion on the theme share response • Explore different journal writing, developing common reflective journal • Converting situations into dialog • Convert text into mono act play • Develop booklet of activities for reading and reflecting on text • Maintain reflective journals and rubric
II	Drama and Art in education	• Participate in stage presentation • Review different dances in India • Display educating functions of

		drama and art through street play
		• Write appreciation essay on historical monuments
		• Developing mask and puppets to teach any topic in their methods
		• Develop art material through waste
		• Workshop on film review
		• Workshop on developing short play, street play
		• Workshop on preparing script for radio program
		• Visit to local theater
		• Critically write comment on festival performance in India
III	Use of ICT in education	• Prepare groups on social media and discuss topic of social issues on it
		• Develop CAI package using ADDIE model
		• Evaluate any one MIS
		• Collect online data through Google form and analyze
		• Prepare e-portfolio
		• Collaborate with in-service teacher and carry out research by conducting online survey on any social issue
IV	Understanding self	• Workshop on self awareness
		• Yoga sessions
		• Survey on self concepts
		• Orientation towards narrating writing
		• Film and documenting on different aspect of human victories
		• Reflection on journey as a student teacher with different media
		• Interview with the student to identify prejudices they harbor and plan activities to facilitates

		elimination of to judases among student
		• Write autobiography

For M. Ed.

Sr.No.	Particular activity
I	Students has to do extension/field/ experimental work/ field work/ short quiz/case study/posters to express themselves
II	Students marks for became responsible learner, mannerism and articulation and exhibit of leadership quality in organization of leadership activity

iii) Inclusive Education

B. Ed. And M.Ed Syllabus includes topic of inclusive Education. It is practiced also in our institute. Our College is State Government's College, so we follow 50% reservation policy. Though the college is Marathi Medium yet English medium students are accommodated comfortably. Staff is also competent to speak at least three languages comfortably. Students writing their examination in English are guided separately. Our classroom is Inclusive in a true sense. We have students from various backgrounds, and various cultures. They are also from urban as well as rural areas, from different socio economic strata, from deprived and under privileged groups.

iii.Practice teaching

Student teachers use various methods, approaches, techniques and models of teaching during practice teaching sessions. According to new 2 years B.Ed syllabus students are giving 26 Practice lessons, two theme based teaching lesson, 8 peer co- teaching lesson, 10 shadowing lessons with school teacher are intended to enable the student teachers to retrospect, introspect and identify their strong and

weak points and work ahead for improvement. Creative lesson, Game technique, Role play and Power point presentations are given by the Students.

iv.School Experience / Internship

College organizes meeting with the Head- masters of practicing schools for planning of practice teaching programme. As a part of internship activity students visit concerned schools in their area and collect information regarding the school time-table. There are near about 21 practicing schools. Some of our practicing schools are from nearby villages and some are from city area which provide versatile experiences to our student teachers and the students get experience to teach to different classes in different schools. They interact with the subject teachers, supervisors and receive information regarding the working of the school. They also get informal guidance and feedback on their teaching, from the school teachers, supervisor and the peers.

Internship - In Mumbai University syllabus, Internship activity is of 4 weeks in semester II, 10 weeks in Semester III and 6 weeks in Semester IV,

In semester II: - students do showing of school teacher observe the peer lessons, observe the school record and arrange the co-curricular activities.

In III rd semester:- students have to give 26 practice lessons of their respective methods. 2 theme based lessons and 3 co teaching lesson with school teacher are to be completed.

In semester IV:- 8 co teaching lesson with peer are there, organization of co curricular activity are there.

For M. Ed course students need to complete 4 weeks internship in semester II and 4 weeks internship in semester III

In all these semester students also doing following activities:-

1.	Preparation of time-table of all classes
2.	Daily prayer and paripath
3.	Class teacher ship

4.   Daily attendance
5.   Daily teaching
6.   Information regarding the school office registers
7.   Implementation of unit test
8.   Mass P.T.
9.   Sports
10.   Cultural program
11.   Competitions
12.   Exhibition
13.   Tree plantation
14.   Organization of annual program
15.   Field visits
16.   Yoga session
17.   Presentation of self.

vi. Work Experience /SUPW

We organize lots of SUPW activities i.e. Pot making, Flower making, Perfume Making, Rakhi Making and Creative Rangoli Making, Preparation of paper lantern etc. Apart from other resource persons, the institution uses in -house resources to carry out activities under SUPW. The student teachers are trained to make some useful articles Like artificial jewellary making etc.

vii.   Any other (specify and give details)

The college provides many firsthand experiences in organization. Being Government of Maharashtra's college; students get many opportunities to participate in Government programs and also actively participate in its organization along with the staff. In keeping with this spirit, the institution has formed various clubs which help to identify and groom talents.

Following Clubs functions effectively organized in the college.

Environmental Club:

Objectives:

- To develop an understanding and awareness of Environmental Issues
- To develop healthy Environment for Birds.
- To develop attitudinal change regarding Environmental Protection
- To develop Environmental values in students
- To create an awareness of and attitude for Sustainable Development
- To develop an appreciation for the implementation of environmentally Sustainable Practices

Activities of the Environmental Club:

- Pot Culture
- Maintenance of Garden
- Eco friendly Rangoli , Duster making without using wood (By using soap case and sponge)
- Clean and green campus
- Making shelter for birds.

Language Literary Club:

Objectives:

- To develop an appreciation for language
- To develop the ability to express
- To exhibit creativity in their work
- To develop oratory skills

Activities of the Language Literary Club:

- Essay Competition
- Extempore Elocution Competition
- Celebration of Marathi and Hindi Divas

Science Club

Objectives:

- To inculcate scientific attitude.

- To eradicate superstitions

Activities of Science Club:

- Skits to eradicate superstitions and inculcate scientific attitude.
- Celebration of Science Day
  1. National Marathi vidnyan parishad organize workshop on scientific attitude.

  2. Celebration of Science day

Geography Club

Objectives:

- To inculcate scientific attitude in teaching and learning of Geography.
- To help in use of various Geographic tools , gadget

Activities of Geography Club:

- Celebration of Geography Day on Makar Sankranti
  - Exhibition of various Geographic Tools and Gadgets
  - Local Geography study.

1.3   Feedback on Curriculum

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

   In daily teaching students active participation is taken such as giving answers, expressing their opinions, asking the difficulties, etc. At the end of the lecture review is taken and student's feedback is also taken. At the end of the year a formal feedback form is given to the students and they are asked to fill it judiciously. After analyzing these feedback forms lecturers improve their teaching accordingly.

   In informal discussion with the students either in college, or in practicing schools the teachers receives feedback. Sometimes discussions with the alumni also focus on the comparison of syllabi. For demonstration lessons

of micro-teaching, simulated teaching, and regular teaching feedback is received from the peers. Feedback is also received from the subject teachers of practicing schools. Sometimes the lectures are supervised by the Principal and collects valuable suggestions. In our college we have Alumni Association as well as parent teacher association they are our stake holders they always provide feedback. We have strong social ties with various local bodies. We have Local Management Committee. All our stake holders gives us feedback through their informal discussion.

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

Yes, there is certainly a mechanism for analysis and use of the out come from the feedback to review and identify areas for improvement. Principal discusses the feedback opinions with the staff and gives the oral suggestions, As well as we have strong self appraisal system introduced by Government of Maharashtra ,through which Principal provide written feedback to staff members   As the syllabus is prepared by Mumbai University, we just convey our remarks to Academic council and B.O.S. of Mumbai   University. Suggestions are invited from the teachers and changes are made in the next syllabus. Before framing syllabus Board of Studies invited suggestions and opinions are invited from the lecturers. Considering the new trends and concepts syllabus is revised. Before Implementing the new syllabus orientation about syllabus at different colleges is arranged. This college has also arranged orientation of optional field Rural Development and Marathi method.

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

Two of our senior teacher educators were conveners for the syllabus revision and our all the teacher educators were members of the Syllabus Revision Committees.

1.4 Curriculum Update

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

From last five years Semester pattern has been implemented. Subject wise, there are additional topics introduced which are useful to the students in keeping tune with the global trends and changing needs of the society. Suggested activities in each paper made the whole teaching learning process interesting and participatory. Paper pattern also changed. The examination system has undergone a massive change:

- Change in the Question paper pattern
- Introduction of the Open book assignment
- Introduction of Semester System
- From 2015-16 B. Ed and M .Ed course are two year courses with 4 Semester. For B. Ed course there is 20 weeks internship.
- For M. Ed course 8 week internship is there.
  .

The revised syllabus of B.Ed and M.Ed course having subjects like Inclusive education, Contemporary India and Education, Learning and Teaching, Knowledge and curriculum, Guidance and counseling, Social, National and International problems are included in the syllabus. Creating an Inclusive School, gender School and society, Language across the curriculum. Inclusive Education and Environmental Education and Peace Education are papers for special fields. This B.Ed syllabus also includes EPC-1 Reading and Reflecting on texts,EPC-2 Drama and art in Education,EPC-3 Critical understanding of ICT,EPC-4 Understanding the self. In this students read the articles and books related to social issues and reflect their ideas. In dance and drama students think on how to use dance and drama in education in EPC-3 Student need to use ICT in different school pattern in EPC-4 students do SWOT analysis, students tell their journey as a teacher, prepare script for play on any social issue etc. helps to quality improvement of Teacher Education.

These changes contribute to quality improvement and student satisfaction

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

Mumbai University prepares and revises the curriculum and makes it update so the institution has no right to change it. However suggestions from teachers, feedback from practicing schools regarding the methods is taken in to consideration.

1.5 Best Practices in curricular Aspects

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

For quality sustenance and quality enhancement the following measures are undertaken by the institution.

1. Use of instructional material by trainee teachers as well as lecturers

2. Use of modern equipments like O.H.P., Computer, LCD projector, Magic box, Interactive boards etc.

3. Use of internet

4. New books have been purchased in the library,Make the library partially automated, use of e-journals etc.

5. Teachers attend orientation lectures for new Syllabus

6. Discussion in the staff meetings

7. Participation in extension activities

8. Organizes Guest lectures .

9. Visits to Nehru Science center, Nehru planetarium and Nehru center, Vocational Guidance and career counseling institute, Leprosy eradication institute Shantivan Nere, Panvel and Karnala Bird Sanctuaries.

10. Initiative in relies of book of prominent writer from practicing schools (Chandrakant Madvi- Banthiya High school , New Panvel.)

11. Felicitation of writer and poet.

12. Guest lectures on orientation regarding laws for women's.

13. Programs organized in collaboration with NGO for inculcation of scientific awareness .

14. To promote healthy environment, tree plantation and cleanliness drive at campus.

15. Promote sports activities.

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

Team Teaching, Concept Attainment Model, Peer team lesson and practice lesson were demonstrated by the Faculty and Students used them as Simulation lessons and in the practice lessons in schools and during the Internship. Lesson planning workshop was conducted to understand the concepts of lesson planning through Lectures and Group Activity with the help of specially prepared graded Style-sheet notebook. A well planned Action Research workshop was conducted to understand the concepts holistically by the faculty for the students. Students get hand on experiences on ICT. They personally prepared E-port folio on google sites. In internship they prepared street play on various social issues to orient school students and eradicate prejudice.

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

Students get practical/ direct/first hand experiences on ICT they personally prepared E-portfolio on google sites. In internship they presented street play on various social issues to orient school student and eradicate prejudices

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?**

Observation by the last NAAC peer team during previous accreditation such as :

Academic flexibility

- Out of six optional subject college offer 2-Now college offer all optional subjects
- For M. Ed out of six optional subject college offer 2- Now offer 3 optional subjects
- Institute yet to introduce add-on courses- Now we will going to started research centre

Feedback on curriculum

- No formal feedback obtain from all stake holders-Now we collect feedback from students, peers, Headmasters, Teachers and in Self appraisal mode

Initiative taken by the college to fulfill NAAC peer team expectation

- All optional subjects are open to student and from that students choose their optional subject
- Proposal for Research center submitted to University of Mumbai. Recently visited LIC committee has recommended our research center.
- After completion of each and every activity. Feedback is taken from participants.
- We develop feedback form for BC cell, Nehru science center visit, feedback form for headmasters of practicing school, peer feedback etc.
- Self appraisal form for Maharashtra state government for teaching staff is very self explanatory and according to self appraisal promotions are given

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

For quality sustenance and enhancement the institution is continuously striving.

- The college is progressing fast technologically. LCD Projectors are used for teaching.
- Feedback is taken from the students.
- Since the previous accreditation lots of infrastructural changes have been made.
- College is actively taking part in syllabus revision. College had arranged orientation of two courses in our college for all the teacher educators teaching Rural Development and Marathi Method in the colleges of Education affiliated to the University of Mumbai.
- The college has recently provided **Wi-Fi** facility in campus.
- Tree plantation, solar street lights, pest-control, internal road preparation and
- Furnished hostel for minority girls is in campus.

Crierion II: Teaching-Learning and Evaluation

2.1 Admission Process and Student Profile

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

Admission Process:

- Admissions are done through centralized admission committee of Maharashtra state and through merit only and follows reservation policy as per the Government rules .
- Detailed information brochures regarding the admission are taken by Commissioner, Common Entrance Test Cell. Mumbai under Hon. Director, Higher Education, Maharashtra state, Pune.(For details please refer appendix)
- In Maharashtra there is separate B. Ed and M. Ed. admission cell. State common Entrance Test cell Mumbai-400051.
- Eligibility for the course is 50% marks is necessary for qualifying exam and there is relaxation to SC-ST candidates. They require 45 % marks in qualifying exam.
- The reservation policy of the state government is strictly followed.
- The process of admission is strictly merit based. The merit of admission seekers is created on the basis of marks obtained by them in their qualifying graduation examination.
- Total admission process is strictly made online.

Admission Committee
- As per the guidelines each affiliating colleges constitutes an admission committee comprising of one convener and two other members from teaching faculty. The admission committee thoroughly checks eligibility criterion and all the supporting documents.

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

Department of Higher Education of Government of Maharashtra publishes information regarding B.Ed and M.Ed admissions in all renowned news papers all over Maharashtra as well as on their websites.

- The programs are commonly advertised by Government of Maharashtra in all the reputed newspapers in Maharashtra. Also the Information is available on the web site of Hon. Director, Higher Education, Maharashtra state, Pune.
- Information broacher is prepared by centralized admission committee. It gives information regarding the status of the college, Fee structure, Hostel facility, Intake capacity of the students, Medium of instruction, reservation rules, Cancellation rules etc. Also display on our college notice board for the stake holders. (For details please refer appendix. A copy of broacher is attached there)
- The prospectus issued by the Admission committee provide the list of affiliated colleges, with the number of seats allotted to them, requirements, including the fee-structure, refund policies, financial aid and student support services etc.

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

Actually the admission process is online. The software developed by admission committee of Government of Maharashtra is itself sufficient giving all information regarding admission. It is self explanatory in nature. At college level only verifying committee is constituted. Committee Members check original documents and check validity of documents. Those who wish to see admission and fulfill the qualification can get the admission information. Students at the time of admission must fill up admission form online. Government of Maharashtra made the whole B.Ed. and M.Ed. admission process online only.

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 Information is available in the admission brochure only.
- Help desks fare set up the college entrance to assist applicants from the backward sections in the admission processes and help the new entrants make the right choice and fill up the application form.
- Various scholarships are provided to the economically backward students as per the rules and norms laid down by the state Governments.
- The students from weaker economic background are also assisted through additional books from college library through book bank scheme.
- The college has adopted secular approach in the entire practise. All the festivals of diverse cultures and religions are celebrated in the institution. All the students are equally treated irrespective of their caste, creed, culture, religion, language, economy, abilities and gender in the institution.
- The college has a women education encouraging and endorsing environment. As the ratios of female student teachers are comparatively high, the college has constituted a women cell to raise the issues pertinent to the women. There is a provision of separate common room for girls. Our institution provides hostel facilities separately for girl students in the college premises. We provided separate hostel facility for minority girl students
- Only few physically handicapped students are admitted in the institution. They are supported according to their need and requirement by faculty member as well as the peer group member. There is no any problem at all for physically handicapped students physically handicapped students. Because our college and class are already on ground floor only.
- It is provision that 70% student are from mother University are admitted, 28% students are from other University are admitted and 2 % students from other state are admitted which helps to maintain regional as well as linguistic diversity 33% reservation are provided for female students, 3% students are physically challenged. All our admission done by common entrance test and we follow all rules and regulations stated by Government of Maharashtra.

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

- Before taking the admission to the B. Ed and M. Ed. course the students have to pass a common entrance test (CET). The syllabus of entrance test and formate of question paper is also advertised in all major news papers. After filling the admission form online the students get admitted in the respective college through merit only. (For details please refer appendix)
- After admitting in the college the student has to pass content test which is based on previous knowledge regarding the subject of this specialization at graduate level.
- In informal interview with the students their background, his hobbies and previous knowledge is assessed informally.
- While dividing the Students in groups for club activities their skills are taken into consideration.
- One day orientation programme is organized before the commencement of the teaching to acquaint the students to different subject and available options.

2.2   Catering to Diverse Needs

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

- It's the only Govt. College of Education in Raigad district. With all of infra structural facilities in the form of big college campus area of '5795.68' sq. meters. Our college is very near to S.T. stand and Panvel railway station. It's hardly five minutes' Walk from Panvel railway station. It is on NH- 4 Mumbai - Pune highway.
- It is an old building having airy class rooms and a beautiful campus, existing only ground floor. Campus consists of administrative building,.
- Ladies hostel, boys hostel, minority girl's hostel, library, reading room, lecture rooms, multi-purpose hall, ladies room, seminar room, Principal's bungalow, mess, play ground, etc. So it helps to create an overall environment for effective learning. Regularly maintenance

done by PWD department. All these facilities create external environments.

- Intercollegiate sports event, participation in extension activities, help students for their overall development. All our teaching faculties are well qualified and experienced. They make their class room environment conducive which results in over all development of the students. We prepare philosophical base of students which essential to be a good teacher.

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

In our college students came from all parts of Maharashtra and also out of Maharashtra seek admissions. In order to cater to the diverse learning needs we adopt the following activities:-

1. Book bank facility is available for B.C. students. From the year 1995 up to we have provided book bank facility to all students. Apart from that every student gets two books from the library for a week. In the library there are educational magazines, newspapers and reference books.

2. In daily teaching with the lecture method students difficulties are solved by informal discussion.

3. There is a scheme of essay writing (tutorial) students are given the questions in advance so they can prepare themselves. They discuss their problems with the teacher educators and seek guidance from them .

4. In practice teaching feedback is given orally as well as in written and suggestions are discussed with the B. Ed and M. ED. teacher trainees.

5. Students answer papers are shown to them and they are guided regarding the model answers.

6. Assignments are given and duly checked by the teachers educators.

7. If needed slow learners are given extra time to match up with the average students.

8. Every Teacher educator provides printed material, notes of his course paper to the needy students.

9. Daily performance discussed during morning assembly and develops the communication skill and confidence level of the students.

10. In daily transaction of knowledge teacher give various example from their experience which helps to provide diverse situation and create learning experiences having more diversification.

11. Our annual plan reflects all activities through which college caters to the diverse learning needs of the students.

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

In the curriculum there are theory papers like -

1. Childhood and growing up,
2. Contemporary India and education,
3. Knowledge and curriculum,
4. Learning and teaching,
5. Assessment for learning,
6. Educational management,
7. Creating an inclusive school.
8. Gender school and society

- In the Two years B.Ed curriculum practical like EPC (Enhancing professional competencies) are introduced which are as follows.

  I) EPC-1 – Reading and Reflection
  II) EPC-2 Drama and Art in Teaching
  III) EPC-3 Use of ICT in Education
  IV) EPC-4 Understanding the self.

- In the Two years M.Ed curriculum

Semester I

- Psychology of Learning and
- Development
- Education Studies
- Sociology of Education
- Introduction to Research
- Methods
- Communication and
- Expository Writing
- Self Development

Semester II

- Philosophy of Education
- Curriculum Studies
- History, Politics and
- Economics of Education
- Teacher Education -I
- Dissertation
- Internship

Semester- III

- Specialization Courses(EE/SE)
- Specialization Courses(EE/SE)
- Advanced Research Methods
- Teacher Education -II
- Internship –Related to
- Specialization
- Dissertation

- Academic Writing

Semester- IV

- Specialization   on Courses
- Specialization   on Courses
- Specialization   on Courses
- Dissertation

- By learning the topics from the theory papers the student teachers understand threefold of diversity and equity.
- The teacher students teach in different schools, also they come to know about the diversity in the classes. The practice- teaching lesson are conducted in Aided, non-aided and municipal schools. School taken for practice teaching are from Rural as well as Urban areas.
- The celebration of national festivals and other club activities display unity in diversity and equality in caste and creed.
- The activities like Excursions and Fields visits, Seminars organized in the college help the student teachers to understand the role of diversity and equality.
- For inculcation of diversity and equity in teaching we organize group and individual curricular and co-curricular activities.

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

- Knowledge and sensitivity of teacher educators is ensured by institution by monitoring self appraisal report of teachers, observation by the head of the Institution, reviewing their suggestions given on different topics and feedback taken from the students etc. Teacher educator write daily activity in their diary. They prepare notes of their own course. Principal monitors the duties and responsibilities of teacher educators. Their is provision of writing

Self Appraisal report of reporting once own workload. Principal verifies it and recommends for promotion.

- Faculty members keep their knowledge up dated by attending Refresher/orientation course, Paper presentation in National and International seminars and publishing various articles/books.
- The faculty members encourage student teachers participation in different activities without any discrimination on the basis of caste, gender, creed or religion.

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?

- Students are divided in various houses and clubs. For performing activities for houses certain core elements are given to each house for e.g. the core elements like -
1. India's common cultural heritage
2. Equality of sexes
3. Protection of environment
4. Observance of small family norms
5. Inculcation of scientific temper etc.

WHO (World health organization) has developed 10 Life skills which are as follows.

1. Self awareness
2. Empathy
3. Problem solving
4. Decision making
5. Effective communication
6. Critical thinking
7. Creative thinking
8. Interpersonal relations
9. Coping with emotions
10. Coping with stress

a. We see that our students use these life skills in their daily teaching. In our lesson plan we see that students mentions core elements,

values and life skills and explain them in their teaching giving suitable example.

- Presenting the programs on these like -
1. one act play
2. singing
3. poster making
4. Various festivals celebration
5. Daily assembly General knowledge
- The students develop knowledge and skills related to diversity. Also studying the topics like globalization, social change, communication, the students develop knowledge.
- They apply this knowledge while teaching by giving examples on this. Also in Internship for preparing the program for cultural activities of the school students they guide about these topics.
- While preparing the teaching aids they prepare charts, flash cards, hanging charts, they display these topics through them. Also there is theoretical paper creating an inclusive school to help them to apply this knowledge effectively.

2.3   Teaching-Learning Process

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

All through the B.Ed. and M. Ed. course student-teachers are engaged in active learning since the entire course has a lot of activities and emphasis is laid on practical training.

Student-teachers are engaged in active learning in the following ways:

- **Library:** Library is well – equipped with current books, Magazines, Newspaper, Journals, Encyclopedia etc. Open access in Library. Every student is allowed to take 2 books from library and he can keep it for seven days.

- **Web Site**: Students have Open access to computer. They can prepare their documents or they can search on Internet. Many students prepare their Computer Assisted Lessons in campus.

- **Focus Group:** Teacher educators use the lecture cum discussion method which encourages student teachers to participate in all the class room discussions.

- **Individual Projects:** The college organizes various types of academic and cultural events like quiz, poster making, paper reading, debates, skits etc. that help students in chiseling their personality. Every student has to complete school based action research.

- **Peer Teaching:** Extension lectures are also organized by the institution to develop better understanding and deeper insight on certain important topics.Demonstration of micro skills in the peer groups involves active participation by the presenter and also the observers.

- **Role-Playing:** Role Play is compulsorily done as a part of the simulated lessons; however student teachers are encouraged to make use of role play in their normal classroom teaching.

- **Internships:** Student teachers have to face real class rooms as part of their practice- teaching programme. Internship helps students to practice the skills which they learn in theory papers. Teacher educators provide a model demonstration lesson before the commencement of real teaching.

- In semester IInd internship for 4 weeks contain :-

  1. Critical analysis of lesson observation
  2. Shadowing of subject teacher in the school subject opted for (Minimum 10 lessons) to be observed and recorded in the opted pedagogy 1
  3. Observation of lessons of peers (Minimum 10 lessons) to be observed and recorded.

- In semester IIIrd internship for 10 weeks contain :-

1. During internship teaching not less than 26 lessons in the opted subject pedagogy distributed over different standards V to XII of recognized secondary and higher secondary schools.
2. In addition 2 theme based lessons in the above school.
3. Co-teaching lessons with school teachers
4. Maintain reflective journals with reference to internship program
5. Report on records maintained in the school
6. Prepare a blue print and administrate a test in the school pedagogy opted for

- In semester IVth internship for 6 weeks contain :-
1. During internship, 8 Co-teaching lessons with peers
2. Maintain reflective journal
3. Developed learning recourses for the school
4. Prepare an Anecdotal record of a school students
5. Organization of Co- curricular activity in the school (Cultural Events, Sports, Educational game, Cultural Competitions etc)

- For M. Ed course 8 week internship is there.

These changes contribute to quality improvement and student satisfaction.

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?

- Learning is made more student-centred by laying stress on specific learning outcomes for all subject and making it more participating and interactive through group discussion, group activity.

- Seminar is one such activity where group of 14 students are formed and separate paper is allotted to them. In charge professor assigns a topic to those students which is divided into 14 subthemes, students are further advised to refer various books, websites and prepare their own presentation. In charge professor works as 'facilitator'.

- Co-operative learning session is organized between two examinations. In this session generally group of 4-5 is made. Care is taken that groups will be

heterogeneous. One sharp student, two average students, one weak student compose a group. Group is supposed to interact with each other. Generally question bank is provided to the students and they frame their answers within the group. While performing this activity they are allowed to use books, their notes and interact in groups to enhance their learning.

- Community Work Survey is conducted by the student teachers in the community for their knowledge and information. This leads to a lot of interaction and understanding of the requirements in the community.

- Field visits and excursions give opportunities to student teachers to sharpen their observation skills and noting down things of relevance. Student teachers have to submit a detailed report of their visit. This builds confidence in them.

- Participatory discussion used in combination with the lecture method, provokes the thought processes and encourages the student teachers to ask open ended questions which stimulate a healthy discussion in the class.

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.

The various models of teaching used are:

- Shadow learning
- Co-operative learning.
- Collaborative learning.
- Task- support learning.
- Lecture cum Discussion
- Co- teaching
- Shadowing of lessons
- Peer lessons observation
- Different types of reports
- Questioning
- Think-pair-share groups.
- Concept attainment Model

- ✓ The innovative approaches like Dramatization, Journey method, Discussion method and Role playing are used by the teacher educators. Teacher educators use learning situations and tasks that do not make student teachers merely reproduce the knowledge acquired.

- ✓ Co-operative learning technique is specially designed and developed after considering the content, maturity level of student teachers, its utility and implications. It is organized before two Semester examinations.
  Use of whats app group, face book group are formed for learning effectively.

- ✓ Various co-operative learning techniques like Think pair-share, Round robin, Round table, Jigsaw are also practiced.

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

Yes the institution provides additional training in models of teaching and the major focus is as following:-

- ✓ Concept Attainment Model
- ✓ Enquiry training model
- ✓ Advance organizer model

The above models of teaching are demonstrated by the teacher educators. As part of the simulated lessons, each student teacher gives one lesson on any one of the above mentioned model of teaching. On an average each student teacher makes use of the model of teaching in at least two lessons.

5. Do 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, student teachers use micro teaching technique for developing teaching skills. Duration of Micro-teaching workshop is of one week. Orientations to the different skills are given by the teacher educators.

The different skills practiced are

- Skill of set induction,
- Skill of explanation,
- Skill of black board writing,
- Skill of questioning,
- Skill of stimulus variation.

Every student learns the skill and gives lesson for every skill. They follow the 7 steps / cycles of microteaching.   Teach- Reteach format and try to gain command over the skill. This Practice is still carried out as per old syllabus of Mumbai University.

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

The procedure adopted for the practice teaching falls under 5 major categories:

1. Preparation of Time-table:

- 13-14 student teachers are allotted per group.

- 3 to 4 schools are allotted to each Group(Generally every group is provided Private Unaided, Private Aided and one Municipal School.)
- Each student teacher gives one lesson per day.
- The student teachers are allotted to schools; They need to collect the consolidated school time table well in advance.
- Based on the consolidated time table, the group time table is prepared.
- A copy of the time table is given to the school supervisor, supervising teacher educator, group leader and one copy is displayed on the institutions notice board. The practice teaching programme is planned to suit the needs of schools by redesigning the new lesson plans like Review Lesson to revise the units before unit test/ periodic test.

2. Monitoring mechanisms:

- Rough lesson plans has to be submitted a week prior, to the concern assistance professor of the lesson to be given at the practice teaching school.

- This gives ample time for the teacher educators to correct the plan.
- Guidance slots are allotted for giving guidance on individual basis
- Thorough individual guidance is then given on a one to one basis.
- Ample opportunities are provided to student teachers to exhibit their creativity.

3. Observation of lessons:

- Each teacher educator observes minimum 10 lessons of subject teachers
- Observation of 10 lesson given by peer
- Co- teaching with peers 8 lessons have to be observed.
- Peer observation for every student teacher is one lessons per day.

4. Feedback mechanism

- Individual feedback is given on a one to one basis and suggestions for Improvements are highlighted. Written remarks are given.
- Teacher educators give general feedback at the end of every practice teaching day.
- These are general instructions, behavioural patterns and/or if any common errors committed.
- At the college level the guiding teacher educator goes through the remarks given by the supervising teacher educator and accordingly plans the guidance program.
- Reflection column in the lesson plan helps in analysing performance with respect to the strengths, weaknesses and lacunae if any.

3 Best Lessons
- List of best lessons of the week is displayed in the classroom.
- This gives motivation to others students to observe and improve their own lessons.

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

- Block teaching is planned for 3 continuous semester 16 weeks as follows, In semester II internship for 4 weeks contain :-

    ✓ Critical analysis of lesson observation

- ✓ Shadowing of subject teacher in the school subject opted for (Minimum 10 lessons) to be observed and recorded in the opted pedagogy 1
- ✓ Observation of lessons of peers (Minimum 10 lessons) to be observed and recorded.

- In semester III internship for 10 weeks contain :-

  - ✓ During internship teaching not less than 26 lessons in the opted subject pedagogy distributed over different standards V to XII of recognized secondary and higher secondary schools.
  - ✓ In addition 2 theme based lessons in the above school-Themes are regarding general awareness like protection of environment, conservation of water, importance of health and hygiene.
  - ✓ Co-teaching lessons with school teachers – It helps to build confidence among trainee teachers.
  - ✓ Maintain reflective journals with reference to internship program
  - ✓ Report on records maintained in the school
  - ✓ Prepare a blue print and administrate a test in the school pedagogy opted for

- In semester IV internship for 6 weeks contain :-
  - ✓ During internship, 8 Co-teaching lessons with peers- It helps students to plan the teaching of his unit with the co teacher. One may exercise his excellence in a particular field.
  - ✓ Maintain reflective journal _ It helps to note down every activity completed in the internship
  - ✓ Developed learning resources for the school- It make the student creative and motivates to prepare learning resource which will be used for explain effectively.
  - ✓ Prepare an Anecdotal record of a school students- It helps to know their students' thoroughly
  - ✓ Organization of Co- curricular activity in the school (Cultural Events, Sports, Educational game, Cultural Competitions etc)- It helps to enrich themselves regarding our rich cultural heritage.

Internship turns out very helpful in development of students as teachers. It's a complete experience for them. During the Internship programme teacher educators are present in the practicing schools to monitor the work done by the student teachers. They guide, motivate and facilitate them but entire exposure is given to the group. Individual report has to be prepared by each student teacher and it is to

be written in their   Reflective journals on Internship activities. A consolidated group report is also prepared and submitted by the group leader to the practice teaching in charge. The Internship is a very fruitful and rich field experience for every student teacher.

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

Yes, the practice teaching sessions are developed in partnership with school authorities and mentor teachers. As mentioned in the prior point, every group (group of 14 students) has 3-4 schools where they give lessons. School visits are arranged before the commencing of actual practice teaching. During this visit In-charge professor introduces group to the school and staff, establishes rapport, explains how to arrange lessons in the school etc.

Group leaders are selected for every school. Group leaders take year plan of the school, informs school about their possible lesson dates and makes the lesson time table in accordance with school time table. The practice teaching time tables are prepared with the concurrence of the school Principal or supervisor. The units are given by the school subject teachers. The lesson plans are submitted to the guiding teacher educator. Guidance is taken on a one to one basis. Feedback received in earlier lesson is shown to the guiding teacher educator. Sometimes School supervisor/senior teacher also supervise the practice lessons and give Feedback for further improvement.This planning and seeking of permission is done every time with consultation of authorities of school by the group leaders and accordingly practice teaching session is completed.

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

Before the initiation of the practice teaching, the student teachers are well oriented with the micro-skills, different methods and techniques of teaching, models of teaching, PowerPoint presentations, preparation of different teaching aids, improvised aids, working models, etc.

The student teachers have the freedom to use the best suitable means for the effective transaction of their lessons. Rigorous guidance and practice at the initial stage brings the desired and the best output from the student teachers. Workshops on learning disabilities, Inclusive education etc. also gives extra inputs. Furthermore, theory papers like Educational Psychology and methods give ample

scope to orient student teachers about the diverse learning needs in the class room. Orientation regarding deferent method of teaching is also done.

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

The major initiatives adopted by the institution for encouraging student teachers to use /adopt technology in practice teaching:-
- Hands on training given in using of computers.
- Encouragement given to give power point lessons, besides the one/two lessons stipulated by the University of Mumbai.
- Training given to download from the internet.
- Use of LCD projector for paper presentations, for seminars is encouraged
- Encouragement given to use Tape Recorder and Mobile to enable students to listen the poems speeches, and songs.
- General guidelines are provided for preparing effective PowerPoint presentations

2.4 Teacher Quality

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

Teaching plan is done in co-ordination with college faculty and student teacher. Units are given by the subject teacher of school they convey their expectation in the teaching process they sometimes guide the students teacher. They observe the lessons of students teacher sometime. Teaching aids like map, science equipment or made available by the school.

1. Collecting the time table and accordingly planning the schedule
2. Taking the units from the respective subject teachers and then planning the lessons
3. These lesson plans are then corrected by the guiding teacher educators
4. Individual guidance is given to each student teacher
5. Feedback is also taken from the practice teaching schools with regards to any Improvements required in the teaching methodologies or content

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

 A) B.Ed First Year :-

The ratio of student teachers to identified teaching schools is 8:1

- There are 8 students in a group and 2 schools are allotted to each group.

B) B.Ed Second Year:-

The ratio of student teachers to identified teaching schools is 11:1

- There are 11 students in a group and 4 schools are allotted to each group.

The students living in particular locality are given the schools existing in that area. The schools are having morning as well as afternoon shifts. First eight periods in a day are engaged by the students.

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

1. Feedback is given on one to one basic students teacher and faculty
2. Student teachers have to keep Approved lesson plan along with Fair lesson at the time of lesson.
3. Lesson supervisor checks whether student teacher is following the guidelines or not.
4. The strengths and the weaknesses are analysed and communicated to the student teachers.
5. Check is kept to see if there is a marked improvement in the student teachers next performance.
6. Guiding teacher educator reviews the written feedback given by the supervising teacher Educator and discusses the same with the student teacher for further improvement.
7. Feedback to the academic performance is also given time to time their course wise. Answer sheets of Essays and Class test are shown to them and their drawbacks limitations are explained to them, their doubts are clarified.
8. Their general performance and feedback about it is given in diary group.

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

Time to time changes and reforms in education are informed to the students through relevant subject lectures. E.g. Right to Education Act and as per NCERT syllabus. More information about the new policies are inform to the student through relevant subject lecture.

1. New methods of teaching such as play way method, Models of teaching, dramatization, discussion method are used.

2. Student teachers are encouraged to use hand books for teaching.

3. Student teachers use syllabus books prepared by Maharashtra state textbook bureau, Pune.

4. While taking teaching units from the school the student teachers personally meets subject teachers in the school and discuss with them about the educational needs of the school / class.

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

New policies and reforms in Education are discussed with Student teachers during theory periods. In the beginning of the I semester student teachers are inform about the new education policy. And Experts lectures are arranged to throw light on it. Demonstration lessons are arranged by teacher educator to orient student teachers with new methodology and technique of teaching. During the lesson planning workshop, syllabus books of different subject are shown to the students and discussed with them.

6. What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training,

organizing and sponsoring professional development activities, promotional policies, etc)

The institution recommends the faculty members to complete their orientation and refresher courses organized by Academic Staff Colleges. Also institution organized National and State level Seminar yearly. Some concession in the timing is also given to the staff members. For personal and career development of the teaching staff guidance from Principal and Senior Lecturers is given time to time. Staff avails duty leave to attend different seminars and workshop.

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

The institute facilitates the staff members for good performance. Our college annual magazine, **'Vidyanidhi'** appreciatory report is published. Some times news is given in local news papers such teachers get appreciation by Principal and Director of Higher Education through the assessment confidential reports. Feedback is given in the confidential report; carrier advance scheme is also implemented.

2.5   Evaluation Process and Reforms

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

   Institution has very conducive environment.
   - There is a suggestion box in the class room the students can write their barrier to learning and post it in the suggestion box.
   - Barriers to student learning are identified by Open discussion in classrooms.

- Student teachers are divided into group of 10 to 15. And one teacher educator is their mentor. And this mentor identifies the learning problems of the students.

- Student's council also conveys the learning problems to the staff members and the principal.

- Learning problems of students teachers are also conveyed through method lectures.

- Communication with students

- After the practice lesson feedback is given to the students.

- After each essay and unit test teacher educators do counseling to the student with learning problems.

- Mentoring student feel free and comfortable to use mobile, computer and advance technology.

- Through internal exam, external exam, teacher gives feedback time to time.

- Teacher educators encourage students to use library for their assignment and projects.

- Teacher educators encourage students to use computer laboratory for their projects and preparation of their teaching lessons.

- Teacher educators encourage students to use language laboratory for improving their phonetics.

- Teacher educators use co-operative learning techniques to prepare question banks for the students.

- Teacher arrange seminar for the students to enrich them with knowledge and understanding.

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

- B.Ed. Full Time, One year Regular Course of Mumbai University from 2013-2014 and 2014-2015 is based on Credit Based Grading System (CBGS) and has Semester Pattern. There were 2 semesters in this grading system.

SEMESTER : 1. PART- A EXTERNAL		
COURSE	CREDITS	MARKS
I USBED 101 : PHILOSOPHICAL FOUNDATION OF EDUCATION	2	60
II USBED 102 : PSYCHOLOGY OF THE LEARNER	2	60
III USBED 103 : EDUCATIONAL EVALUATION	2	60
IV USBED104: SPECIAL METHOD I (MARATHI, HINDI, ENGLISH, URDU and SCIENCE)	2	60
V USBED105: SPECIAL METHOD II (HISTORY,GEOGRAPHY and MATHEMATICS)	2	60
FIVE PAPERS	10	300

VI USBED106		Part B Practicum I (Internal)	
PRACTICUM-I			
Sr. No.	Name of the Practicum	**CREDITS**	**Marks Allocated**
1	**Lessons**05 A Method 05 B Method ------------------------------------- **Total 10 Lessons**		**100**
2	**Micro Teaching Lessons** **4-Skills** **1 Bridge Lesson**	**5**	**(4 marks each lesson)** **20**
3	Simulated Lessons (02)		**(5 Marks each)** **10**
4	Content Test A Method B Method		**(10 Marks each)** **20**
VII USBED107 **SCHOLASTIC AND FIELD WORK** **A: SCHOLASTIC WORK**			
5	**Essays (5 Courses x 5 Marks** **each)**		**25**
6	**Class Test** **(5 Courses x 20 Marks each**		**100**

	Course)	**5**	
7	**Open Book Assignment**		**10**
B: FIELD WORK			
COMMUNITY WORK			**15**
		10	**300**

SEMESTER : 2. PART- A EXTERNAL		
COURSE	CREDITS	MARKS
VIII:USBED108 SOCIOLOGICAL FOUNDATION OF EDUCATION	2	60
IX:USBED109 PSYCHOLOGY OF LEARNING	2	60
X:USBED110 EDUCATIONAL MANAGEMENT	2	60
XI:USBED111 INFORMATION AND COMMUNICATION TECHNOLOGY(ICT)	2	60
XII:USBED112 SPECIAL FIELDS: 7) ENVIRONMENTAL EDUCATION 11) COMPUTERS IN EDUCATION	2	60
FIVE PAPERS	10	300

XIII USBED113		Part B Practicum II (Internal)	
PRACTICUM-II			
Sr. No.	Name of the Practicum	CREDITS	Marks Allocated
1	**Lessons** 05 A Method 05 B Method ------------------------------------- **Total 10 Lessons**		**100**
2	Simulated Lessons (02) COMPUTER ASSISTED/PRESENTATION LESSON: (01)	**5**	**(5 Marks each) 10** **10**
3	INTERNSHIP		**10**
	PLANNING AND ADMINISTRATION OF UNIT TEST		**10**
4	BOOK REVIEW		**10**
XIV USBED1114 **SCHOLASTIC WORK**			**150**
5	**Essays (5 Courses x 5 Marks each)**		**25**
6	**Class Test** **(5 Courses x 20 Marks each Course)**	**5**	**100**

7	**ACTION RESEARCH**		**20**
8	EXPERIMENTALPSYCHOLOGY JOURNAL		**05**
TOTAL		**10**	**300**

- From 2015-2016 has per NCTE guideline and Mumbai university conducted 2 year B. Ed full time course having 4 semester and based on credit based grading system (CBGS) and has semester pattern.

FRAMEWORK FOR B.ED. TWO YEARS COURSE:-

From 2015-2016 has per NCTE guideline and Mumbai university conducted 2 year B. Ed full time course

SEMESTER I

Course	Subject	Inst.hrs	Credits	Internal	External	Total
1	Childhood And Growing Up	60	4	30	70	100
2	Contemporary India And Education	60	4	30	70	100
3 Section I	Pedagogy Of School Subject I*	30	2	15	35	50
3 Section II	Understanding Disciplines And School Subjects	30	2	15	35	50
EPC -1	Reading and Reflecting On Texts	30	2	50	-	50
	TOTAL	210	14	140	210	350

SEMESTER : 1.   PRACTICUM

S.N.	TITLE	MARKS	CREDITS
1	Book review	10	

SEMESTER : II -   PRACTICUM

2	Community work	20	2
3	Participation in co curricular activities in college	15	
4	Content test (1 * 25)	25	1
5	Class test (20*3) and Essay (5*4)	80	3
	TOTAL	150	6

SEMESTER I I

Course	Subject	Inst.hrs	Credits	Internal	External	Total
4	Knowledge and Curriculum	60	4	30	70	100
5	Learning and Teaching	60	4	30	70	100
6	Assessment for Learning	30	4	30	70	100
EPC -2	Drama and Art in Education	30	2	50	-	50
	TOTAL	210	14	140	210	350

S.N.	TITLE	MARKS	CREDITS
1	Shadowing of subject teacher and observing minimum 10 lessons in pedagogy I (Two Weeks)	20	
2	Observation of school activities (for one week)	15	2
3	Observation of lessons given by peers (minimum 10 lessons)	15	
4	Participation in co curricular activities in college	15	
5	Critical analysis of an educational films	10	1
6	Class test (20*3) and Essay (5*3)	75	3
	TOTAL	150	6

SEMESTER III

Course	Subject	Inst.hrs	Credits	Internal	External	Total
7 Section 1	Pedagogy of school subject 1*	30	2	15	35	50
7 Section 2	Optional course*	30	2	15	35	50
EPC -3	Critical understanding of ICT	30	2	50	-	50
	TOTAL	90	6	80	70	150

SEMESTER III - PRACTICUM			
S.N.	TITLE	MARKS	CREDITS
1	Lessons (26*10)	260	

	Theme based learning (2*10)	25	12
	Co teaching lessons with school teachers (3*10)	30	
	Report on records maintained in the school	10	3
	Blue print and administration of test	15	
	Reflective journal on internship activities	20	
2	Literacy awareness program in the community	15	
3	Class test (20*1) and Essay (5*2)	30	1
	TOTAL	400	16

SEMESTER IV

Course	Subject	Inst.hrs	Credits	Internal	External	Total
8	Educational management	30	2	15	35	50
8	Creating an inclusive school	30	2	15	35	50
9 Section I	Gender school and Society	30	2	15	35	50
9 Section II	Language across the curriculum	30	2	15	35	50
EPC -4	Understanding the self	30	2	50	-	50
	TOTAL	150	10	110	140	250

SEMESTER IV -   PRACTICUM

S.N.	TITLE	MARKS	CREDITS
1	Co- teaching with peers (8*10)	80	3
	Developing learning resources	10	2
	Anecdotal record/ interviewing a school student	10	
	Organizing co curricular activities in school	10	
	Reflective journal on internship activities	20	
2	School based action research	25	1
3	Class test (20*2) and Essay (5*4)	60	2
	TOTAL	215	8

M.ED Syllabus

Courses	Credits	External Marks	Internal Marks	Total Marks
Semester I				
Psychology of Learning and Development	04	60	40	100
Education Studies	04	60	40	100
Sociology of Education	04	60	40	100
Introduction to Research Methods	04	60	40	100
Communication and Expository Writing	01			
Self Development	01			

Total	18	240	160	400
Semester II				
Philosophy of Education	04	60	40	100
Curriculum Studies	04	60	40	100
History, Politics and Economics of Education	04	60	40	100
Teacher Education -I	04	60	40	100
Dissertation	02			
Internship	04			
Total	22	240	160	400
Semester- III				
Specialization Courses(EE/SE	04	60	40	100
Specialization Courses(EE/SE)	04	60	40	100
Advanced Research Methods	04	60	40	100
Teacher Education -II	04	60	40	100
Internship –Related to Specialization	04			
Dissertation	02			
Academic Writing	02			
Total	24	240	160	400

Semester- IV				
Specialization on Courses	04	60	40	100
Specialization on Courses	04	60	40	100
Specialization on Courses	04	60	40	100
Dissertation	04			200
Total	16	180	120	500

INTERNAL ASSESSMENT

Sr no	**Particulars Marks**	Marks
01	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20
02	One periodical class test held in the given	10

	semester	
03	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be)	05
04	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05

The courses along with their credits are as follows.

Components	Courses	Credits
Perspective **Courses**	1. Philosophy of Education 2. Sociology of Education 3. History, Politics and Economics of Education 4. Psychology of Learning and Development 5. Education Studies 6. Curriculum Studies	24
Tool Courses	1. Introduction to Research Methods 2. Advanced Research Methods 3. Communication and Expository Writing 4. Self Development 5. Academic Writing	12
Teacher Education Courses	Teacher Education I Teacher Education II	08
Core Courses within Specialization **Courses**	Elementary/Secondary and Higher Secondary Specialization 1. System and Structure of Elementary Education 2. Issues and Concerns of Elementary Education 3. Curriculum Design and Development of	08

	Elementary Education *OR* 1. System and Structure of Secondary and Senior/Higher Secondary Education 2. Issues and Concerns of Secondary and Senior/Higher Secondary Education **08** 3. Curriculum Design and Development of Secondary and Senior/Higher Secondary Education	
Specialization Clusters	A. Comparative Education B. Educational Technology C. E-Learning D. Environmental Education E. Guidance and Counseling F. Inclusive Education G. Management of Education H. Pedagogy, Andragogy and Assessment I. Quality in Education J. Women's Education	12
Internship		08
Dissertation		08

Students are also assessed by monitoring their Participation in co-curricular activities like:

Intellectual Competitions

- Annual Sports
- Annual College Day programme

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

For internal assessment for example: lessons remarks are communicated to the students and oral feedback is given for improving their performance. For essay writing and class test answer paper are shown to the students and grades are displayed on the notice board. For seminar co-curricular activity and project work grades are displayed on notice board. Counseling is done to the weaker students.

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

Common entrance test assessment is computerized.

1) Centralized B.Ed. examinations merit list is computerized.
ICT is used in assessment and evaluation process entirely. Internal assessment is computerized.
2) Computerized result are prepared, printed out and submitted to examination department.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

Institution has adopted Co-operative learning Technique for the students. After the results of the Class Tests and prior to the University Semester Examination institute conducts Co-operative learning Session.

Each group comprises of one good, two averages and one weak student. This session lasts for 5 days and can be extended as per the requirement of students. Every-day, each group discuss, learn together about one course. The groups prepare their Notes, design Concept Maps, discuss University questions, get the doubts clarified.

During Co-operative session the Concerned Teacher Educator remains present and works as facilitator.

Following are the Best Practices undertaken by the Institution in Teaching-Learning and Evaluation .

- One Day One Lesson: Students are allowed to take only one lesson per lesson day, which helps in gaining confidence of the students, and enhances quality of the lessons.
- Interaction sessions with Experts and Ex-students.
- **Teaching**: Teacher educators use PPT, while delivering lectures to the students.
- Teacher Educators conduct seminars
- Participatory discussions are done after the lecture. This provokes the thought process and encourages the student-teachers to ask open ended question
- Demonstrations lessons are given by Method Masters and Ex-students.
- Best lesson per week.
- **Variety of Lessons**: In every method trainee teachers are encouraged to use variety of techniques and approaches. The Student-Teachers are also encouraged to try simulated lessons in the real class-rooms.
- **Post Graduate Students give lessons in Junior Colleges**: The eligible Post Graduate students are allowed to give lessons in Junior Colleges in the qualified subject-Method.
- **Maximum no of Observation of Lessons:** Trainee teachers are supposed to observe 50 lessons (beyond the prescribed limit of the 20 lessons prescribed by the University) 8-10 Demonstration Lessons,15 lessons' observation for each method, and 10 lessons to be observed for other methods not offered by the student. Per day trainee teachers can observe maximum 2 lessons.
- **Number of Lesson without Approval:** Students are never allowed to give lessons without approval of their rough lesson plans.
- Rewriting of the Rough Lesson Plans: Students are made to rewrite the plans in rough, if their plan is not up to the mark.
- **Minimum one lesson per standard per method**: Trainee teachers are supposed to take at least one lesson per standard (i.e. 6,7,8,9 Standards, and if possible on 10th Standard.) in both of their methods ,which provide vivid experience to the students.
- According to new B. Ed syllabus 2015-16 trainee teachers are suppose to teach 27 lessons in their method. And 2 theme base lessons, 3 co-teaching lessons.
- Flexibility in Lesson Plan.
- **Learning**: Student teachers are motivated to use computer and internet for preparing their assignments.
- The notes for the concerned subjects are mailed to the students.

- Field visits and excursions are arranged this gives the students teachers to sharpen their observation skills and noting down things of relevance
- **Evaluation:** Mumbai University is introducing online corrections, therefore in near future teacher educators will be going in for a pairing on online corrections
- for the theory papers student teachers are evaluated by the essay and class test
- question banks are prepared by the students for the theory papers
- both submissive and formative evaluation is done in the practical part
- overall and written suggestions are given to students for practice lessons
- reflect on the best practice in the delivery of instructions including the use of technology
- teacher educators give question banks through email
- the notes of each paper are sent to pupils on email
- whats app is used for giving information about the examination timetable and changes and minor changes in the syllabus.
- YouTube clippings are used while teaching in the class room.
- student-teachers are encouraged to refer internet for reference work

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

The Institution practices the Block Schedule Approach in the teaching learning process.

- The teacher educators are provided with laptops and internet facilities to enable them to do the reference work from the internet.
- On-line chatting, conferencing with the experts from the concerned fields.
- The teacher educators do the reference readings from the digital libraries.
- The teacher educators also access essential teaching aids and other materials which are required for the teaching learning activities from the internet.
- Thus the teacher educators are updating themselves with the latest outcomes of research
- Work in the above areas is revise and the strategies as par are followed as per with the research developments.
- So the technological resources of the institution help the teacher educators to implement innovative practices.

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

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

   The NACC committee observations and the improvements done are as follows -----

- The material in the Science laboratory is inadequate.
- Lots of improvement was done in the science laboratory.
- Students perform class–wise experiments in advance before performing experiments in schools.
- Laboratory is updated by buying lots of materials.
- Under 'Work Experience' routine activity are conducted----- Activities are planned as per the requirements of schools
- There is no independent play ground on the College campus and the indoor games are inadequate and insufficient ----------- The college participates in the state levels sports. Training to the students for the sports is given in the college campus playground.
- Faculty member follow lecture and discussion method--------Lots of improvement in this area can be observed. Presently various teaching methods are used. Students' seminars are arranged. Computer Assisted lectures are conducted. Cooperative Learning Techniques are used.
- There is no formal mechanism for collection of feed- back for the students------ Feedback Form has been devised. Feedback is taken from each student. Feedback is analyzed and staff is informed accordingly.
- The faculty has not shown interest in publishing paper/articles similarly they were not motivated enough to enroll in doctoral research programme.--------- Faculty has published lots of papers /articles in International and National level journals, ISBN books. Four Staff members have been awarded with Ph.D. Degree. Two Staff members are doing Ph.D. Within a year all the staff members will be Ph. D. holders.

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

Many cells have been established and are modernized which help in the development of the institute. Technology is being used in teaching. Systematic Evaluation of each aspect of the institution is done. They all help in quality sustenance and enhancement.

- Strategies to bridge the knowledge of the incoming students
- Orientation techniques are given about the theory and practical part
- The syllabus is discussed with the student-teachers
- Before the commitment of teaching practice program student-teachers are instructed to visit the allotted schools to have an idea about the working of the school
- The student-teachers discuss about the policies and educational need of the school with the principal and senior staff member of the practicing school
- ICT is taught as a compulsory and optional subject
- According the new B.Ed syllabus 2015 ICT is taught as enhancing professional competencies
- Wi-Fi is installed in the library
- Solar energy is provided for street lights

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

The institution motivates its teachers in following ways:-

- Initiatives of the IQAC was in Sensitizing and Promoting Research Climate in the institution
- Informally the problems in education, government educational polices, new text books, new methods, recent research works are discussed in staff meeting, in peer groups, while interacting with other education colleges, etc. It helps the teachers to think about in these areas of research.
- The institution motivates its teachers to take up research in education. College organizes workshops for Secondary and Primary school teachers for doing action research. This work is done through CTE programme as well as through extension department which is working under the guidelines of I.A.S.E., Pune.
- Our College started research journal of teacher education **'BEACON'** which is our own educational research journal with ISSN2319-9962 .
- A Research Committee has been set up in the institute. The committee is headed by the Principal and all faculties being its members promote research activities by the teachers. The committee recommends research based seminars. College has organized four National Seminars on different educational issues.
- Four faculties have completed Ph.D. and two faculties have registered for Ph. D. and 4 faculty have completed M. Ed degree.
- Our Principal is the Ph.D guide for Shivaji University Kolhapur, YCMOU, Nasik and University of Mumbai. 11 Students are

registered for Ph.D. 3 have been awarded, 1 have submitted their thesis. Dr. P. D. Joshi faculty member is guide for Dr. Babasaheb Ambedkar Marathwada University and another faculty member Dr. Suvidhya Sarvankar is also newly approval guide for university of Mumbai.

- The staff members are interested in taking up UGC minor and major research projects. One minor research project completed and two are going funded by the University of Mumbai.
- Faculty members are keen in attending Workshops and Seminars. All of them have attended International, National and State level Conference, Seminars and Workshops
- The college has organized six Seminars: two State Level and four National Levels with ISSN publication of the proceedings is to the credit of the College.
- Hon. Director (H.E.) gives two additional increments to Ph. D. holders and seniority is allotted.

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

The thrust areas prioritized by the institution are Educational problems, which have relevance to educational difficulties and problems faced by the teachers. The main aim is to identify the problem areas, find remedies and suggest remedial measures. Staff participates in various seminars, presents papers in Seminars. Student teachers of B.Ed and M.Ed also have to complete a small research project / Action Research.

The areas of the Research addressed by the college are:

1. Researches in Teacher Education
2. Skill development in Teacher Education
3. Innovation in Education.
4. Multiple Intelligence
5. New Trends in Education

For B.Ed. and   M.Ed areas of research are as follows -.
- ❖ Special Education
- ❖ Active Learning Method
- ❖ Value Education
- ❖ Educational Technology

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

The institute encourages Action Research. It is a part of B. Ed course. Action Research is an essential part of regular as well as distance mode B Ed course. For M. Ed student's Dissertation is Compulsory .Similarly the CTE also provides guidance for Action Research for the in-service teachers. The major outcome areas follow:

Action Research has.

- Developed and inculcated Research attitude amongst students.
- Helped to improve teaching-learning effectiveness in Schools.
- Helped to corporate innovative teaching- learning practices. Thus action research is an activity that has benefitted students, teachers, institution and the community in general.
- Students teacher have become research-oriented.
- It lays foundation for fundamental research/doctoral research. The Principal of institution sponsors faculty members by giving them duty leave.
- Extension Services Department organizes a District Level Competition on Innovative Practices for teachers in the district. The competition is sponsored by Maharashtra State Council for Educational Research and Training, (MSCERT) Pune. Apart from this our DLLE students also prepared survey report based on women empowerment issues.

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

Conference / Seminar / Workshop attended by the Faculty

Faculty	International	National	State	Other
Dr.R. A. Bhoslay	7	12	6	2
Dr. S. M. Sarvankar	1	14	1	

Dr. S. A. Londhe		16	1	
Dr. P. D. Joshi		1		
Mrs. M. C. Bharti	3	3		
Mr. S. A. Sonavane		4		
Mr. R. S. Bhosale		7		

TABLE SHOWING THE NATURE OF PROGRAMME AND PARTICIPATION IN SEMINARS/CONFERENCES/WORKSHOPS of the Members of the Teaching Faculty in last five year

Dr. Raamaa A. Bhoslay

(Principal, Government College of Education, Panvel, Dist-Raigad)

Participation in Workshops
International Level Workshops

1	Participated and presented a paper in the International Conference organized by Dept. of Education of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad on 'Current Issues in Education and Social Sciences'.held on 25th and 26th May 2013.
2	Participated and presented a paper in the Multidisciplinary International Conference organized by SSPM's College of Education, Tehu,Parola on 'Emerging Era of Education', held on 14th July 2013
3	Participated in EDUCON-2013organized by GERA and presented a paper in the world conference on Gandhian Thought: Globalization and Education held on 2nd and 3rd September 2013 at Kathamandu University, Nepal.
4	Participated and presented a paper in the International Conference organized by Dept. of Education of Mumbai University, Mumbai, on a subject, 'Perspectives in Higher Education: Alternatives in the Context of Globalization' .held on 8th-10thJan.2014.
5	Participated and presented a paper in the Multidisciplinary International Conference organized by MBCM Sri Chhatrapati Raje Sambhaji College of Education and SSPM's College of Education, Tehu,Parola on 'Emerging Innovation in Research Methodology',

	held on 9th Feb. 2014
6	Participated and presented a paper in the Multidisciplinary International Conference organized by SSPM's College of Education, Tehu, Parola on 'Emerging Face of Research', held on 13th July 2014.
7	Participated and presented a paper in the International Conference on Contemporary issues in Education organized by ICCIE 2015 Dubai ,IJAE HELP ON 17-19 may 2015

National Level Workshops

1	Participated and presented a paper in the National Conference on Education for Development of Environmental Awareness, organized by, H.B.B.Ed. College, Vashi, Navi Mumbai on 22nd and 23rdJan.2013
2	Participated in the National Workshop on Co-operative Learning on 2nd Jan. 2013,at S.N.D.T. College of Education, Pune.
3	Participated and presented a paper in the National Conference on Education for Life Skill Development ,organized by, Govt. college of Education, Mumbai on 22nd and 23rd Feb.2013
4	Participated and presented a paper in the Interdisciplinary National Seminar on, 'Equitable Society with Equal Opportunities 'held on 2nd and 3rd Oct.2013 at Smt. Surajba College of Education, Mumbai.
5	Participated and presented a paper in the National Conference on, 'Mental Health: Role of Education' organized by Gokhale Education Society's College of Education,Parel,Mumbai, held on 1-2 Oct.2013
6	Participated in the National Conference on 'Upgradation of Teacher Education in India' held on 11th and 12th Jan.2014,at Azad College of Education, Satara.
7	Participated in the National Workshop on 'Multiple Intelligence' on 22nd Dec.2013,at Govt. college of Education, Panvel
8	Participated and presented a paper in the National Conference on Innovations in Education ,organized by, Govt. college of Education, Mumbai on 22nd and 23rd Feb.2014
9	Participated and presented a paper in the National Conference on, 'Universal Human Values' ,organized by, Bahai Academy, Panchgani. On 5th and 6th April.2014
10	Participated and presented a paper in the National Conference on a subject, "Skills Development in Teacher Education" organized by Government college of Education,

| 11 | Participated and presented a paper in the National Conference on a subject," Researches in Education" organized by Govt. college of Education, Mumbai, on17[th] and18[th] April2015 |
| 12 | Participated and presented a paper in the National Conference on a subject," New Trends in Education" organized by Government college of Education, Panvel, on 23th Dec 2016 |

State Level Workshops

1	Participated in State Level Annual Conference organized by M.S.S.T.T.C. on 'Constitutional Provisions for Education' at Uma B.Ed. College ,Pandharpur on 19th and 20th Jan.2013
2	दि.2जुलै2012 रोजी म.रा.शै.सं.व प्र.परिषद, पुणे येथे आयोजित सी.टी.ई.नियोजन कार्यशाळेत सहभाग.
3	दि.18जुलै2012 रोजी म.रा.शै.सं.व प्र.परिषद, पुणे येथे आयोजित व्हिजन वर्कशॉप कार्यशाळेत सहभाग.
4	दि.3 व 4 मार्च 2014 रोजी म.रा.शै.सं.व प्र.परिषद, पुणे येथे आयोजित डी.टी.एड्.अभ्यासक्रम कार्यशाळेत तज्ञ मार्गदर्शक म्हणून सहभाग.
5	Participated in State Level Seminar as a Resource Person on a subject "Methodology of School Mapping" organized by Pravara Rural College of Education, Pravaranagar.On 28th and 29th Nov.2014
6	Participated in State Level Seminar as a Resource Person on a subject "Education Of the Out Of School Students" organized by Government College of Education, Nanded.On 19th Mar.2017

Regional Level Workshops

| 1 | Participated in Zonal Workshop on Sexual Harassment of Women at Work Place, as a resource person, at Kalamboli on 14-15 Sept 2015, Organized by Shikshan Maharshi Dadasaheb Limaye College |
| 2 | Participated in Regional Workshop on Maintaining accounts and finance for Office Efficiency, at Badalapur on 28 Nov. 2015, Organized by Adarsh College of Arts and Commerce. |

Dr.Suvidya Mahesh Sarvankar

(Associate Professor, Government   College of Education, Panvel, Dist-Raigad)

Sr. No	Title of Paper Presented	Title of conference/seminar/ Workshop	Organizer and duration	Whether International/ national/state /regional/ college or university level
1	Innovation research topic in Emerging era	Emerging face of Research	13 July 2014	International
2	Value Education through school curriculum	Redefining Education Expanding horizon	10-12 January 2013	National
3	Life Skill Education ugh VII standard English text book.	Life Skills STC	22-23/Feb2013	National Seminar
4	Self instructional material	Innovation in Education	22-23 Feb 2014	National Conference
5	Advantages of Virtual Classroom	Ratnagiri	06/04/2014	National Seminar
6	Role Of Science teacher for Environmentalism	AADHAR	12/04/2014	National Conference
7	Use of Mobile in Teaching	Kolhapur	13/04/2014	National Conference
8	Role of Civics Teacher in Peace Education	(SNDT, Mumbai)	19/04/2014	National Conference

9	Competency development in Teacher Education	Skill development in teacher education	17-18 January 2015 Govt. B.Ed College Panvel	National conference
10	Use Of Videos For Practice Teaching		Govt B Ed college Ratnagiri 30-31 Jan 2015	National Conference
11	PBAS and Professional Development	Researches in Education	17-18 April 2015 S T College, Mumbai	National Conference
12	Impact of Whatsapp in Social issues Awareness	New Trends in Education	23 December 2016 Govt. B.Ed college Panvel	National Conference
13	इयत्ता आठवीच्या विद्यार्थ्यांना भूमितीच्या अध्यापनासाठी भूमिती अध्यापन कार्यनीतीच्या परिणामकारकतेचा अभ्यास	New Trends in Education	23 December 2016	National Conference
14	माध्यमिक स्तरावरील विद्यार्थ्यांच्या मराठी विषयातील कौशल्यांच्या वृद्धीसाठी स्वयं अध्ययन पुस्तिकेचे विकसन	New Trends in Education	Govt. B.Ed college Panvel	National Conference
15	Quality measures Enhancing two year B. ED curriculum	Shree Maharani Tarabai Government college of Education, Khohapur	21- 22 /3/2017	National Seminar
16	Education for All	(Uma B.Ed. Pandharpur)	19 Jan 2013	State Seminar

Mrs. Sunita A Londhe

(Assistant Professor, Government College of Education, Panvel, Dist-Raigad)

Sr. No	Title of Paper Presented	Title of conference/seminar/ Workshop	Organizer and duration	Whether International/ national/state/regional/ college or university level
1	Swami Vivekananda's contribution to Hinduism and to the world	Swami Vivekananda-The Universal Man	Chembursarvankash Mahayidylaya 10and 11/01/2013	National Level
2	Life skill development through school curriculum	Life skill Education	S.T. College 22and23/02/2013	National Level
3	Role of teacher in Environment Awareness	Environment Awareness	H.B. B.Ed college 22and23/01/2013	National Level
4	Indian Philosophy for Peace Education	Education for peace	P.V.D.T. College of Education 19/04/2014	National Level

5	Quality Management of Teacher	Excellence in Teacher education	Govt. college Ratanagiri 06/04/2014	National Level
6	Innovative Techniques and method of Teaching	Innovations in education	S.T. College, Mumbai 22and23/02/2014	National Level
7	Inclusive Education Strategies and Challenges	Education and Languages	Sant Gadagemajaraj College, Amravati 12/04/2014	National Level
8	Futurology for Teacher Education	Futurology for Teacher Education	S M T Govt.B.Ed. college,Kolhapur 13/04/2014	National Level
9	Content cum methodology for quality Education	Research in Education	S.T. College, Mumbai 17and18/04/2015	National Level
10	Need of Pedagogical Analysis for effective teaching	Innovation in conducting workshop relevant to practice teaching /internship	Govt. college Ratanagiri 30 and31/01/2015	National Level
11	A study about an awareness of RTI Act among B.Ed. students	Issues and Challenges in Human Rights	P.V.D.T.College of Education For Women .Mumbai	National Level

		Education	.14/3/2015	
12	Role of Yoga in Mental Health 2016	Yoga and Health Education	Ghokhale Education Sangmner 28/11/2016	State level
13	Need of SWOT Analysis for the Quality Education 2016	New trends in Education	Govt college of Education Panvel 23/12/2016	National Level
14	Fostering life skill through Education	Restructuring Teacher Education: Rational and Risks	Sevasadan College of Education,Ulha snagar 29/2/2016	National Level
15	QR Code shubharanbh praghalbh bhasha tantracha	New trends in Education	Govt college of Education Panvel 23/12/2016	National Level
16	Enhancing CREATIVE thinking skill through Education	Skill Development and Teacher Education	Ghokhale Education Sangmner 7/1/2017	National Level
17	Challenges in application of ICT among primary teachers in the Raigad district	Challenges in Teacher Education and Quality Development	Shree Maharani Tarabai Govt. College Of Education, Kolhapur 21and 22/3/2017	National Level

Mrs. Meena S. Bharti

(Assistant Professor, Government College of Education, Panvel, Dist-Raigad)

Sr. No	Title of Paper Presented	Title of conference/seminar/ Workshop	Organizer and duration	Whether International/ national/state/regional/ college or university level
1	21,22, 23Nov 2012 Value Education through school curriculum.	BTTC	Bombay teacher training college 10and 11/01/2013	International Seminar
2	22-23 Feb 2013	Life Skills STC	S.T. College 22and23/02/2013	National
3	Use of Interactive Whiteboard in Education	SantGadgeMaharaj Art's, Commerce and Science College, WalgaonandAadhar Social Development and Research Institute, Amravati	H.B. B.Ed college 22and23/01/2013	International
4	Inclusive Education 25and 26 April2013	Aurangabad	P.V.D.T. College of Education 19/04/2014	International
5	Use of ICT for visually Inspired Students 6/04/2014	Ratnagiri	S.T. College, Mumbai 22and23/02/2014	National Seminar
6	Uses of ICT in Teacher Education 13/04/2014	Kolhapur	S M T Govt. B.Ed. college, Kolhapur 13/04/2014	National

Dr. P. D. Joshi

(Assistant Professor, Government College of Education, Panvel, Dist-Raigad)

Sr. No	Title of Paper Presented	Title of conference/seminar/ Workshop	Organizer and duration	Whether International/ national/state/regional/ college or university level
1	Memory : Model of learning : An effective solution for mathematic teaching	New treads in Education	23/12/16	National

Mr. Sunil A. Sonavne

(Assistant Professor, Government College of Education, Panvel, Dist-Raigad)

SR. No	Workshop	Period	Level	Title	ISSN /ISBN
1	R.C.	Jan 11-31 ,2013	National	UGC Refresher Course	
2	Workshop	9/29/2013	Regional	Personality Developments	
3	Workshop	Dec 22nd ,2013	National	Multiple Intelligence	
4	Paper	Dec.2013	National	चित्र रेखाटन कौशल्यातुन विद्यार्थ्यातील सृजनशिलतेचा एक अभ्यास	V2-2, ISSN 2319-9962
5	Paper	Dec.2013	National	सवयी व व्यक्तीमत्व विकास	V2-2, ISSN 2319-9962
6	Paper	Jan 17-18,2015	National	इयत्ता ११वी च्या विद्यार्थ्यांच्या अभ्यासात माहिती संप्रषण तंत्रज्ञान साधनाचा एक अभ्यास	V3-3, ISSN 2319-9962
7	Conference	23-Dec-16	National	छात्रसेवाकाळ उपक्रमात येणांदकया अडचणहंचा शोध घेउन उपाय सूचविणे.	V -5, ISSN 2319-1962

| 8 | R.C. | 16- 20 Jan 2017 | Regional | Refresher Training Programme For Class Of Higher and Teching Education Dep. | |

Mr. Ramesh S. Bhosale

(Assistant Professor, Government College of Education, Panvel, Dist-Raigad)

Sr. No	Title of Paper Presented	Organizer and duration	Whether International/ national/state/region al/ college or university level
1	"Effect of the science laboratory facility on students learning in Ratnagiri Taluka Marathi medium secondary schools - A study." (pg.139)	ISSN 2319-9962 Dec - 2013 BECAN	National
2	"A Study of Pupil Teachers of College of Education in context of their Teaching Competency" (pg. 25)	ISSN 2319-9962 January - 2015 BECAN	National
3	A Study of B.Ed. Student - Teachers Training with Reference to their Teaching Skill (pg.42)	ISSN 0973-4457 January - 2015 Proceeding	National
4	Effect of Information and Communication Technology on the Students Achievement in Mathematics at Secondary Level (pg.64)	ISBN 0978-93-84801-07-6 March - 2017 Proceeding	National
5	Attitude or Secondary school teacher towards the use of Information and Communication Technology in Teaching	ISSN April – 2017 Proceeding	National
6	Innovative practices in education, Panvel.	Attended 2016	National
7	Research and Experiments in constructivist pedagogy Dept. of Education, Shivaji University, Kholapur.	-Attended 2015	National

Following Conference / Seminars / Workshop were organized by the institution.

- Two days teaching aids workshop of was organized to give student-teachers a hand on experience for preparation of various types of teaching aids.
- Lesson-Planning Workshop
- Evaluation Workshop
- Action Research Workshop
- Micro Teaching Workshop
- Talk on Anti- corruption Movement was organized.
- National level Conference on 'Innovations in Education was organized by the college.

3.2 Research and Publication Output

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

Print materials:

- Lesson Planning Note Book
- Lesson Observation Note Book
- Micro Teaching Note Book
- Simulation Lesson (for Method A and B) Note Book
- Students' Diary
- Teachers' Diary
- Notebook for Internship
- Social Service Record Book
- College Annual Magazine-Vidyanidhi
- Research Journal ' BEACON of Teacher Education'

Beyond this many of our faculty members have developed instructional materials.

1. Dr. Raamaa Bhoslay has prepared study material for Distance students.
2. Dr.Sunita Londhe has prepared study material for M.A in Education, IDOL University of Mumbai.
3. Regular B. Ed students have prepared CDs and use them for practice lesson
4. The faculties give power point presentation while teaching in the class
5. M.Ed students developed power point presentation for compulsory papers for all topics.
6. College encourages students to prepare handwritten booklet on various issues related to Science, Math's and Geography.

Non Print Material (Teaching /A. V. Aids Multimedia)

o Students are motivated to prepare two CDs based on school subjects for their two school methods for Computer Assisted Lessons as per previous syllabus.
o Students prepare teaching Aids for their methods e.g. Charts, Posters, flash-cards; models, pictures , maps and use it for the use of such learning material ascertains and enhances the effectiveness of the learning process.

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

College has facility for the development of instructional material.

1. College library has computer and internet facilities.
2. The faculties are provided with computer and laptop for their academic purpose
3. Teacher educator can work at their own pace to develop study material/ instructional material.
4. Information Technology Lab is available in the institute with sufficient number of computers , internet connection, scanner and photocopy facility
5. .Projectors are available in the institute can be used by staff and the students.
6. College Campus is with Wi-Fi connection.

Detail list of Instructional Material

Sr. No.	Name of the Item	Quantity
1	Radio\Tape recorder	05
2	T. V.	03
3	V. C. R.	03
4	Audio Cassette	40
5	Slide Projector	1
6	LCD Projector	1
7	Shell Camera	2
8	Computer	25
9	Internet Connection	Wi-Fi Campus
10	Printer	5
11	Laptop	2

II. Psychology Laboratory : All The Material and test in our lab are as follows :
All details of lab Enclosed in annexure A.

1. Personality Test
2. Intelligent test
3. Aptitude test
4. Adjustment test
5. Achievement test
6. Interest attitude
7. Creativity

III. Science Laboratory

IV. Method Laboratory

V. ICT Laboratory

VI. Language Laboratory

VII. Curriculum Laboratory:-

The Curriculum Laboratory has resources for various pedagogies that are offered in the college. Teaching aids for various subjects, learning resources, syllabi of different boards, books, lesson plans, CDs, videos, Self Learning Material are available.

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

- Power point presentations of each paper- unit wise have been prepared by the teacher educators.
- Question Bank.
- Downloaded reference material
- Dr. Londhe has developed instructional material of content cum methodology for the Marathi pedagogy.
- DR. Raamaa Bhoslay developed instructional material for primary teacher training programme.

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-.

The details on various training programs and/or workshops on material development (both instructional and other materials) are:

I Teaching Aid workshop was organised at the beginning of year to orient students about the preparation and use of various teaching Aids for their Practice teaching. and explain how to use them effectively and innovatively in lessons.

II. Workshop on developing CAI material was conducted by Prof. Sonvane for the student teachers.

III. Workshop was conducted on developing sustainable teaching aids and instructional material

b. Attended by the staff : Nil

c. Training provided to the staff : Staff did not attend any training programme but prepared the instructional material with the help of internet

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

Papers Published by the faculty members in the last five years;-

Dr. Raamaa A. Bhoslay

Conferences/ Paper Presentations

No.	Conference	Year	Place	Title of the Paper Presented
1	M.S.S.T.T.C .Annual National Conference on Constitutional Provisions for Education.	22-23 Jan. 2013	Uma College of Education, Pandharpur	Right To Information Act,2005-A Gateway to Information
2	National conference on Education for Development of Environmental Awareness	22-23 Jan. 2013	H.B. Bd. College of Education, Vashi, Navi Mumbai	Development of Environmental Awareness package for strengthening Teacher's role among B.Ed. Trainees.
3	National conference on Education for Life Skill Development	22-23 Feb. 2013	Govt. College of Education, Mumbai	An Analytical study of Ix th std. Chemistry content from Science textbook of CBSE syllabus in context of Life Skill Development
4	National level seminar on Systematic Integration of ICT in Education in the Global Context	17-18 April. 2013	Pillai College of Education and Research , Panvel	A Study of use of ICT in Qualitative B.Ed. Teacher Training Programme.
5	International Conference on 'Current Issues in Education and Social Sciences'	25thand26th May 2013.	Dept. of Education of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad	Development of Communication Competencies of B.Ed. English Method Students through Language Laboratory.
6	Multidisciplinary International Conference on 'Emerging Era of Education',	14th July 2013	SSPM's College of Education, Tehu, Parola	Emerging Education: Secondary Teacher Education in Global Perspectives.
7	EDUCON-2013organized by GERA world conference on Gandhian Thought: Globalization and Education,	2ndand3rd September 2013	Kathamandu University, Nepal.	A Study of Gandhian Philosophy of Peace Education And Current Teacher Education Programme.
8	National Seminar on 'Mental Health: Role of Education'	1stand2nd Oct.2013	Gokhale Education Society's College of	A Critical Study of Present Status of Stress and Stressors of Teacher Trainee

			Education,Parel, Mumbai,	
9	Interdisciplinary National Seminar on, 'Equitable Society with Equal Opportunities'	2nd and 3rd Oct.2013	Smt. Surajba College of Education, Mumbai.	School : A Centre of Providing Equal Opportunities in Education
10	National Workshop on Multiple Intelligence	22nd December 2013	Govt. College of Education, Panvel	
11	International Conference on a subject, 'Perspectives in Higher Education: Alternatives in the Context of Globalization'	8th-10thJan.2014	Dept. of Education of Mumbai University, Mumbai	A Study of Community as a Learning Centre for B.Ed. Students: In Context of Globalization
12	Multidisciplinary International Conference on 'Emerging Innovations in Research Methodology',	9th Feb. 2014	KBS's College of Engineering, Jalgaon	Emerging Education and Innovative Research Topics in Global Perspectives.
13	National conference on Innovations in Education	22-23 Feb. 2014	Govt. College of Education, Mumbai	A Study of Role of Value Education in Enhancement of Spiritual Intelligence of B.Ed. Students.
14	National conference on Universal Human Values	6th and 7th April 2014	Bahai' Academy Panchgani	इयत्ता दुसरीच्या विद्यार्थ्यांवर मानवी मूल्यांच्या रूजवणुकीसाठी राबविलेल्या उपक्रमांची परिणामकारकता तपासणे.
15	Multidisciplinary International Conference on 'Emerging Era of Education',	13th July 2014	SSPM's College of Education, Tehu, Parola	Lacunas in research in context to the field of Education
16	National conference on Skill Development in Teacher Education	17thand18th Jan. 2015	Govt. College of Education, Panvel	i)Study of skills used by teachers for identification and counseling of problematic students. ii) प्राथमिक स्तरावरील विद्यार्थ्यांमध्ये मूल्यांची रूजवणुक करण्यासाठी शिक्षकाकडे आवश्यक असणांदकया क्षमतांचा अभ्यास iii)Gender Difference in Academic Procrastination of Secondary School Students of Greater Mumbai
17	National conference on Researches in Education	17thand18th April 2015	Govt. College of Education, Mumbai	A Study of Life Skills Development of Secondary School Students in Context of Marathi Subject

Dr. Suvidhya M. Sarvankar

SR. NO	NAME OF ARTICLE PAPER	DATE	NAME OF JOURNAL/BOOK	PUBLISHER
1	Development of computerized self instructional material -A study	Jan-13	National Journal of Extensive Education andInterdisciplinary Research ISSN 2320-1460	Govt, BEd College Aurangabad
2	Value Education Through School Curriculum	Jan 2013	Redefining Education Expanding Horizons ISBN 978-93-82302-56-8	Alfa Publication
3	Life skill education through VII standard English	Feb-13	Journal Of Divergent Thinking ISSN 2319 9431	S T College, Mumbai
4	Impact of Performance Based Appraisal System (PBAS) on Efficiency of Teacher Educators	Jul-13	National Journal of Extensive Education and Interdisciplinary Research ISSN 2320-1460	Government B.Ed College Aurangabad
5	Impact of Performance Based Appraisal System (PBAS) on Effectiveness of Teacher Educators	Sep-13	Alfa Publication ISBN 978-93-83292-69-1	B T T College Mumbai
6	Advantages of Virtual Classroom _A Study	6-Apr-14	Excellence in Teacher Education ISBN 978-81-927211-4-6	Government B Ed college Ratnagiri
7	Role of Science Teacher for Environmentalism	12-Apr-14	Education And Languages ISSN-2278-9308	Adhar Publication
8	Use Of Mobile to Teacher	13-Apr-14	Uses of ICT in Teacher Education ISSN 2271-7911	SMT Government B Ed college

				Kolhapur
9	Use Of Cam Studio	10-11 May 2014	Current Issues in Education And Sciences ISBN-978-93-80039-08-4	BAMU Aurangabad
10	Use Of Videos For Practice Teaching	30-31 Jan 2015	Innovations in Conducting Workshop Related to Practice Teaching/ Internship ISSN 0973-57	Government B Ed college Ratnagiri
11	Impact of Performance Based Appraisal System (PBAS) on Professional Development of Teacher Educator	July-Aug 2014	Shikshak mitra ISSN 2230-8989	
12	A Comparative Study of Computerized SIM for 8th Standard Students in Mathematics	Dec-15	ISSN 2319-9962	Govt. B. Ed college
13	Teaching of Peace Education Through VII th Standard Science	Dec-15	ISSN 2319-9962	Govt. B. Ed college, Panvel
14	Impact of Whatsa pp in Social issues Awareness	Dec-16	ISSN 2319-9962	Govt. B. Ed college, Panvel

Dr. Sunita Londhe

S.NO.	TITLE and year	JOURNAL/BOOKS	ISSN/ISBN NUMBER
1	Critical thinking – a life skill (Dec-2013)	Beacon	ISSN -2319-9962
2	Life skill development through school curriculum Feb2013	Divergent thinking	ISSN 23199431

3	Etihas adhyapanat aadhar padhatichya parinamkatecha abhyas march 2013	Shanshodan chetna	ISSN 2319-5525
4	Swami vivekanada's contribution to Hinduism and to the world Jan 2013	Swami vivekanada- "the universal man"	ISBN: 13:978-93-81791-21-9 Isbn-1093-81791-21-x
5	Development of Marathi content cum methodologies instructional material for overcoming difficulties of student teachers at the B.Ed level (April-june-2014)	National journal of extensive education and interdisciplinary research	ISSN -2320-1460
6	Quality management of teacher education (April 2014)	Excellence in teacher education	ISSN -978-81-927211-4-6*
7	Innovative technique and methods of teaching (Feb-2014)	Innovations in education	ISSN 978-93-82588-28-3
8	Indian philosophy for peace education(April 2014)	Education for peace	ISSN:2278-9308
9	B.ed starawaril shikshak prashikshnarthinchya samsya nirsnasathi marathi aashyayukat adhyapan padhatichya anudeshan sahityache vikasan 2014	Shanshodan chetna	ISSN:2319-5525
10	Role of teachers in environmental awareness April 2014	Environmental Education in Twenty First Century	ISBN 978-93-313-2272-2
11	Inclusive Education: Strategies and Challenges .	Education and Languages	ISSN: 2278-9308
12	Environmental Management and Sustainability through Environmental Education-A strategy 2015	BEACON	ISSN-2319-9962
13	A study about an awareness of RTI Act among B.Ed. students	Issues and Challenges in Human Rights Education	ISBN:978-81-931145-0-6
14	Content cum methodology for quality Education	Research in Education	ISBN:978-93-82588-69-6
15	Need of Pedagogical Analysis for effective teaching	Innovation in conducting workshop relevant to practice teaching /internship	ISSN0973-4457
16	Role of Yoga in Mental Health 2016	Yoga and Health Education	ISBN 978-81-932197-2-0

17	Fostering life skill through Education 2016		Restructuring Teacher Education: Rational and Risks	SSCE ISBN-978-81-9225354-3-5
18	Need of SWOT Analysis for the Quality Education		BEACON	ISSN-2319-9962
19	Challenges in application of ICT among primary teachers in the Raigad District		Challenges in Teacher Education and Quality Development	ISBN No.978-93-94801-07-6

Mrs. Meena S. Bharti

(Assistant Professor, Government College of Education, Panvel, Dist-Raigad)

Sr. No	Title of Paper Presented	Title of conference/seminar/ Workshop	Organizer and duration	Whether International/ national/state/regional/ college or university level
1	21,22,23Nov2012Value Education through school curriculum.	BTTC	Bombay teacher training college 10and 11/01/2013	International Seminar
2	22-23/Feb2013	Life Skills STC	S.T. College 22and23/02/2013	National
3	Use of Interactive Whiteboard in Education	Sant GadgeMaharaj Art's, Commerce and Science College, WalgaonandAadhar Social Development and Research Institute, Amravati	H.B. B.Ed college 22and23/01/2013	International

4	Inclusive Education 25and 26 April2013	Aurangabad	P.V.D.T. College of Education 19/04/2014	International
5	Use of ICT for visually Inspired Students 6/04/2014	Ratnagiri	S.T. College ,Mumbai 22and23/02/2014	National Seminar
6	Uses of ICT in Teacher Education 13/04/2014	Kolhapur	S M T Government B.Ed.college,Kolhapur 13/04/2014	National

Dr. P. D. Joshi

Sr. No	Title of Paper Presented	Title of conference/seminar/ Workshop	Organizer and duration	Whether International/ national/state/regional/ college or university level
1	Memory : Model of learning : An effective solution for mathematic teaching	New treads in education	23/12/16	National

Mr. Sunil A. Sonavne
(Assistant Professor, Government College of Education, Panvel, Dist-Raigad)

SR. No	Workshop	Period	Level	Title	ISSN /ISBN
1	R.C.	Jan 11-31 ,2013	National	UGC Refresher Course	
2	Workshop	9/29/2013	Regional	Personality Developments	

3	Workshop	Dec 22nd ,2013	National	Multiple Intelligence	
4	Paper	Dec.2013	National	चित्र रेखाटन कौशल्यातुन विद्यार्थ्यातील सृजनशिलतेचा एक अभ्यास	V2-2, ISSN 2319-9962
5	Paper	Dec.2013	National	सवयी व व्यक्तीमत्व विकास	V2-2, ISSN 2319-9962
6	Paper	Jan 17-18,2015	National	इयत्ता ११वी च्या विद्यार्थ्यांच्या अभ्यासात माहिती संप्रेषण तंत्रज्ञान साधनाचा एक अभ्यास	V3-3, ISSN 2319-9962
7	Conference	23-Dec-16	National	छात्रसेवाकाळ उपक्रमात येणांदकया अडचणहंचा शोध घेउन उपाय सूचविणे.	V -5, ISSN 2319-1962
8	R.C.	16- 20 Jan 2017	Regional	Refresher Training Programme For Class Of Higher and Teaching Education Dep.	

Mr. Ramesh S. Bhosale

S.N	TITLE andyear	JOURNAL/BOOKS	ISSN/ISBN NUMBER
1	"Effect of the science laboratory facility on students learning in Ratnagiri Taluka Marathi medium secondary schools - A study." (pg.139)		ISSN 2319-9962 Dec - 2013
2	"A Study of Pupil Teachers of College of Education in context of their Teaching Competency" (pg. 25)		ISSN 2319-9962 January - 2015
3	A Study of B.Ed. Student - Teachers Training with Reference to their Teaching Skill (pg.42)		ISSN 0973-4457 January - 2015
4	Effect of Information and Communication Technology on the Students Achievement in Mathematics at Secondary Level (pg.64)		ISBN 0978-93-84801-07-6 March - 2017

5	Attitude or Secondary school teacher towards the use of Information and Commu. Technology in Teaching		ISSN April – 2017
6	Innovative practices in education, Panvel.		-
7	Research and Experiments in constructivist pedagogy Dept. of Education, Shivaji University, Kholapur.		-

Students presented paper in BEACON - Journal   VOL –IV   ISSN 2319-9962
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Sr No	Name of Article	Name of scholar	Page No.
1	Theorem by constructivism method	Anil Patil	74
2	Madhamic shadatil vidyathachi parikshe vishayi chinta v shekshanic dirangaicha tulnatmak aabhas	Rohan Kambde	101

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Sr No	Name of Article	Name of scholar	Page No.
1	Sanghik saravachya iyata 10 chya vidyardyachya ganit vishayacya sampadanikivar honarya parinamacha aabhas karne	Vidyadhar G. Patil	94
2	Essential component to support ICT's in teacher education	Arvind Teke	165

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present

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

Name of the Faculty	Award	Year	Level
Dr. Raamaa A. Bhoslay.	• Achieved, Takale Charitable Trust, Shirdhon –'Best Teacher Educator Award- • Achieved,Babu Jagjivan Ram Kala Sanskriti and Sahitya Academy's Mahatma Jotiba Phule Rashtriya Samman Padak , Delhi Award- • Achieved Golden Educanist Award of IIEM, Delhi-	2013 2013 2014	Regional National National
Dr. Nelima More	Late Karmavir Bhaurao Patil, Writer Award by Maharashtra Bhartiya Shikshan Mandal	2014.	Regional

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

1. Dr. Raama A. Bhoslay - Minor research project-
Completed by University of Mumbai for the year 2013-14

2. Dr. Raama A. Bhoslay - Minor research project-
Title 'A correlation study of administrative behavior and school organizational climate of secondary schools in Raigad district'' -.Approved by University of Mumbai for the year 2016-17

3. Dr.Suvidhya Sarvankar - Minor research project-
Title 'Impact of occupational stress and family environment on professional development of secondary school teachers in the Raigad District'' -.Approved by University of Mumbai for the year 2016-17

3.3   Consultancy

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

details.

The College has consultancy programme for B.Ed. M.Ed admission process. No special amount is charged from the students for the services rendered.

The B.Ed, M.Ed Admissions are centralized. The college is better placed to provide on-line form filling, academic counseling at the college centre. Candidates for B.Ed. admission from various colleges come to our college for guidance free of cost.

Guidance regarding CET exam is also given Books for CET exam are available in the library.

Our Principal   Dr. R.A. Bhoslay is a guide for M. Phil. And Ph.D at Shivaji University and Y.C.M.O.U. Nasik. She informally guides the B.Ed. students regarding the dissertations and other research activities at B.Ed., M.Ed., and M.Phil., Ph.D. level.

❖ Our faculty members helped and provided consultancy in different practice schools according   the requirement free of cost.

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.

Three of our existing staff members are Ph.D. holders and our Principal Dr. Raamaa Bhoslay is guide for M.Phil and Ph. D. students at Shivaji University and Y.C.M.O.U., Nasik. The other staff members are also qualified and can undertake consistency. Through the fifty students of B.Ed. regular course and eighty students of Y.C.M.O.U., in service B.Ed. course the informal publicity of the consultancy is conveyed. Through the informal discussion among the teacher educators and teachers of Practicing School the message is conveyed

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?

Ours is a govt. organization hence we do not charge any revenue for the consultancy. We feel that it's our part of work and we do it happily. Our informal consultancy strengthens our social bonds. This is our non returned investment which helps to enhance our college's image in society. The college does not charge additional fees from the students for services rendered. All the fees charged are according to rate card of Department of Higher Education and are remitted to MKCL. The revenue generated from supervision of the examination is the property of students and ex-students who participate in the event.

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

Not applicable, since no revenue was generated through consultancy.

3.4   Extension Activité

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

Every year the college hosts Inter- Collegiate sport Competition in collaboration with Sport Association of Raigad district and Navi Mumbai since last 5 years.

The college provides guidance to Primary and Secondary Teachers under CTE .Alumni Association of the College organizes academic

activities which give students and ex-students to get in touch with the eminent personalities in the field of education.

We are implementing following activities of extension services of Mumbai University (Department of Lifelong Learning and Extension.) . Through this the local community has been benefited.

1. SWS activity (Survey of Women's Status) – The women in the low economic status in the age group of 15 to 30 are surveyed by our girl students. The conclusion is derived and conveyed to the extension department. While taking information the problems of women are discussed and solutions for that are thought over.

2. Student take additional seven lessons for the project Population Education Club,. While taking information about the problems of the school are awarded regarding these problems.

3. We arrange social service camp at Shantivan, Nere which is a famous social institution and rehabilitation centre for leprosy patients. Our students interact with the patients, take information of different projects and contribute a little by doing social work like cleanliness, road building, tree plantation, work in library, collect fund, advertise and any other assigned work.

- The community is benefited by the Personal interaction of our students where they discuss to eradicate social evils and orthodox thinking.
- The ICC (Internal Complaint Committee) organized a workshop to sensitize the B.Ed. students.

4. We make available our multipurpose hall to different agencies and institution for the lecturers, exhibitions, camps, I.T.I. exams, elections etc.

5. We guide the teachers to complete their innovative projects. Some projects are kept in library. We also offer books, magazines to the practice schools teachers, past student on their request.

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

Every year we arrange extension lectures in our college. It helps in creating awareness about problems in the society.

- Following benefits to the Institution are acknowledged.
- Around 45 students participated for 'survey' of Prathem NGO
- Street Plays for economical literacy awareness among vakadi village in Raigad district
- Every year we publish college's annual magazine, "Vidyanidhi". The funds are collected for the publication of magazine through advertisements only. We get good response from the local community.
- Andhashraddha Nirmulan Samiti organizes orientation program for the students as well as for the secondary teachers of Z.P. and other schools. The students find the activities supporting to their subjects.
- **From the local committee**
  Expert teachers from Banthiya School New Panvel guide students for

  preparation of different teaching aids. They provide guidance to our

  Students throughout the year.

- Well wishers donate books to the library.
- M.P. Hon. Prashant Thakur visits our college and always extends a helping hand whenever necessary.
- Play ground is prepared with the material provided by Hon. Ramsheth Thakur .
- Bank Of Maharashtra (Panvel Branch) sponsors seminars and sports events.
- Advertisers give advertisement in college Magazine Vidyanidhi and Beacon.

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

By continuing the same programs and by adding some new programs in the future we would like to take up best for orientation of community.

*The college has the plan to take the project of University Extension Department named 'Udaan'. This can convey the message of 'Reach to the Unreached' to the students.

.* B.Ed student participated in social service camp at Nere Shantivan-a place for prohibition of leprosy.
*.visted to special schools.
.* B.Ed student participated in various program conducted by Yusuf Meher Ali Instuition.
*. In response to the Prime Minister's initiative of 'Swachh Bharat Abhiyan' students participated in community cleanliness drives at various places. The cleanliness drive at the Panvel ST Bus stand.
Our institution invited eminent personalities to deliver following lectures.

Sr. No.	Resource person	Date	subject
1.	Shri. R. N. Mhatre	20/12/2014	Govt. Schemes
2.	Shri. Aravind More	22/12/2014	Personality development
3.	Adv. Dr. Pranthana Sadavarte	7/03/2015	Women's day
4.	Shri. Atul Kamdar	12/04/2015	Equity funds investment
5.	Dr. Meena Kute	04/06/2015	New trends in education

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.

- College had taken part in University of Mumbai's Department of Extension and Life- long Learning's Projects namely-i) Population Education Club ii) Survey of Women's Status. In Population Education club's Project students took lessons on various factors of Population Education like, Awareness about Aids, Health and Hygiene, Policy regarding Welfare of Women.

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- In the project, SWS women's status was verified with the help of prepared questionnaire and report was prepared by analyzing the data.

These two Projects of Extension Department of University of Mumbai proved helpful in creating social awareness through social contact.

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

College has a Student's Council formed as per the guidelines of University of Mumbai Entire class is also divided into various school groups. Each school group has leader whenever any important decision is to be taken meeting of group leaders, council members and staff members is held and decision is made democratically. Leadership skills are developed. Various committees are framed to learn the values of cooperation and dignity of labour. Values are developed by studying the theory papers like philosophy, sociology, school administration, etc. For preparing programs for club activities certain core elements are allotted to each house (Kul). Students prepare small dramas, poems, scripts, etc. to elaborate the core element and in this way develop values. Other programs like field visits, educational exertions, social service, projects, daily prayer and weekly paripath (prayers) develop social and citizenship values among the students.

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.

- Name the national level organizations

  1. NCERT

     2. UGC

     3. NCTE

     4. NAAC

- Name the State level organizations

    1. SCERT
    2. BALBHARATI

    3 .University of Mumbai

    4. DIET

    5. Bank of Maharashtra

    6. Konkan Marathi Sahitya Parishad

    7. MSSTEA

Grants are received from UGC for development of the institution. NCTE has given us the permission for starting of B.Ed, M.Ed. course. The linkages with such organizations are helpful in quality enhancement and in promotion of infrastructures faculties.

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.

The college has yet to establish international linkages.

The college is planning to organize International Seminar with the linkage of some international institution.

AIAER – Some teachers are members of AIAER's. We have participated in AIAER's conferences and present our research papers. They publish our research articles in their magazines

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

● Curriculum development - As the college is affiliated to Mumbai University and we strictly adhere to the prescribed curriculum.

Recommendation of various collaborative agencies like NCERT, NCTE are implemented of college level the B.Ed Program enriched through linkages and knowledge is updated in methodology curriculum transaction and evaluation

- Teaching- **–** Journals of NCERT give orientation to new trends and innovation in educator and research activities.

- Training- The norms of NCTE, NCERT and affiliating University provide guidelines to College to impart learning to its students teachers

- Practice teaching- The mentor guides the student teacher .The method – subject teacher and head provide feedback to our student teachers, which further contribute to improve various aspects to practice teaching. Interaction with staff of schools enables the faculty members to improve the efficiency of the student teachers with new trends. "SHADOWING OF SUBJECT TEACHER" Student teachers learn the skill of teaching in the Three 3 "Co- Teaching lesson with school teacher" two theme based lesson help the student's teachers in giving innovative lesson. 8 (eight) Co-teaching lesson with the peers give opportunities and confidence in innovative lesson.

- Research – by providing funds (e.g. U.G.C.). Review of related literature available in national organization is very helpful to our faculty members for pursuing their research activities besides the linkage in schools helps the teacher trainers to conduct action research and case study in practice teaching school, so that students problems can be sorted out for effective learning.

- Consultancy-

    - Extension- staff member of our college conducted extension services of the _ _ _ _...

    - Publication – by providing funds and giving advertisement. The publication of NCTE, NCERT, Mumbai University and other organization one helpful to our teacher as well as students is carry out their research achievement.

● Student placement - Linking with practice schools and other replied school contribute a lot in placement of students.

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

The collaboration of faculty with that of school and other college or university faculty is good. The faculty members take extension lectures for teachers training in various schools. They attend Seminars and Workshops arranged by other colleges and universities.

The collaborations/linkages with local/regional/ national

agencies with the institution are as follows

For practice teaching the institute gets full co-operation from the practicing schools. For demonstration lessons also practicing school co-operates. There are near about 22 practicing school in and around Panvel area. Sometimes schools also provide maps, globes, apparatus, charts, etc. For practice teaching.

For internship of a week practicing schools are made available with full co-operation and help new syllabus.

According to new syllabus 2 year B.Ed. syllabus 2015

II Semester Internship for 4 weeks   -   Shadowing of subject teacher , Observation of lesson by peer lesson

III Semester Internship for 10 weeks - Theme based lesson , co-teaching lesson.

IV Semester Internship for 6 weeks   - Co-teaching with peers.

The schools co-operate with our students in completing activities of the internship.

Sr. No.	Name of the Linkage Agency	Nature of Linkage
A) 1. . 2. 3.	Local Level. Linkage with Administrative Machinery . Institute of Vocational Guidance and Selection (IVGS). Linkage with other B.Ed. colleges	Coordinating with practice teaching schools. Member for teacher Award (State /National) committee. Coordinating/practicing academic activities organized by Dy. Director/E.I. like Action Research/Exhibitions. For organizing Seminars/Workshops In service Training program for upper primary/Secondary Teachers and Action Research/Navopakram.. Sharing of Academic Expertise in Seminars. Organizing orientation program of new B.Ed course and faculty members attending orientation program in another B.Ed colleges.
4. 5.	Regional Linkages. Director of Higher Education (Higher Education) Maharashtra State Pune. University of Mumbai	**Administrative** Centralized B.Ed. Admission procedure. Conducting of B.Ed. CET Exam. The teaching staff members work on the different committees the University.(Selection of Teachers/Placement Committee/Administrator of the college. .
a) b) 6.	University of Mumbai. Board of Studies.(Education) Controller of Examinations, through Board of Examinations (BOE) Yashwantrao Chavan Maharashtra Open University, Nasik.(YCMOU)	**Academic** The faculty was involved in the course development process. Participation in course implementation seminars. Evaluation process as paper setters/Examiners/Moderators/ Centre for its B.Ed. Course Teachers recognized by University as counsellors. Teachers work as Coordinator for its B.Ed. Course. Extension Services Department work in coordination and guidelines of MSCERT For implementing various program. In service Training Department works for upper Primary teachers of Extension Activities.

7	CTE centre I.A.S.E.	In-service training program for career advancement for primary teachers. Providing our Infrastructure for its activities like meetings and Seminars. **Administrative** The NCTE team visited the college on ------------- for recognition. Yearly Submission of Annual Status Report through WRC, Bhopal.
8.	**National Linkages** **National Council of Teacher Education(NCTE)**	**Administrative:** The college is recognized under (2f).
9	**University Grants Commission(UGC)**	The college has received Development plans Grant for VIII, IX, X,XI and XII plans.

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

Yes, the teacher educators are actively involved with the school teachers and other personnel from the school to understand:

The expectation of the school with respect to the practice lessons.

Plan out lessons to suit the needs of the school.

Discuss the methodologies suitable to the requirements of the school.

To achieve a successful rapport the schools invite our teacher educators to conduct talks, workshops on methodologies of teaching .At the

beginning of practice teaching session faculty member actually visit the practicing schools in their group and guide the students regarding the preparation of practice teaching time-table. They themselves observe and evaluate each lesson of every student.

❖ They are with the students for a period of week in internship they guide the students for preparation of time-table and other activities with full co-operation and help .Attending to the new syllabus 2 year B.Ed. syllabus 2015. The teacher educators guide the students teacher in all the 3 internships.
II   Semester Internship for 4 weeks
III   Semester Internship for 10 weeks
IV   Semester Internship for 6 weeks
Even feedback is taken from the school and staff members. This feedback forms are enclose in the Annexure

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

- Faculty member are Invited as judges for various Education Exhibition.
- Faculty members are invited as Judge in Quiz Competitions, Elocutions, and Debates.
- Examiners/ moderators at the University level.
- In the Committee of paper setter at University level.
- Conveners for various B.Ed. papers during the Revision of Syllabus and Course Content of each paper.
- Internal and External referee for M. Ed, Ph. D.
- Panel members on Committees of selection of class III and class IV for Directorate of Higher Education Pune and Joint Director Mumbai and konkan Region (As a paper setter Conductor and conducting Interviews)

Faculty members are member for **Carrier advancement scheme (**CAS)
selection.

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 :- As principal is the Research guide for various universities he motivates student to take up research.

- Consultancy :- Every teacher- educator is encouraged to be a consultant to the student- teachers and provides guidance and counseling for personal as well as professional benefit of these students.

- Extension:- The extension programme of Mumbai University lifelong learning.

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

Whenever the faculty members come across some problem in the educational field, immediately that problem is tried to be tackled by taking up an action research like to study of effectiveness of co-operative learning over conventional method of teaching–learning in mathematics method amongst B. Ed students was effectively conducted Action research projects are given on new topics from all teaching papers in

- B.Ed. syllabus such as Effectiveness of Credit Based Choice System
- Continuous Comprehensive Evaluation
- Open book examination
- On line examination
- Evaluation rubrics
- Feedback – Written and oral

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

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

    In the   last five years a vast improvement can be seen in this area.

    Four faculty members   have completed Ph. D and two faculty members have registered for Ph. D.

    All the faculty members have written research based articles which they have presented in various National and International seminars.

    Computer laboratory is also upgraded. Latest computers have been installed. Internet facility is made available for students and faculty members.

     At   "chaihpe charcha"   various educational news are discussed.

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

- Quality sustenance and enhancement measures
- New books to refer new syllabus have been purchased
- Increase in infrastructure – Library Extension
- Installation of Solar lights for conservation of electricity
- Ground Work for Research cell has being completed.
- Academic Audit is completed
- Purchase of 10 computers
- The Wi-Fi facility is provided in the college campus.

    With regard to Research, Consultancy and Extension, the institution has taken initiation in Research: Research is a pursuit for the truth and action research aims at solving the immediate problems faced teachers and students in schools. Each student has to conduct an action research project attempting to probe into an

observed problem and taking appropriate measures to solve them. Teacher educators undertake research projects to find out facts and improve educational practices. Three teacher-educators have attained a Doctorate Degree and two are pursuing the Ph. D. The college is yet to take minor research project to prove its research potential. College has registered for Research centre at university of Mumbai. LIC Committee   had visited and positive report has given by the committee members.

Publications: Teacher educators are encouraged to write articles for different journals with ISSN and ISBN titles.

Networking: The College endeavors to keep links and contacts with other teacher-training colleges, other institutions and research institutions. The four national conferences organized by the college have strengthened the networking with other teacher educators and teacher education institutes.

Attended /Conducted Workshops, Conferences: The institution ensures professional growth of the teacher by encouraging the teacher-educators to attend workshops conducted by other colleges of education, universities and other institutions. The teacher educators also conduct workshops in the college to develop specific skills of the student teachers.

Paper presentations at National/International level Seminar and Conference:- The teacher educators are participating and presenting Papers at state, national and international level seminar

Criterion IV:

Infrastructure and Learning Resources

4.1 Physical Facilities:

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

The Government college of education, Panvel was established in the year 1970. The institution is run by the Maharashtra State Government, Department of Higher Education. The Institution has all the physical infrastructural facilities as per NCTE norms. The Institution has adequate and spacious rooms for :-

- Principal office (well equipped with furniture , computer , printer and toilet. Administrative office (Well equipped with furniture and internet facilities with power back up). Multipurpose hall (well equipped with LCD projector , proper , ventilation etc.) . Library with e-learning resources center (well equipped with furniture and computerization with bar code , photocopier facilities and proper collection with reference books and hard copies of journals and connected with e- database). Staffroom (well equipped with furniture). Different Laboratories like Science Lab., Language Lab., Psychology Lab., Computer Lab., Curriculum/ Method Lab. Etc. :
- (Well equipped with equipment and material facility for students i.e. Geography room ,History room, Science Laboratory , Language Laboratory etc. are available for Preparing teaching aids.)
- Two Classrooms are available for teaching (well equipped with furniture).
- Girl's common room, Boys common rooms. Girl's toilets, Boys Toilets, Staff Toilets, Examination room, Medical room,
- Sports room (with the facilities of Carom Boards, Chess Boards, Volleyball and throw ball, Table Tennis etc., Water supply (we have own facilities with municipal corporation for college as well as for hostel), Drinking water with Purifier attached to coolers.
- Electricity power backup we have UPS system.
- Parking facilities for staff and students.

- Residential quarters are available for class IV staff.
- Hostel facilities for girls are available and well equipped with light, fan and furniture and other facilities i.e. Clean and neat Kitchen with dining hall, Solar hitters for hot water, water cooler, common room for entertainment, Warden residence attached with hostel, Guard room, Medical facilities , Toilets and bathrooms.
- Principal Residence:- There is Well equipped principal residence close to the hostel,
- The total land area is 5795.68 sq. meter, with peripheral area is15054.50 sq. m. which includes college building, hostel, Principals residence and helping staff's residence.

- Master Plan of the building is enclosed in appendix file :

- ROOMS AND ITS DIFFERENT USES

Sr.No.	Floor No.	Name of the room	Purpose I	Purpose II
1.	Ground floor	Geography Room	General Lectures, Room -3, Method lecture and to keep Geography Laboratory equipments.	Method lectures/Special field Lecture/Micro/Simulation group work.
2.	Ground floor	Seminar hall	Seminar Presentation	Method lectures/Special field Lecture/Micro/Simulation group work/ Computer Lab
3.	Ground floor	Science Laboratory	Science Laboratory Equipments	Science Method Lectures
4.	Ground floor	Girls Common room	Rest room.	Recreation room for girl's students
5.	Ground floor	Computer Room/ICT Room	Educational Technology material especially for ICT lectures.	Method lectures/Special field Lecture/Micro teaching.
6.	Ground floor	Experimental Psychology Room	Experimental Psychology material. /Conducting experiments	Method lectures/Special field lectures / Examination Block.
7.	Ground floor	Library	Book and journals circulation/ collection of books / reference section Referencing e-materials / Note taking/Study Room	library studies.
8.	Ground floor	Multipurpose Hall (Saraswati Hall) with 200 capacity.	General Lectures, Room -1	Auditorium/Seminars/Workshops/ Co-curricular activities/Method rooms/Examination Block/
9	Ground floor	M.Ed Class rooms	General Lectures Room -2	Examination block / Use of Micro teaching.
10	Ground floor	History rooms	General Lectures, Room -4, Method Lectures	Examination block / Use of Micro teaching.

11	Ground Floor	Lectures staff Room	For Guidance , Meetings	--
12	Ground Floor	Language Laboratory	Language lecture for English and Hindi	To learn vocabulary, pronunciation and speaking English.
13	Ground floor	NAAC room	To keep the NAAC records. IQAC records	To conduct meetings of IQAC and NAAC
14	Ground floor	Study/ Reading room	To keep the research journals, research thesis, research methodology books.	Meetings of the staff and students. For library studies.
15	Ground floor	M. Ed Staff room	For Guidance, Meetings with M. Ed students.	For Staff meetings.
16	Ground Floor	Examination Room	For Exam works	To Store Exam Stationary.
17	Ground Floor	Gymkhana	For Gym facility	
18	Ground Floor	Playground	For Playing games	
19	1st Floor	Boys Hostel	Accommodation	
20	From 2nd to 4th	Minority Girls Hostel	Accommodation	
21	Ground Floor	Girls Hostel	Accommodation	

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

Our college is having the total area of 5095.68 sq. meters. It is very near to Panvel S.T. Bus stand and railway station. It is on N.H. 4 highway. We are having total eight class rooms, a separate library and reading room, boys and girls separate common rooms, separate boys and girls hostel , residential quarters, canteen, separate toilets for boys and girls, playground, gymkhana etc. Our building is on ground floor only. It's an old structure built in the year 1947 having sufficient space and height. So we can keep pace with the academic growth. We have ample area available for future growth also. In future we propose to build four storied building in the open space from State Government grants. We have submitted a proposal for campus development, extension of administrative building and ladies hostel.

The present intake capacity of the B. Ed college is 50+50 and M. Ed is 50+50. There are 7 method subjects Taught in the college falling under the two year B. Ed and M. Ed course of the Mumbai university syllabus. Since 2014 according to new credit system, syllabus was prepared by Mumbai University. This Syllabus is semesters based and grading system (CBSGS) is also incorporated. With the suggestion of the staff additional books, equipments and infrastructure are added as per the requirement of students. Institution did its academic growth by always keeping pace with infrastructural growth. Ours is the state Government college so we prepare our budget by keeping mind with future requirements of our academic and infrastructural growth. And we make provision in our budget for our future expansion.

Infrastructure available:-

The college has 4 class rooms:

1 B.Ed first year

2 B. Ed second year
3 M.Ed first year
4 M.Ed second year.

Sr. No.	Floor No.	Name of the Class Room/Office Room	Area in Sq. Feet.
01	Ground floor	Principal's Office	204
02	Ground floor	Administrative Room	483
03	Ground floor	Visitors Room	829
04	Ground floor	Staff room M.Ed	408
05	Ground floor	**Class room (per 50 students) B.Ed and M.Ed**	
		1. B.Ed Class	925
		2.M.Ed class	925
		3 B.Ed Class	1891
		4 M.Ed class	600
06	Ground floor	Library Area : Library cum /Reading room	1348
07	oor	Marathi Method room	1891
08	Ground floor	Hindi method room	600
09	Ground floor	English method room	110
10	Ground floor	History method room	140
11	Ground floor	Geography method room	280

12	Ground floor	Science method room	891
13	Ground floor	Mathematics method room	200
14	Ground floor	Separate common room (Male and female student)	360 and 360
15	Ground floor	Multipurpose hall	1891
16	Ground floor	Health and Physical resources center (Yoga)	323
17	Ground floor	Seminar hall	394
18	Ground floor	ICT resources center with internet	475
19	Ground floor	Curriculum Laboratory	364
20	Ground floor	Teaching aids Laboratory	360
21	Ground floor	Technology Laboratory	475
22	Ground floor	Art and craft room	360
23	Ground floor	Store room	216
24	Ground floor	1. Boys hostel	2160

		2. Girls Hostel	1620
25	Ground floor	Canteen	650
26	Ground floor	Separate toilet facilities	
27	Other facilities	1. Psychology lab	600
		2.Music room	360
		3.Extension room	216
		4.Gymkhana	756
		5.IQAC room NAAC room+	182
		6.Alumni room	360

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

The co-curricular activities are usually arranged in SARSWATI hall (Multipurpose hall), which has a dais, good public address system, LCD projector and seating capacity of about Two hundred students. Lots of Musical instruments (Harmonium, Tabla, Vina, Dholki, Drum, Lezim, Duff, Tuntune these are the vernacular name of musical instruments) are there in the college which the students regularly used.

The physical and infrastructure facilities are available for sports and physical education are listed below:

Indoor Games	Multiple sets for Chess, Carom, Table Tennis	(a multipurpose room) used as Indoor Games room.
Outdoor Games	Equipments for playing Badminton, Discus Throw, Javelin Throw Long Jump, High Jump	A big ground attached to the building in the college campus.

Some local institution organizes various social programs in collaboration with our institution in our campus. Such as

- Water literacy programme arranged by Panvel panchyat samiti.
- Science exhibition programme organized by Bal Vaidnyanic Parishad, Panvel in collaboration with our institution in our campus.
- M.Ed./M.Phil. / Ph.D research students make use of the Library facility.
- Our college campus is shared with the Private society people for their society Elections.

- Our college campus is shared with the Joint director office, konkan Region, Panvel for the meetings and workshops.
- **Space Utilization: -**

The space available with the Institution is used for Regular Course, Extension Services, Workshops, YCMOU Two year Vocational B.Ed. Course, and Mumbai University Examinations, for organization of district scholarship audit camps. We share our campus with ITI, Panvel for organization of examination. We share our campus with Panvel Nagar Parishad for organization of Health camps. We share our campus with Konkan Marathi Sahitya Parishad for organization of literary activities.

- **Computers: -**
  The computers are used for Office, Library and Computer Education - Special Field's Practical work and also for filling students online information required for university for various purpose such as online Students Registration form, On line Enrollment data and eligibility data, online examination form, online BC Scholarship and Online Minority Scholarship form etc. Even State Government also need online data of students. Our office provided all information to Government, University, all Apex bodies (UGC, NCTE, NCERT, SCERT) with the help of computers.

- **Library:-**
  The rare books, references book, journals are used regularly by teachers, in-service trainee teachers, Researchers and Scholar students, Teachers from Local Schools. All are used our library. Local people donate books to our library.

- **Xerox Machine/Fax Machine:**
  This is used by office and faculty for academic and administrative purposes.

- **ICT:-**
  This ICT is useful for enrichment of the content, as learning aid while teaching and also for practice teaching. Teachers used ICT in their teaching.

Students and teachers both used ICT for collection of references. Office used ICT for administration. Up-to-date Office Record are maintained with the help of ICT.

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

- The institution takes good care of health and hygiene of students and provide essential faculties.
- The institution has a common rooms both for girls and boys with adequate furniture.
- The institute has a medical first aid kit. It contains all necessary medicines required in emergency cases.
- The institute has a clean and neat environment.
- The institute has neat and clean wash rooms for boys and Girls separately with basins and hand soaps.
- The institution has a medical room for students.
- The institution has a separate clean and neat and hygienic canteen facility.

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

Yes. The institute has a Minority girls hostel facility for girls within the college premises. It is safe and well guarded. There are thirty Three rooms and Hundred girls can stay in these rooms .This was Brought in use on 11/08/2014. In the year 2016-17, 86 girl students are admitted. The institution has separate Boys hostel with 5 rooms having capacity of 10 boys. In the year 2016-17, 6 students are admitted. The institution has separate Girls hostel for B.Ed. students with 6 rooms having capacity of 15 girls. In the year 2016-17, 4 girl students are admitted.

With the following facilities:-

- Clean and neat Kitchen with dining hall.

- Solar water hitter.
- Water coolers with purifier.
- Common room for entertainment.
- Table tennis and volley ball courts.
- Rector room attached with hostel.
- Guard room.
- Medical facilities.
- Toilets and bathrooms.

  The institute also has an old hostel building facilities. The old hostel has a capacity to accommodate 15 girls and the capacity to accommodate 10 boys.

4.2   Maintenance of Infrastructure

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

Year 2013-14

	Allocation	Utilization	Remarks
Building	100000	100000	This amount is utilized for flooring of Seminar Hall
Laboratories	15000	15000	Utilized for Lab maintenance
Furniture	79406	79406	Collapsible doors
Computers	5400	5400	Computer service
Transport/Vehicle	75000	75000	Tour allowances
Equipments	289668	289668	CCtv cameras and Inverters

Year 2014-15

	Allocation	Utilization	Remarks
Building	100000	100000	This amount is utilized for construction shade for prevention of leakage on administrative building
Laboratories	15000	15000	Utilized for Lab maintenance
Furniture Equipments	150000	150000	1) Chair-40 (20800) 2)olding Chair -10 (4500) 3)Single bed cover solapur -25 (5750) 4)I .Premium quality cupboard - 01 II . Steel book case 3 III. filling cabinet 01
Computers	5000	5000	Computer maintenance
Transport/Vehicle	105000	72996	Tour allowances

Year 2015-16

	Allocation	Utilization	Remarks
Building	100000	100000	This amount is utilized for partial construction shade on ladies hostel for prevention of leakage
Laboratories	46000	46000	Utilized for Computer Lab maintenance
Furniture Equipments	36800	36800	Revolving chair black @ 4600
Computers	10000	10000	Antivirus and tonner
Transport/Vehicle	62778	62778	Tour allowances

Year 2016-17

	Allocation	Utilization	Remarks
Building	200000	200000	This amount is utilized for construction shade on ladies hostel for prevention of leakage
Laboratories	41550	41550	Computer purchase for computer lab
Furniture Equipments	64000	6400	Usha cooler 3 cl 30x C @11500 Remi pedestal fan 10 @2850
Computers	64160	64160	Utilized for Computer Lab maintenance
Transport/Vehicle	191048	149714	Travel allowances

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

The institution has following infrastructure which is utilized optimally.

- **Library:-** The library is well equipped and spacious with necessary sufficient reading and reference material, cupboards, issuing counter, chairs and tables. Almost 40 students can be accommodated at one time in the reading room. The circulation/exchange section of the library accommodates B.Ed., M.Ed. Mumbai University and YCMOU Nasik part time B. Ed. course books and other related reference materials. All the past M. Ed. students' thesis is kept in the research section. The circulation / exchange Counter, reading hall and magazine stand with additional stacking area these are the various sections in this Library. The library infrastructure available in terms of space, area and furniture is well maintained.

  In the library books are arranged on shelves in a subject wise manner according to 'Dewey Decimal Classification System – used for classifying

the books. Subject wise catalogue index cabinets are kept in the library for searching the information about books.

- ❖ **Laboratories**:- The students extensively make use of the material apparatus/models/charts/ for experiments etc. for enrichment of content .

- ❖ **Computers:** Students make use of computer facility for getting practical experience after completing EPC 3 Critical Understanding of ICT. Students use computers and Internet for preparing question bank, projects and for reference works. Teachers used computers in their teaching. Office staff also used computers for maintaining data.

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

- The college takes care of environmental issues associated with the infrastructure. The daily maintenance of the campus is the well planned responsibility of the class IV staff of the college.
- The various clubs and students Council help them to keep the campus Green, clean, and pollution free.
- Under scheme of Work Experience / Social service students have potted various plants of different varieties .The class IV staff water and nurture the plants throughout the year.
- The social service department, encourage the students to clean the campus on Gandhi Jayanti 2nd October.
- The Environment club looks after the maintenance of drinking water facility by cleaning the water filters. The maintenance of water filters is given to a private company for three years.
- The municipal corporation staff does the pest control once in a month for the entire college campus.

4.3 Library as a Learning Resource:

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

Yes, the library staff is qualified as per the regulations in the staffing pattern. There is one library attendant for the maintenance of the library. The post of librarian was lying vacant by retirement of the regular Librarian. The post is to be filled through MPSC. As the stop-gap arrangement the college has appointed Librarian on Temporary Basis who is other- wise qualified.

Details of Library Staff:

1. Librarian :

Jyoti D. Ramteke

M.L.I.S., NET., SET., M.Sc., M.Ed., B.A. (Add Eng Litt.)

2.Library Attendant :

Suchita S. Kadam

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

- a. Books   : 13486
    - Textbooks   : 1200
    - Reference books   : 1038
- b. Magazines   : 3
- c. Journals subscribed
    - Indian journals   : 17
    - Foreign journals   : 4
- d. Peer reviewed journals   : 4
- e. Back volumes of journals   : 129
- f. E-information resources
    - Online journals/e-journals   : N-List
    - CDs/ DVDs   : 11

- Databases	: 1
- Video Cassettes	: 2
- Audio Cassettes	: 50

- g. Software   : SOUL Software

✓ **List of Journals/Periodicals/News Papers subscribed is as under**

STATELEVEL

1. Shikshan Samiksha
2. Shikshan and Smaj
3. Jeevan Shikshan
4. Shikshan Sankaraman
5. Lokrajya
6. Jadan ghadan
7. Lokaprabha
8. Priya Rasik
9. Y.C.M. Bulletin
10. Shikshan Tarang
11. Shikshan Marmdusti

   NATIONAL LEVEL

1. Bhartiya shikshan
2. University News
3. Education world.
4. Shikashak Mitra
5. Edu- Tracks

6. Journal of Educational Planning and administration

7. Journal of Educational and Psychological Research

8. Carrier 36O

9. Indian Psychological Review

INTERNATIONAL LEVEL

1. The Asian Journal of Psychology and Education

2. Scholarly Research Journal for Interdisciplinary Studies.

3. Indian Streams Research Journal

4. Sage

✓ **DAILY NEWSPAPERS**

- TIMES OF INDIA   (English)
- LOKSATTA   (Marathi)
- SAKAL   (Marathi)
- Nav Bharat Times   (Hindi)
- MAHARASHTRA TIMES (Marathi)
- RAM PRAHAR   (Marathi)

 All the library resources are available to the staff and students whenever they required.

➢ **EXPENDITURE OF PERODICALS FOR LAST FIVE YEARS-**

SR. NO.	YEARS	PERIODICAL EXPENDITURE		BOOKS EXPENDITURE	
		NO.	AMOUNT	NO.	AMOUNT

1	2012-13	11	4740	48	4641
2	2013-14	15	11715	411	54433
3	2014-15	22	9090	414	67613
4	2015-16	24	9690	56	9930
5	2016-17	15	9840	285	86545

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.

The Library of the college is the oldest Library with Library Committee consisting of Principal, Librarian, 2 Teachers and Students. The college library is spacious with Reading room attached to library and Separate space for Teachers to do reference. The Library has computers and internet facility. The librarian ensure the use of e-library resources by students and staff. The human resources, the committee and techno-savvy infrastructure make the functioning of the library smooth and user-friendly.

The Library Advisory Committee

Dr. Mrs. Raamaa Bhoslay   President

Dr. Sunita Londhe   Professor in Charge

Mrs. Jyoti D. Ramteke   Librarian

Mrs. Meena C. Bharti   Member

Mr. Sunil A. Sonawane   Member

Mr. Narendra B. Muneshwar   Student Member

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

The enormous resources of the library which require special funding and technology for library digitalization. In spite of the human resource crunch, the college has tried level best to make a progress for computerization of the library. The work of preparing XLs sheets of the books available in the library.

The college has purchased Library SOUL Software.

The system for SOUL library software is operational in maintaining the records of the library. The library is automated and uses barcode system to maintain the collection and user records. The SOUL library software enables library to provide cataloging, Circulation, Search (OPAC), labels, Photos, Membership Management services through this flexible accessibility and report generation techniques. Reports are generated thorough the software thus making the- flow systematic. It is being used in many schools, colleges' public library, corporate houses etc. SOUL is user friendly software. SOUL is the latest generation of library software: it is a complete system that automates nearly every library task. We can print our circulation statistics, overdue reports, fine report etc

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.
   - ✓ **Computer :** Separate computers are provided in the library for Librarian and Students and Staff. The library computers have UPS power back up facility. The borrowing is provided to students and staff record of the access is maintained in the Register.

   - ✓ **Internet :** With dedicated JIO internet WIFI with 50 Mb Speed and unlimited data is provided.

   - ✓ **Reprographic facility :** Reprographic facility is provided to the students on their demand.

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

Yes , the Institution makes use of Inflibnet by using membership with N – list. N-LIST project provides access to e-resources to students, researchers and faculty from colleges and other beneficiary institutions through server(s) installed at the INFLIBNET Centre. Our college now access e-resources and download articles required by Teacher and students of B. Ed. and M.Ed. directly from the publisher's website.

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.)

Library is open for six days a week's except for Government   holidays. It is open to staff and students from 10:00 AM to 06:00 PM. A separate reading room having accommodation for 40 students is adjacent to the library. Our vocational batch B.Ed, ,M.Ed and YCMOU B.Ed also takes benefit of our library. Our library is opened even in the summer vacation, Diwali vacation and midterm vacation.

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

The New books are displayed on the racks and book jackets, the staff and students are informed about the new arrivals. There is a display stand for new magazines and books.

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

A book bank facility is available for B.C. students only from 1995 up to till date. A set of six books for all students and 2 additional books is given to each B.C. student for yearly use. Library also provides extra books for college students for final exam preparation.

BC BOOK BANK PERCHES DETAILS :-

YEAR	NO. OF BOOKS	COST OF BOOKS
2012-2013	48	4641
2013-2014	30	4433
2014-2015	30	4550

| 2015-2016 | 30 | 4550 |
| 2016-2017 | 19 | 2600 |

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

Facility for the physically challenged person is provided as per their need. Our library is on the ground floor only. There are comfortable Chairs to sit in the library. So some physically challenged students can make use of the library easily. Our Librarian and peon gives help to such students as per their demand.

4.4   ICT as Learning Resource

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

The institution has a Computer lab, Language lab and a resources center having 25 desktop computers and 2 laptops with relevant software. Internet connectivity and well equipped with LED T.V. ,CD player, Magic box, Interactive board, Episcope, Slide projector, OHP, LCD projector , Flannel boards / bulletin boards ,recorder and other cameras etc.

- Our laboratory and resources rooms are also equipped with relevant hardware and software.
- All the in-charge Professor of the labs and resources rooms maintain all the ICT facilities and see to it that are optimally utilized by the teacher educators and students for making teaching – learning process more meaningful.

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

- Yes.
- **According to the B.Ed Old syllabus**

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There is an optional paper—Paper IV section II – Computers in Education. The students who opt this section learn all the computer skills. For others Paper IV section I is information communication technology in education and special field. Here they learn the topic like Concept of ICT, Support media in ICT, Process of communication and technology mediated communication. For extra information, regarding new topics in the syllabus, students use internet.

- **According to the B.Ed New syllabus 2015-17**

There is provision in the curriculum for imparting computer skills to all students. Semester III EPC- 3 Critical understanding of ICT, This course comprises of combination of theory and practice. The theory part emphasizes on content related to technology knowledge for technology integration in teaching. In the practical part the student –teacher acquire knowledge and skills required for the application of ICT in classroom practices. This course utilizes a blend of on-line and off-line resources in-class delivery methods. Activities in the course include

1. Face-to-face discussions on readings, designed to develop students critical thinking and facilitating skills.

2. Online discussions/chat used mainly for reflections during their practice teaching in schools

3. Technical workshops for sharing ICT knowledge and skills to the student teachers.

Points to be noted:

It is compulsory to use ICT for-

- To Prepare groups on social media and discuss topic of social issues on it
- Develop CAI package using ADDIE model
- Evaluate any one MIS
- Collect online data through Google form and analyze
- Prepare e-portfolio
- Collaborate with in-service teacher and carry out research by conducting online survey on any social issue
- To make students enable to use learning material.
  The course to be imparted in constructive setting.

- **Learning outcomes** :-

After undergoing this course the student Teacher will be able to:

1. Integrate ICT into Teaching Learning, administration and Evaluation.

2. Develop information Management, communication and collaborative skills.

3. Design and develop and use learning materials in Teaching.

4. Practice safe, ethical ways of using ICT.

5. Use ICT for making classroom processes Inclusive 6.Prepare collaborative project for problem-solving and research using ICT.

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

The institution incorporates an effectively use of ICT for curriculum transaction during preparatory stage, planning stage, presenting stage and evaluation stage. For this purpose, faculty prepares self instructional material, prepare/download print material, power point slides, achievement test by using web reference and motivate the students. Even teachers prepared student's Whats App Groups for dissemination of notices, through online chats, teachers provide guidance to the students as per their needs.

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

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

In the preparation of lesson plans: the student teachers are encouraged to refer educational websites for reference in terms of the content as well as in the use of innovations that they may come across the curriculum. Student teachers B.Ed. and M.Ed. also use OHP/LCD projectors for the seminars and presentations. For presentation students prefer use of PowerPoint.

Preparation of additional information to be used in lessons: Student teachers download information and teaching aids in the form of pictures from various

website using internet facility etc. Student teachers deliver the lesson through power point presentation with video for providing direct example to the students.

Student Teachers also use their personal laptops, mobiles or Tabs while taking lessons/for recording their lessons. They recorded poems with audio and video. They prepare posters by using pictures from internet. They collect reviews related to their research subjects. They used computers, internet during their co-curricular activities. With the help of ICT they give special effects and present their co-curricular activities effectively.

4.5 Other Facilities

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

   The instructional infrastructure facilities of the institution are being used optimally. Multipurpose hall (Sarswati Hall) is regularly used for daily morning assembly, for conducting orientation programmers, seminars, workshop, cultural programmes, extension lectures etc. It is well equipped outside bulletin boards, relevant charts and pictures, projectors and proper furniture in order to make them resource rooms for relevant teaching subjects. Language laboratory is used by the B. Ed. and M.Ed. students to improve their phonetics. We are strong ties with local bodies. We share our infrastructure facilities with them for organization of various social programs. For example organization of health camp, organization of literary competition, organization of water awareness programs etc.

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 various audio-visual facilities like CDs related to sciences, social science and language. Student teachers are encouraged through demonstration and proper training to use them optimally in their practice teaching.

The following audio visual facility / material available in the institution:-

- Readymade charts,
- Globe,
- Maps,
- Compass box,
- Flannel boards,
- Tape recorders,
- Cassettes,
- CD's,
- Projectors,
- Laptop,
- CD player,
- Models,
- Photos of scientist, etc.
  (For detail list please refer appendix.)

This material is made available to the students as per their demand. Some of the instructional material is prepared by the students in the teaching aids workshop. The students prepare the material as per the demand of teaching unit.

Student teachers use the material for micro lessons, simulated lessons and for practice lessons, models of teaching, seminars. Teacher educators used audio-visual material for their demonstration lesson and they use ICT (power point presentation) in their daily teaching.

3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?
The institution has following general and method laboratories.

- ICT laboratory.
- Science laboratory.
- History laboratory.
- Geography laboratory.
- Language Laboratory.
- E- Learning resources.

- Psychology laboratory.
- Sports room.

The institution has given total freedom to the In-charge professor of the laboratory to put demands in the beginning of the session; and purchase committee is responsible to make material available to the college at the earliest. The laboratory In-charge professor is responsible for maintenance of the equipment and other facilities of their respective laboratory. The equipments, objects, instruments in the laboratory are verified annually. Out dated acids, powders, other material is discarded, new one is replaced. New material is purchased as soon as the grants are available to the college. Precaution is taken to keep the material intact. The college sweeper does the work of cleanliness in each laboratory daily. Separate method rooms are there in the institution. Each room is having a capacity of 50 students.

M.Ed./ M.Phil. / Ph.D research students make use of the Library facility and collect data from students as well as students opinions as data for research.

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

- **Multipurpose hall** :- We are having a large well furnished multipurpose   hall, having the capacity of accommodation of 200 students. There is a stage, public address system, fans, projector are available in the hall. Hall can be used for workshops /conferences also.
- **Workshop:**- Micro teaching workshop, lesson plan workshop, Action research workshop, Internship workshop, Woman development and complain committee workshops are conducted in the college.
- **Music: -** For music and cultural activities we use multipurpose hall. It is equipped with music system. Lots of Musical instruments (Harmonium, Tabla, Vina, Dholki, Drum, Lezim, Duff, Tuntune these are the vernacular name of musical instruments) are there in the college which the students used regularly.

- **Sports: -** We have separate large playground facility. There is gymkhana room. sports equipments are kept there. Transport is not needed as some students are living in the hostel in the campus   area only. Sports room (with the facilities of Carom Boards, Chess Boards, Volleyball and throw ball, Table Tennis etc.) equipped with above sports equipments.

- **Language Lab: -** Tape recorder and CDs players are there, 10 consoles, with the teachers main console is there in the language laboratory.

Some of the class rooms are equipped with the use of latest technologies for teaching. In the seminar hall we are having LCD projector, public address system, dark room, etc. In the lecture hall (Multipurpose hall) we have OHP, glass board, public address system, computer, interactive board, Magic box, LCD projector, screen, T.V., tape recorder, College campus is connected with Wi-Fi. Our library is also equipped with latest technology etc. As soon as the grants from UGC or state Government are available we will furnish all the class rooms with the latest technology. We propose to purchase a generator and air conditioner for most of the class rooms. Our YCMOU students have donated ceiling fans and pedestal fans to the institution which are kept in the Saraswati hall.

4.6 Best Practices in Infrastructure and Learning Resources

1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?
- The faculties are well prepared and ready enough to take Challenges of the new trends in education, so they try their best to make use of the technology available in the college.
- Though we encourage teacher educators to use means of ICT in teaching but the best practice we still use the skill of chalk board with white as well as colored chalks to explain various topics and explain various concepts by using simple diagrammatic presentation in all subject.
- Concepts are taught by using Inductive-Deductive method and relating these concepts to life examples.
- While dealing with the topics, the teacher educators believe not only in concept formation but also in concept attainment by the students.

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

- For some of the Co- curricular and extracurricular activities students effectively used ICT
- We use PPT(Power point presentation) for introducing any guests.
- For celebration of Marathi day, Hindi day, Science day, Geography day, any cultural day we use ICT
- B.Ed and M.Ed students use the ICT for projects and seminars.
- Broadband connectivity, Internet facility is provide for all.
- Encouraging the students for use of Innovative methods by using ICT

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

The Best Practices adopted in the Learning Resources are:

- Use of Seminar and Brain storming sessions while teaching
- Use of power point presentation in Seminar by students
- Sharing answer papers with students to minimize errors and maximize success.
- Use of simulation for new techniques
- Encouraging B.Ed and M.Ed students to attend and participate in the National conference organized by the college.
- We have made our campus pollution free and the ambiance is conductive for studies. We have planted more trees every year to add the previous ones.
- The institution has a well equipped hall and seminar room with LCD projector.
- We have a modern language laboratory and learning recourse center
- The institution has one big capacity water tank for supply of water in college and hostel.
- Three large capacity water coolers with purifiers are installed for staff and students
- As a safeguard, we have fire extinguisher in the college building.

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

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

The NACC committee observations and the improvements done---

The NACC committee observations were as follows:

- The library contains a treasure of rare books and reports. The Old and Rare books require special attention for their conservation. Library automation also needs to be done fast. Only one librarian is in position that requires additional hand. The number of journals on education needs to be augmented. Computer software facility is not available in the library that requires immediate installation.
- The steps taken by the institution with reference to observation of the NAAC Peer Team are as under:
- As compared to previous SSR, the total number of books at present is 13,486. The Number of books has increased. Some books had to be written off as they infected and possibility of new books being damaged was there.
- For Old and Rare-book section anti-termite treatment has been administered.
- Regarding Library Automation, the college has purchased Soul - Software and its up-gradation part. The data entry of the most of the books has been done in XLS sheets and with the help of the SOUL technician automation of the library will be in process. In the next phase Bar coding of the library will be taken up.
- The post of librarian in the college was vacant by retirement of the previous incumbent. Since last year the college has managed to appoint one qualified Librarian on CHB Basis. The process of filling the post on regular basis is pending with MPSC a statutory body.
- One employees is there to support the Librarian. Taking into consideration the strength of the college, additional hand cannot be appointed.
- The college has latest computers for the Librarian and the students and staff in the reading room section of the library. The separate Wi-Fi internet connection for the library has been made available for the benefit of the students.
- Regarding the Book Bank Scheme: Five book are distributed for whole year. Yet the college has used every penny of the Students' Library fee for procuring books and journals and has sought additional grant from government from time to time to purchase books. Even in the 11th plan college has availed 3,00,000 Rupees for purchase of books from UGC.

Remarks of NAAC Peer Team Regarding Laboratories:

Language laboratory needs to be developed like other laboratories. Good amount of learning resources are there in these laboratories and cells. Science laboratory also requires more and modern equipment's.

- The college demarked the location, space for developing language laboratory. A detailed proposal was prepared by the college. It was sent to State Government for

sanction of grants. The college has a language laboratory with the capacity of ten students to learn at the same time.

- The college had added to the varied array of Learning resources available in different Cells like Language, Social Science, Mathematics.
- Science Laboratory is updated taking into consideration experiments conducted for Std. V th to Xth students.

Remarks of NAAC Peer Team regarding Health Service and Physical Education Equipments:

"Health services are almost non-existent, may be because of proximity of the college to a nearby hospital. Physical Education materials are in good numbers but playground is not available. Perhaps because of the location of the college."

- The College has maintained First Aid Box for Health emergencies in the Administrative building.
- The College has organized Blood donation, Dental Check Up camp and special camp for Girls to discuss Gynecological problems.
- The two government hospitals are at a stone's throw away from the college. The students are encouraged to take free services from the hospitals.
- Physical Education material is maintained as it was.
- In rural Maharashtra chalk is still a costly teaching commodity. Hence the college has continued with the programme of chalk Making.
- The college has added new programmes like preparing i) room Freshner, ii) liquid soap, iii) Phenyl iv) Creative Rangoli, v) Decorative flower making, vi) Best out of Waste .

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

- Since financial year 2010-2011, the college has pulled in financial resources from various agencies to improve the infrastructure of the building, classrooms, office, and roof top of the building.

- The class rooms are now partially techno-ready with modern audio-video acoustic system. Multipurpose hall, Seminar hall having LCD projectors with one portable projector in standby condition.
- All latest computers are installed in Computer laboratory. Other computers installed in library, M. Ed staff room, Language Lab, Seminar hall etc. for the ease of Access and use by the various personnel.
- All the computers are in network and most of them now have internet facility.
- Our campus has Wi-Fi connection .
- Library Room is the new addition to the existing infrastructure.
- Digital resources have been added to the library and other cells which has enhanced the learning possibilities of the student teachers.

Criterion V: Student Support and Progression

5.1 Student Progression

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

Hon. Commissioner, state common entrance test cell, Mumbai (Maharashtra) published the advertisement for B.Ed. and M.Ed. course in all leading news papers and upload on official website of admission process. CET (Common Entrance Test) is compulsory for the student who wants to seek admission to B.Ed. and M.Ed. course. Main focus of CET is to assess student's attitude and aptitude towards teaching profession. It also helps to check students pre requisite knowledge and skills towards teaching profession. After taking admission in the college expert committee guides the students for method fixation and to clear the doubts about B.Ed. and M.Ed. course. Committee also prepares the record of admitted students about their hobbies, interest and educational qualifications. We organizes workshop of micro teaching skills, lesson plan and demonstration lesson for developing professional competency. An essay writing, class test content test, book review, assignment etc. are arranged to search for talents in students and ensure their professional education.

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

Our college is the best teacher training college affiliated to Mumbai University and run by state Government of Maharashtra. It is very near to Panvel S.T. stand and railway station. The institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students by providing adequate infrastructure, qualified teaching faculty, library resources, learning resources, separate hostel for boys , girls, minority girls, play ground, gymkhana, fully green campus, Wi-Fi facilities and good academic final result of the college. Our campus culture is student centric .All faculty members motivate students participated in all co-curricular and

extracurricular activities. Our mentoring activities help students in performance improvement. Continuous evaluation helps in satisfactory development of students.

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?

Year	Intake	Admitted	Male	Female	% of Dropout	Reason
2012-13	100	100	00	00	0	-
2013-14	100	100	1	00	1	Personal problems
2014-15	100	100	00	00	0	-
2015-16	50	50	3	3	12	Personal problems
2016-17	50+50	50+18	6	3	13.23	Personal problems

Mechanism adopted by the institution for controlling the drop out

- Adjustment in practice teaching programme .
- Nearby school are made available.
- Personal counseling is done by the concerned teacher educator.
- Institutions try to adjust with students personal problems as and when possible.

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

Advertisement of different courses, jobs and competitive examinations were displayed on notice board. Our faculty member also guide

regarding SLET, NET, TET and other competitive exams. Library facilities with plenty reference material enables the students to compete for jobs and higher education. Institution organizes campus interviews. Informally all faculty members try to advised students for job opportunities.

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

On an average 60% students choose teaching profession most of them are in permanent service. Some students run coaching classes and some students go for higher education like M.A., M.Ed., D.S.M.,M.Phil. ,Ph.D etc. Some appear for SET/NET/TET/CTET and competitive exams.

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

Yes, the institute provides necessary guidance to its student teacher after graduating from college. We provide library material and e-resources as per their demand on availability basis. The institute also provides necessary guidance and library service to the teaches of our practice teaching schools for innovative activities (Navopkram) and action research most of them awarded second price by SCERT Pune. We provide to training to the in service teachers for action research and for innovative practices.

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

Yes, there is formal Guidance and counseling unit is formed in our college. Informally teachers guide and counsel the students. We recommend our students to our practice teaching school, other institutes and organizations. Recently Jindal Mount litera Zee School, Nagothana had arranged campus interview for B.Ed. appeared student teacher on March 20, 2017 in the institute for the post of asst. teacher. Two candidates were selected as assistant teacher.

Year wise list of students got employment.

Year :– 2015-16 (B.Ed. appeared student)

1. Shri. Jagale Tejas   - Jindal Mount litera Zee School, Nagothana, Dist Raigad

2. Smt.Magar Komal   -Jindal Mount litera Zee School, Nagothana, Dist Raigad

Year :– 2014-15

Sr.No.	Name of the Students	Name of the School/College
1	Ambade Reshma N.	Morbi School Panvel
2	Bansode puja A.	C.K.T.Junier college Panvel
3	Sudesh Ganesh B.	Pender Highschool Taloja
4	Bhoir Nandkumar M.	Rayat Shikshan Sanstha Vavanja
5	Bhual Laxman R.	Vidhyavardhini highschool Wada
6	Chitale Mira V	Abhinav Vidhyamandir Karjat
7	Chipte Dipali S.	Penadar highschool Taloja
8	Dhak Rohini P.	Vartak College Vsai
9	Gunjal Archana R.	S.G.School Bhosari Pune
10	Juikar Sarika B.	Madhymik Vidhyala Alibag
11	Ingale Sarita A	D.Y.Patil School Panvel
12	Kamble Aswini B.	Bhilori English school Bhiwandi
13	Kamble Sudha S	Ramkrushna academic Panvel
14	Khot Sushma B	Junioe college Sai Panvel
15	Madvi Mnisha N.	Gurukul English school Kalyan
16	Palva Sandhya S	.Masjit bandar School
17	Parange Kavita S	Balaram Parshuram Patil
18	Sarvade sandhya	K.G.T.School Mumbai
19	Sutar Sarika P.	New English School Panvel
20	Thakur Akshta D	P.R.P. College Uran
21	Thombre yogita K.	St .Joshep School Lodiwali
22	Garje Vandana V.	Shiwaji Vidyalaya Kala Chauki Mumbai
23	Kongil Mahendra D	R.Z.P Kunawle

Year - 2013-1

Sr.No.	Name of the Students	Name of the School/College
1	Bhalerav Prafula M.	Amerkali English school Dahanu
2	Bhingare Sushama S.	Gowari Highschool Gowandi ,Mumbai
3	Jadhav Vinod T.	Kirti College Dadr,Mumbai
4	Khandagale Omkar C	J.C. M.S.school Khopoli
5	Patil Manali C	New Englishschool Kalmboli
6	Bugde BhartiR.	Mahatma Englishschool Khanda

		colony
7	Dangarkar Sharmila R.	New Englisg School Sukapur
8	Patil Sunita Bharat	Vidhyamandir Koperkhairne
9	Shanewar Vandana D.	Jan utkarsha English medium school Palghar
10	Shide Dipti D.	Chawane Madhyamik vidhyalaya Aapta
11	Bhohir Pritesh H .	GraminShakshan Shanstha,Palghar
12	Bhohethe Minal A .	K.P.C English School, Kamothe
13	Dhanvade Priyanka P .	K.E.Soc.Alibag
14	Jadhav Yogini A.	Janta College Rasayani
15	Langi Swati V.	K.E.S.English Mediam School Alibag
16	Lokhande Yogesh L.	Ambaedekar College Ratanghri
17	Meshri Reema R.	Swami Vivekanand High School Dahanu
18	Nazare Ameya S.	S.A .Kaushali College Masala
19	Shekha Iman F.	Shudha EngLish School Panvel
20	Shinde Varsha Y.	Mahatma Eniglish School Khanda Colony
21	Swami Archana G.	Maureshwer High School ,Shada
22	Swami Nandni C.	Dattushet Patil High School Kamothe
23	Thale Mayuri P.	K.E.S.English Mediam School ,Revdanda

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

1. Due to delay in final result of B.Ed. exam by the University of Mumbai students are not able to join the institution immediately in the passing year. To overcome this difficulty university should arrange early exams and declare early result. Our college makes available the subject teacher for Central Assessment Process.

    2. Our placement service is workable only up to our practice teaching schools which are about 5 k. meters Vicinity from our college. Remote school do not approach us for campus employment. To overcome this difficulty we are planning to track their employment. Beside this we are interacting with our

alumni regarding vacancies. Sometimes local schools directly convey us about their requirement. Especially English and Mathematics teachers are more in demand.

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

        The institute recommends students for placement in all practice teaching schools. Some time schools also offer jobs to all those practicing perspective teacher who impress them with their teaching competencies.

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

        Our institute provides full support to the placement cell in providing resources like Human resource, infrastructure and ICT support. Our college is Government College so, financially our institute can't support any placement cell.

5.2 Student Support

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

        As the beginning of every academic year time table of teaching subjects, academic calendar of co-curricular and **extra-curricular** activities are prepared with the help of all the faculty members and then displayed on the student's notice board similarly copies are provided to faculty members. We regularly keep in touch with University, NCTE, UGC and State Govt. for all requisite information's. All the students are equally distributed in house/Kuls under the mentorship of In-charge faculty, who guide and mentor respective programme for a given period. Each program assess after performance by the faculty members to fulfill the objectives of programme. Daily morning assembly plays crucial role in announcement of if there is change in time table, routine activities, attendance and collecting student's feedback for the co-curricular and extracurricular activities. Work load is equally distributed.

Time table of teaching subjects, academic calendar of co-curricular and extra-curricular activities are annexed with the proposal.

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

As per Govt. rule 3% students from physically handicapped of reserved category are admitted. There was no need to bring change in curriculum planning. For such students our institute provides adequate teaching materials, books, proper seating arrangement, peer support and extra time for solving the test/other practical work and assignment this help the special students for better development of skills, talent and score.

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

All faculty members act as mentor for tutorial, assignment, test, book review, which are arranged fortnight. Similarly all faculty members are also in charge of house and clubs they plan guide and run the programs under their guidance . Students are divided in groups each group has a professor in charge who provides guidance to students. In the college there is a mentor for internship program who arrange all the activities related to semester wise internship program i.e. availability of practice teaching schools, workshop for introduction and run the internship program, Print material and time table etc. Kul mentor/In-charge professor provide all types support to slow learners.

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

To enhance the effectiveness of the faculty in teaching and mentoring of students institute provide library service, ICT facilities, Computer libratory, Language libratory, Science libratory, Psychology libratory, Curriculum libratory, resources for Art and Work experience, Sport and Gymkhana etc. Faculty members during meetings exchange their observations/views related to over all development of students, which helps to faculty in teaching and mentoring of students.

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

Yes, Our institute has its own website i.e. www.panvelbedcollege.org With information about courses, Faculty profile, Extension service, Activities, Photo gallery, citizen charts, RAR, Academic Audit report, AQAR of 2012-13 , 2013-14, 2014-15, 2015-2016, 2016-2017 etc. and it is updated regularly.

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

Yes, our institute arranges remedial programme for academically low achievers. All faculty members identify low achievers through observation of practice lesson, classroom teaching, similarly through assessment of tutorials, , essay writing , class test, Content test etc. We arrange remedial programme in form of group and provide guidance about tutorials, essay writing , class test, Content test, practice lesson etc. Sometimes individual guidance is given to the students for their personal difficulties. All faculty members are mentors of their 'Kul' . Through these 'Kul' activities each In-charge professor collect feedback and diagnose low achievers. Face-to-face communication helps in remedial programme. As and when there is need of counseling to low achievers, their Kul mentors immediately identify their need and support low achievers.

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

- For advance learner – we adopt the strategies by involving them in action research, project work, development of learning resources, collection of references, support to peers and extra responsibilities of curricular activities are allotted to utilize their capabilities. Our institutions try to develop**/ nurture** leadership from advanced learners.
- For slow learner – we provide guidance after assessing of their assignments, class test, content test, easy and focusing on difficult points, questions, practical work, practice lesson and preparation of university exam. Through all these practical work we try to support to slow learners .Our faculty give extra time to slow learners.

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

All our faculty members informally engage in guidance and counseling through whats app groups. Through social media our students are always in contact with their teachers. In our institute we have guidance and counseling cell which provides free guidance to students for B.Ed. and M.Ed. admission process, competitive exams, SET/NET exams, study habits, and personal problems. Counseling is given for method selection, optional paper selection, personal career and higher educational problems. We have 'Maitri Sangh ' for reserve category student. Through this sangh we organize special lectures and orient students about various Government scholarship and other facilities provided by Government.

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

Institute have grievance redressal cell, senior faculty member is in-charge and other faculties are members of this cell, Its work is to solve the problems regarding student's attendance, allotment of practice lesson schools, and the college has suggestion box which where students can drop their grievance. This box is opened on last working day of month and solution is found if there is any problem. No serious or critical grievances were found in last two years. Internal complaint committee (I.C.C.) is reconstituted according to latest U.G.C. and Maharashtra state women cell. Through I.C.C. one awareness workshop was organized in institute.

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

The progress of the candidates is monitored after seeking admission in the college through CET. Continuous monitoring did by faculty through content test, class test, assignments, observation of lessons, practical work, project work and active participation in co-curricular activities. Advice and personal interaction were provide, if the student do not get proper marks or progress in given work. After the test remedial plans are arranged. They are given library question bank and also asked to solve question paper of pervious years students are divided into groups and co-operative learning technique is used for students. Taking notes and use question banks also advised for student progress and academic betterment.

11. How does the institution ensure the student's 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?

After getting admission in the beginning for pre-practice preparation micro teaching workshop is arranged. It includes theory work, actual demonstration, and discussion and teach and re-teach program. Micro skills practiced in the college namely Introduction, Stimulus variations, Explanation, Black board writing and bridge lesson. Before going for practice teaching lesson, there is planning of lesson plan workshop. It includes content analysis, objectives and specifications, learning experience and evaluation. All workshops are arranged in small group of 10 students and method groups with method teacher educator. During practice teaching teacher educator gives immediate feedback to the student teachers.

5.3 Student Activities

1. Does the institution have an Alumni Association? If yes,
   (i) List the current office bearers

1. Yes, Our College has registered alumni association date of registration is 21/12/2010 and registration number is -Maharashtra/1700/2010.

Sr.No.	Name of the member	Designation
1	Principal, Dr.R.A.Bhoslay	President
2	Shri. V.G.Patil	Vice-President
3	Shri. R.D. Aadabe	Co-vice President
4	Shri.N.A.Hirve	Secretary
5	Shri. K.J.Kot	Co-Secretary
6	Smt.S.R.Mhatre	Treasurer
7	Shri. P.D.Bhagat	Member
8	Shri.A.P.Patil	Member
9	Shri.A.A.Phadke	Member

(ii) Give the years of the last election

5 th Sept. 2015

(iii) List Alumni Association activities of last two years.
- **Tree plantation**
- **Celebration of Teacher day**
- **Prize distribution for merit students of the college**
- **Workshop on Personality development**
- **Poem reading Competition**
- **Communication training workshop**
- **College campus cleaning activity**

(iv) Give details of the top 10 alumni occupying prominent position.

Sr. No.	Name	Post
1	Hon. Ramsheth Thakur	Ex. M.L. A.
2	Mr. Waman Mhatre	Deputy Dir. Project Primary Section
3	Mrs. Nalini Vaidu	Education Officer Municipal Corp. Alibag.
4	Mrs. Rutisha Patil	Principal, P.N.P. College of Education, Alibag
5	Mr. Pankaj Bhagat	Headmastar, Agri School, Khanda Colony, New Panvel.
6	Mrs. Janabai Kale	Block Education officer
7	Prof. Chandrashekhar Chakradev	Asst. Prof., Chembur College.
8	Prof. Jayesh Jadhav	Asst. Prof., Chembur College.
9	Mrs. Kalpana Bhagat	Ex. Principal, K.V.Kanya school, Panvel.
10	Mr. R. M. Mhatre	Nayab Tahasildar, Panvel.
11	Dr. Sachin Gapat	Prof. Dept. of Hindi, Mumbai University
12	Dr. V. D. Patil	Prof.andResearch Guide, C.K.T., College, New Pavel

(v) Give details on the contribution of alumni to the growth and development of the institution.

Our past students have contributed a lot in the development of the   institution.

- Beautification of campus is done by plantation of tree by alumni.
- They also support to our students by making available practice teaching schools.

- Some of our prominent and experienced alumni share their ideas and experiences with our students for educational and vocational purpose.
- Our alumni participated in organization of Teachers Day celebration.

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

College is having in-door and outdoor sport equipments. Our students take advantage of this. Every year our students participate in sports and games which are arranged by Raigad dist. Sport Association of Panvel.

Our principal has taken initiative in starting B.Ed. intercollegiate sports event annually. She has taken initiative in establishing Raigad District B.Ed. college's Sport Association in the year 2010-2011. Initially there were 5 B.Ed. colleges. In the year 2013-14, 8 B.Ed. colleges participated in the sports event. Every year a particular college used to take responsibility of sponsorship. Following events were implemented.

1. Team events – Like Kho-kho, Volleyball, Relay Kabaddi
2. Individual events – Like Running, Shot put, javelin throw, Long Jump and high jump, disc throw.

We are very proud to inform that our college bagged General Championship for **four** successive years. Shaila Vartha was selected as best sports woman and Bachu Mohonkar was selected as best sport man in the year (2015-16)

Performance in Sports activities

Achievement in sports (2014-2015)   Individual Games

Sr. No.	Name of the player	Event	Achievement
1	Smt. Tuombre Yogita	100mtr. Running	First
		200mts . Running	First
		Javelin Through	First
		Long Jump	First

2	Smt. Phalbhaye Shramika Vilas	200mtr.Running	Third
3	Smt.Suthedia Paru Jethya	100mtr. Running	Third
4	Smt.Pandit Asvini SAchin	Disc Throw Shot Put Javelin Through	First Second Second
5	**Shri. Mali Aashis Dama**	200mts . Running Shot Put Javelin Through	Third Third First
6	**Shri. Kamble Vikas Bhupal**	Disc Throw	Third
7	**Shri Chatdari Vilas Kashiran**	Long Jump	Second

Achievement in sports (2014-2015)   Group Games

Sr. No	Name of the player	Event	Achievement
1.	Boys	Kabadi	First
2.	Boys	**Holly boll**	First
3.	Boys	**Kho-Kho**	Second
4.	**Girls**	**Relay**	First
5.	**Girls**	**Kho-Kho**	First
6.	**Girls**	Kabadi	Second

Performance in Sports activities

Achievement in sports (2015-2016) Individual Games

Sr. No.	Name of the player	Event	Achievement

1	Bachu Mondkar	100mtr. Running 200mts . Running 400mts . Running	Second Third First
2	Khutade Kalpesh Vasant	200mtr. Running 400mts . Running Potato Rase	First Second First
3	Nirgude Pandurang Damu	Javelin Through	Second
4	Kshisagar Aapa B	Disc Throw	Second
5	Khandvi Marvat	Lemon spoon	Second
6	Vartha Saila	100mtr. Running 200mts . Running Disc Throw Javelin Through	First First First First
7	Suthedia Usha	400mtr.Running	Third
8	Pagi Shubhangi	Javelin Through	Second
9	Mhatre Prerna	Disc Throw	Second
10	Patil Aasmita	Chess	Second

Achievement in sports (2015-2016)   Group Sport

Sr. No	Name of the player	Event	Achievement
1.	Boys	Kabadi	Second
2.	Boys	**Holly boll**	First
3.	Boys	**Kho-Kho**	First
4.	Boys	**Relay**	First
5.	**Girls**	**Kho-Kho**	First
6.	**Girls**	Kabadi	First
7.	**Girls**	Through Ball	First

This proves that students of our college exhibited overall excellence in sports also.

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

We have 3 clubs namely – Literary club, Environment club and Science club. Each club prepares hand written material, poster and charts throughout the year. Students are encouraged to write the articles, poems Charoli for publication of annual college magazine, **Vidyanidhi**. And students show their talent by writing articles, poems in local news paper. Also in EPC-1- Reading Reflecting, we encourage them read and reflect.

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

The institute forms a student's council as per guidelines of Mumbai University. Members of council are selected on the merit basis. Student's council co-operates in organization of co-curricular activities and annual gathering and also it helps to maintain the college discipline. We encourage leadership formation through student council.

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

Various bodies with student representation

Sr. No.	Academic and Administrative Bodies	Name of the student representative	Activities
1	Dept. of Lifelong learning and Extension, Mumbai University	Smt. Mugaji Saroj	
2	Literary club	Smt. Bharwad Aasha	
3	Environment Club	Smt. Abhilasha Thakur	
4	Science club	Smt. Vartha Shaila	
5	Vidhyanidhi Committee	Shri. Patil Vaibhav	

6	Social Service	Shri. Yendarkar Rupesh	
8	Anti ragging cell	Shri. Shri. A.V.Tayde	
9	Backward class cell	Shri. Haresh Ghegad	
10	Grievance redressal	Smt. Naik Naduri	
11	Internal complaint committee	Smt. Patil Namrata	

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?

Feedback regarding the course, planning, activities, use of ICT and about Faculty is filled by the student at the end of every academic year. After analyzing the feedback from some suggestions are given. Accordingly changes were made by our faculty with cooperative discussion for the good performance of next year. Which also helps growth and development of the institution.

5.4 Best practices in Students Support and progression.

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

Student Council 2015-17

Sr.No.	Council	Name of Member
1	Student Representative	Smt. Abhilasha Thakur
2	Girl's Representative	Smt. Jayaprbha Shinde
3	B.C. Student Representative	Bacchu Muhundkar
4	Sports Student Representative	Smt. Sonali Shinde
5	N.C.C. Student Representative	Vaibhav Patil
6	Cultural Student Representative	Tejas Jugale
7	N.S.S. Student Representative	Smt. Kavita Mhasilkar

- We organize lectures of eminent personalities on various subjects.
- We organized a workshop on a 'Good Administration Day' for developing awareness about RTI Act 2005.

- We celebrate 'Vachan Prerana Din' on the occasion of Dr. A.P.J. Abdul Kalam Birth anniversary.
- We organizes Drama Competition on a occasion of Shiv Jayanti.
- Every year we organize Tree Plantation Day.
- Distinct level sports arrange every year and our students take advantage of it.
- Every year we organize National Conference/Workshop/Seminar.
- Best student's selection is done by students using socio metric technique.
- Field visit, educational tour is arranged for best learning experiences.
- Library facility is available for students from 9.am to 6.00 pm.
- Organization of different co-curricular activities, under house system
- Visit to social institutions and organization of social service camps.
- All scholarships recommended by Govt. of Maharashtra, provided to B. Ed. students
- Leadership development through organization of various curricular and extra –Curricular Programs for students.

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

1. **What was the evaluative observation made under *students support and Progression* in the previous assessment report and how have they been acted upon?**
2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression.**

In the previous assessment, there was no main observation recorded under student support and progression having any weakness. Still institute provides more and more facilities and support to students for better achievement like Wi-Fi internet facility, more books issuing, participation in co-curricular activities on and off the campus, create job opportunity through arranging placement cell other than practice teaching schools.

We have alumni association, placement cell and guidance and counseling cell with the help of these we provide qualitative support and progression to students.

Criterion VI : Governance and Leadership

1.1 Institutional Vision and Leadership

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

The Institute's purposes are as follows:

- To enable student teachers to develop the sense of responsibility and become worthy teachers in today's era.
- To enable them to get mastery over teaching skills to become confident and make them ready to deliver the best values to their students.
- To prepare pupil teachers to impart Value based Education with emphasis on character formation.
- To bridge the gap between the Theory and Practicum part in the B. Ed and M.Ed syllabus.
- To enhance the effectiveness of teaching learning process.
- To implement decentralized work culture with maximum participation of students.
- To encourage an interdisciplinary perspective in the teaching and understanding of various subjects by encouraging student teachers to perceive the course as a whole and not as a part.
- To encourage student teachers to organize various activities under the guidance of Teacher Educators.
- To provide adequate personal counseling to the students whenever required.
- To facilitate the student teachers with the skills to enhance the quality in education.
- To acquaint the student teachers with the new technologies to integrate them in the teaching learning process, evaluation and research projects.
- To inculcate dignity of labour, accountability and social commitment among the student teachers.

- To establish healthy relationship with the society by conducting various interactive social, cultural and educational programs in the community.
- To develop and sustain as a center of excellence in the field of teacher Education to implement the objectives recommended by NCTE, UGC, NCERT regarding teacher education programs.

➢ **VISION**

"Education to empower student teachers to recognize and optimize their full potential and to bring about all round development of student teachers community and progress of the nation."

➢ **MISSION**

Enhance the values of creativity, righteousness, empathy, gender sensitivity, secularism and social responsibility in the student teachers through comprehensive Teacher Education Programme and make them facilitators of social change

➢ **Goals**
➢ To create well trained teachers having capacity and capability of working in the changed constructive social environment.

➢ To develop positive attitude towards curricular aspects of Secondary and Higher Secondary Education.

➢ To cater to the needs of in –service training of secondary and higher secondary teachers of Raigad District.

➢ **Objectives**
- To develop personal, professional and social skills and competencies required for a teacher.

- To develop competencies to teach subject on the basis of principles of learning and teaching.

- To enable them to foster creative thinking among pupils for reconstruction of knowledge.

- To develop communication skills and use information technology for effective communication.

- To develop competencies to utilize community resources as educational inputs.

- To develop awareness about role of education in building up a democratic and secular society.

- To develop competencies in school management.

- To develop skills in preparations and use of instructional material.

- To develop competencies to utilize resources as educational inputs.

Values:-

1. To encourage the student teachers to contribute to National development by developing the thrust in identification of research area and academic programs.
2. To foster the global competencies among student teachers by developing the life skills.
3. To promote the moral values system in student teachers through assembly co- curricular and extracurricular activities.
4. To promotes the use of technology in student teachers for the enrichment of learning.
5. To promotes the best for excellent in student teachers by institutionalization of continuous improvement system.

Purpose, vision, mission and values are made known to the various stakeholders in the written form and all these boards displayed in the college campus. They are made clear orally during orientation of B.Ed. and M Ed courses in the beginning of each academic year. Practically they are known and imparted through college activities.

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

The mission, goals and objectives are co-related. The plan of action is chalked out by IQAC at the beginning of every academic year towards achieving our goals. Previously B Ed and M Ed were one Year courses but, from academic

year 2015 they are two years course. Semester wise teaching plan helps us to provide quality education. To fulfill our social objectives, our Annual College Magazine 'Vidyanidhi' and our annual research journal 'BEACON OF TEACHER EDUCATION' with ISSN 2319-9962 work as a tool for spreading social messages. Our daily teaching sessions are value oriented. Throughout the training programme our teachers try to hammer the teaching philosophy on the minds on the students.

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 executive committee monitors and supervises the functions of the institution and gives suggestions for excellence in education. Government provides sufficient infrastructure, for the development of institution. The LMC regularly conducts meetings and monitors the functioning of the institution. The institution works in a democratic manner, decision making is transparent and participatory.

Institute organizes value orientation programs such as Morning Assembly (Paripath), cultural activities, celebration of National days. The festivals of Indian culture are celebrated in this institution e.g. Raksha Bandhan, Makar Sankranti, Navaratri etc. Besides that celebration of Science Day, Geography Day, Marathi Divas, Shivaji Jayanti, Vachan Prerana Divas etc. are celebrated. Composition of various committees functioning in our college are as follows:-

1. Women Grievance Cell

Sr. No.	Designation	Name
1	Chairman	Principal, Dr. Bhoslay R. A.
2	Working Secretary	Smt. Meena Bharati
3	Social Worker	Mrs. Meghana Erande
4	Advocate	Mrs. Prajakta Patil
5	Member	Dr. Suvidya Sarvankar
6	Member	Dr. Sunita Londhe

7	Member	Mrs. Jaware V. S.
8	Female Student Representatives	1. Mrs.Roja Srinivas Raparthy 2. Mrs.Jagruti Ramesh Pawar

2. Anti-Ragging Committee

Sr. No.	Name	Designation
1	Principal, Dr. Bhoslay R. A.	Chairman
2	Prof. Sonawane S. A.	Working Secretary
3	Dr. Suvidya Sarvankar	Member
4	Dr. Sunita Londhe	Member
5	Prof. Meena Bharati	Member
6	Mrs. Jaware V. S.	Member
7	1. Mrs.Deepti Shashikant Dubal 2. Mr.Abhijit Tayde	Student Representatives

3. Attendance Committee

Sr. No.	Name	Designation
1	Principal, Dr. Bhoslay R. A.	Chairman
2	Prof. P. P. Joshi	Working Secretary
3	Prof .R .S .Bhosale	Member

4. Special Class Cell

Sr. No.	Name	Designation
1	Principal, Dr. Bhoslay R. A.	Chairman
2	Dr. Suvidya Sarvankar	Working Secretary
3	Prof. Sonawane S. A.	Member
4	Prof. R. S. Bhosale	Member
5	Mrs. Jaware V. S.	Member

6	1.Mrs.Roja Srinivas Raparthy 2. Mrs.Haresh Ghegad	Student's Representatives

5. Maitri Sangha

Sr. No.	Name	Designation
1	Principal, Dr. Bhoslay R. A.	Chairman
2	Smt. Meena Bharati	Working Secretary
3	Mrs. Meghana Erande	Member
4	Mrs. Prajakta Patil	Member
5	Dr. Suvidya Sarvankar	Member
6	Dr. Sunita Londhe	Member
7	Mrs. Jaware V. S.	Member
8	1. Mrs.Haresh Ghegad 2. Mrs.Snehal Mhatre	Student Representatives

6. Discipline Committee

Sr. No.	Name	Designation
1	Principal, Dr. Bhoslay R. A.	Chairman
2	Prof. P. D. Joshi	Working Secretary
3	Mr. Sonawane S. A.	Member
4	Prof. R. S. Bhosale	Member

7. Library Advisory Committee Member

Sr. No.	Name of the Member	
1	Principal, Dr. Bhoslay R. A.	Chairman
2	Dr. Sunita Londhe	Secretary: Incharge Librarian
3	Mrs. Joyti Ramteke	Librarian
4	Prof. P. D. Joshi	Member
5	Dr. Suvidya Sarvankar	Member

8. Grievance Redressel Committee

Sr. No.	Name	Designation
1	Principal, Dr. Bhoslay R. A.	Chairman
2	Dr. Suvidya Sarvankar	Working Secretary
3	Dr. Sunita Londhe	Woman Representative
4	Ad. Mrs. Vanarase Punam	Law Expert
5	Mrs. Jaware V. S.	Working Representative
6	Mr. Misal S. B.	Peon Representatives

9. IQAC COMMITTEE:-

Sr No	Name of the Member	Designation
1	Dr. Raamaa A. Bhoslay	Chairman
2	Mr. Ajit Dhuri	Administrative Officer
3	Mr. Prashan K Salve	Administrative Officer
4	Dr Suvidya Sarvankar	Teacher
5	Dr. Sunita A, Londhe	Teacher
6	Dr Pramod D. Joshi	Teacher
7	Mr.Sunil A. Sonwane	Teacher
8	Mr. Ramesh S, Bhosale	Teacher
9	Dr. Raamaa A. Bhoslay	Member from the Management
10	Shri A. K. Shaikh	Nominees from the Local society
11	Shri. Omkar Khandagale	One student nominee
12	Shri. Anil Patil	Alumni
13	Mrs. M.K. Vaishampayan	Employee
14	Mr. Mahendra Naik	Stakeholder
15	Prof Mrs. Meena C. Bharti	Co-ordinator
16	Dr. Siddheshwar T. Gadade	External Expert

10. Suggestion Box Committee

Sr. No.	Name of the Member	
1	Principal, Dr. Bhoslay R. A.	Chairman
2	Dr. Suvidya Sarwankar	Working Secretary
3	Mrs. Namrata Patil	Student Representative
4	Mr. Karishma Bhagat	Student Representative

11. College Development Committee

Sr. No.	Name	Designation
1	Dr. Bhoslay R. A. J. D. Higher Education, Kokan Region, Panvel	Director
2	Dr. Bhoslay R. A. Principal	Working Secretary
3	Dr. Suvidya Saravankar	Member
4	Dr. Sunita Londhe	Member
5	Prof. Sonawane S. A.	Member
6	Prof. P. D. Joshi	Member
7	Mrs. Meena Bharati	Member
8	Mrs. Jaware V. S.	Member

Local Advisory Committee

Sr. No.	Name	Designation
1	Joint Director, Higher Education Kokan Region, Panvel	President
2	Mr. M. Yusuf A. Karim Mulla	Non Govt.Member
3	Mr. Aniket Tatkare	Non Govt.Member
4	Mr. Dhanjay Devidas Vispute	Non Govt.Member
5	Dr. Suvidya Sarvankar	Teacher Representatives
6	Dr. Sunita Londhe	Teacher Representatives
7	Prof. P.D .Joshi	Teacher Representatives
8	Mrs. Jaware V. S.	Representative of Non Teaching Staff
9	Principal, Govt college of Education, Panvel	Member Secretary

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

The institution has defined administrative and academic responsibilities in staff meetings which is displayed through Job-Chart prepared at the beginning of the academic year and a copy is served to all staff members.

The responsibilities are as follows-

- Preparation of academic calendar
- Participation in Administration
- The distribution of workload of theory and practical aspect
- Organization of various workshops.
- Organization of curricular and co-curricular activities
- Organization of field base activities and social service camp
- Distribution of responsibilities of various Cells, Clubs, Houses and School Groups
- Backward cell to help the students in getting scholarship and other opportunities.
- Women development cell to help girl students in overcoming their personal, family and college related issues.
- Additional Responsibilities are communicated to them through staff meetings and work order
- Notices are issued for given assignments.
- Mahila Takrar Nivaran Samiti
- Internal Complaint Committee
- Library Committee. Governments of Maharashtra make it compulsory to all Government institutions to display 'Citizen chart', which display allotment of work and responsibilities.

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

The Principal of the college regularly conducts the oral feedback sessions for various academic activities in teaching learning sessions with staff and students. The Principal also conducts review meetings, term end and annual

meetings which helps to obtain the opinions of faculty about functioning of college.

The feedback is taken from the following members –

• Faculty members

• Headmasters of the practicing schools

• Stakeholders

• Student Teachers.

The feedback is obtained in written form from Student Teachers, Headmasters of the practicing schools.

In Government of Maharashtra self appraisal is mandatory which provide valid and factual information to the Principal.

6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?
To identify and address the barriers in achieving the vision, mission and goal staff meetings are held at the beginning and at the end of each academic session. Student Teachers feedback also helps in identifying and addressing the barriers in achieving the mission and goals of the institution.

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

The LMC and IQAC encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional process as follows-

• It permits all staff to participate and attend various orientation, refresher courses, short term course, seminars, conferences, curriculum preparation and orientation workshops.

• It also appreciates achievement in the form of felicitation in the annual programme.

• The institution inspires the staff to conduct various research activities and participate in different activities.

• In the staff meeting, the head of the institution tries to increase and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional process.

• In the IQAC members set goal and objectives at the beginning of the academic year.

- We collect feedback from our students and stakeholders. Collect suggestions which help our staff for improvement.

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 role of the head of the institution in governance and management is as follows-

- Our Principal has worked as member of B.Ed. curriculum reformations committee of Shivaji University, Kolhapur.
- For the sake of good teachers training we utilize resources from community also. We get funding from state plan.
- At the beginning of every academic year we prepare a plan for economic distribution. Principal motivates the teacher educators to plan different workshops for the B. Ed and M Ed trainees. Principal motivates all the staff members for smooth implementation of the planning. Review is taken after each program and workshop. Extracurricular activities like beautification of campus, tree plantation and social service activities are carried out occasionally.
- Honorable Principal shares her experiences regarding best practices in other colleges as she is also working as 'Joint Director (Higher Education) of Konkan Region'.
- The Principal in concurrence with the staff makes decision regarding the work load allotted to teacher educators in the meeting.
- Decisions are made by using democratic approach regarding major portfolios to be handled by the teacher educators.
- Specific targets are set as per the academic calendar to perform.

- Total freedom is given to the Teacher Educators to approach the Principal whenever they face any problems with respect to teaching or discipline in the college. The teacher educators can approach the principal whenever they have problem in executing the academic calendar.
- Innovative practice like "Chay Pe Charcha" (Discussion at Tea Table) helps for informal discussion among staff members, day to day working and problems.

6.2 Organizational Arrangements

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

The institution constituted different committees to execute different activities as per the academic calendar. Important Committees of the institution are as follows.

• **IQAC Committee:** IQAC calls four meetings in every year. In the first meeting review is taken and the forth coming years' academic calendar is finalized. In the mid-term two meetings are held to review and feedback is given. In 2016-17 the IQAC reviewed the funding of 2015-16 and decided for re-accreditation and LOI was submitted. The committee is preparing for 3rd cycle of re-accreditation. IQAC works for transmission of quality education.

• **Local Advisory Committee** (Local Managing Committee): The meetings are held regularly and decisions regarding the development of college are taken. We discussed college future plan, budgetary allocations and implementation plans in the meeting of LMC. Collects suggestions about college development from all LMC members.

• **Library Committee:** The objectives of this committee are to advise the librarian to help students and to advise the purchase of books, journals and computers in the library taking the staff members' advice. The meetings are held regularly for betterment of library.

• **Grievance Redressal Cell:** The objectives of this cell are to solve the problems of stake holders such as students, non- teaching and teaching faculty members and

to device and implement cost effective welfare schemes. The cell verifies complaint box and discusses complains received by the students.

• **Extension Work Committee:** The college has taken part in Extension Activities of the University of Mumbai. Students who take the Extension activity as "Survey of Women's Status" reach to community, survey some families and educate them about Women's Rights. Those who opted Population Education Club activity; take extra lessons in schools and educate the young minds about social problems. Those who take Extension activity as ICT: prepare projects on Social problems using ICT. Two meetings were held at the University level and two at college level. In these meetings planning was done. Student' managers with the help of teacher organize the programs. We also train In-service teachers.

In our college we have separate extension department of Raigad District. Through which we organize training of In-service teachers.
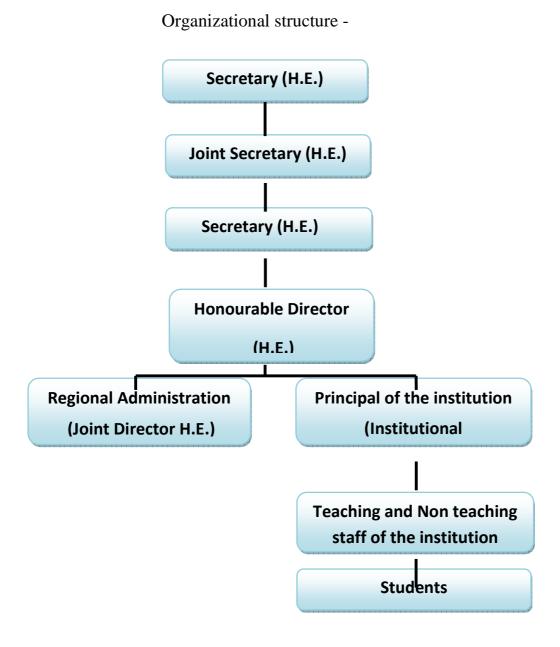
• **Editorial Board of the College Magazine:** To give exposure to the students to experiment in Educational Journalism we publish college magazine "VIDYANIDHI" every year. Meetings are held frequently before publishing the magazine. Decisions are taken about editing of articles and expenses.

• **Editorial board of BEACON:** Our college is publishing Educational research journal 'BEACON' ISSN 2319-9962 yearly. Education experts and teaching staff works as a member of Editorial board for this magazine.

• **Student Council:** The student council plans and executes the co-curricular activities, cultural and sport activities throughout the year. It also plans and co-ordinates the group and Mandal (Club) activities.

• **Alumni Association:** Institution has registered alumni association. Institution conducts meeting on yearly basic. College organized National Science Congress workshop with the help of alumni association. We are in touch with alumni through face book page also. One of the students, Mr. Anil Patil took active part in disseminating information about vacancies in various schools and colleges.

- **Guidance and Counseling cell**: Guidance and Counseling cell give academic, vocational and personal guidance to the students as and when required. Visit to the Government Vocational Guidance center was arranged for the students.

- **Backward Class Cell:** Every year meetings are held and information is provided about Backward Class scholarship and guidance is provided for opening online account on Government website.

- **Women's developed Cell:** To solve the problems of female students regular meetings are conducted to discuss and sort out the issues for the development of the female students.

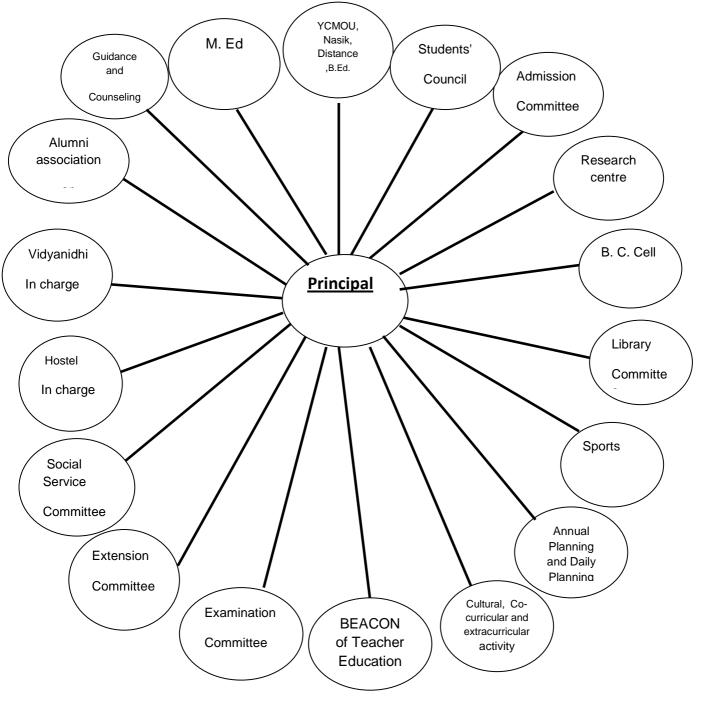Different **Committees and their professor in charge are as follows**

Sr. No	Committee	In-charge Prof.
1	IQAC Committee	Mrs. Meena Bharti
2	Local Advisory Committee	Dr. Suvidya Sarvankar
3	Library Committee	Dr. Sunita Londhe
4	Grievance Redressal Cell	Dr. Suvidya Sarvankar
5	Extension Work Committee	Dr. Sunita Londhe
6	Editorial Board of the College Magazine	Dr. Sunita Londhe
7	Editorial board of BEACON	Dr. Suvidya Sarvankar
8	Student Council	Dr. Suvidya Sarvankar
9	Alumni Association	Dr. Sunita Londhe
10	Guidance and Counseling cell	Mrs. Meena Bharti
11	Backward Class Cell	Dr. Suvidya Sarvankar
12	Women's developed Cell	Mrs. Meena Bharti
13	I.C.C.	Mrs. Meena Bharti

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

Organizational structure -

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                 ┌─────────────────────┐
                 │   Secretary (H.E.)  │
                 └──────────┬──────────┘
                            │
                 ┌─────────────────────┐
                 │ Joint Secretary (H.E.)│
                 └──────────┬──────────┘
                            │
                 ┌─────────────────────┐
                 │   Secretary (H.E.)  │
                 └──────────┬──────────┘
                            │
                 ┌─────────────────────┐
                 │  Honourable Director│
                 │        (H.E.)       │
                 └──────────┬──────────┘
            ┌───────────────┴────────────────┐
  ┌───────────────────────┐      ┌───────────────────────┐
  │ Regional Administration│      │ Principal of the institution│
  │  (Joint Director H.E.) │      │      (Institutional   │
  └───────────────────────┘      └───────────┬───────────┘
                                              │
                                 ┌───────────────────────┐
                                 │ Teaching and Non teaching│
                                 │  staff of the institution│
                                 └───────────┬───────────┘
                                              │
                                 ┌───────────────────────┐
                                 │       Students        │
                                 └───────────────────────┘
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3. **what extent is the administration decentralized? Give the structure and details of its functioning.**

The administration is decentralized by distributing the work to different sections or committees as per the below diagram.

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

College is having storng ties with other Government institutions like D.I.E.T., I.T.I. very near visinity to us. ITI , Panvel used our building for their examination . Our play ground is used by the above institutions. Our experts are made available for different workshops conducted by D.I.E.T. Our library is also shared by the staff members of D.I.E.T. In this way we have the interactions. We are having the collaboration with other sister concerns like Secondary Training College Mumbai and Government College of Education Ratnagiri. We are having collaboration with the few local senior colleges like C.K.T. College, New Panvel, Vispute B.Ed. College, Kokan Marathi Sahitya Parishad for Literature, National Science Congress for giving guidance to school students to prepare science projects and develop scientific attitude etc. We are having collaborations with few social institutions like C K T College, Karnala Sports Academy, Malhar Network, Roatary club, Laxmi Eye Institute, Ekata Mahila Manch, Atre Katta, Andashraddha Nirmulan Samiti, Panchayat Samiti, Lions club, Mathematics teacher association and science teacher association etc.

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

Yes. Actually our suggestion box activity is very much beneficiary activity for our performance improvement. The institute gets feedback from students teacher from our practicing schools and participants after completion of activity through feedback form. The institution uses the data and information obtained from feedback in decision making and performance improvement. The institution has permanent suggestion box. At the end of every month we open this box and collect suggestions. Principal herself directly talk with students and it immediate action.

Feedback from faculty is obtained in staff meetings. After each and every activity, the faculty members discuss on various aspects of the activities and the

academic calendar. Especially the discussion is focused on SWOT analysis of the events.

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

The institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of faculty is as follows-

- Faculty members are motivated to participate in orientation, refresher and short term course/ conferences /seminars/symposiums/workshops etc.
- Faculty member are involved in preparation of new B.Ed syllabus of Mumbai university
- Faculty members of this institution share their experiences and special contribution in staff meetings.
- Resource persons are invited for Special lectures.
- Faculty members are encouraged to publish the research papers/Articles in various magazines.
- Informal discussion at Chai Pe Charcha helps in sharing knowledge among staff.
- Our college organize various workshops/ in collaboration with other local institutions. We have strong social ties and local person co-operate us. Art teachers for our practicing schools guide our students in preparation of teaching aid. Education department of Mumbai University always co-operate us . We invite their faculty in our college. They share their knowledge with us.

6.3 Strategy Development and Deployment:

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

The institution has Management Information System (MIS) in place. All the data of government and institutions under the joint Director region is collected

and made available. The information like the status of the college, number of students, recruited staff, vacant seats, official staff, fee structure, etc. is available at Directorate of Higher Education, Pune office website. Mumbai University also make it compulsory to fill up up-to-date information every year in MIS .Otherwise they reject our affiliation form.

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

Our institution is a Government institution. Being a Government institution it has a definite action plan as per the University and NCTE norms. To execute the action plan the institution allocated resources (human and financial) for accomplishment and sustaining the changes are made available by the government as and when required. Department of Higher Education declare a timetable for submission of budget . We submit our budget on a peculiar time allocated in a timetable. Government policy decisions reflect in our budget. Governments sanction our budget and make financial allocations on various financial heads.

- Human resources are provided by the government as per the U.G.C. norms and the N.C.T.E. norms.
- Teaching and non- teaching staff is recruited by the state Government.
- Government of Maharashtra provides budget for salary for the teaching and non- teaching staff.
- T. A. and contingency etc. are provided by state government as per the college requirements.
- Under various scheme grants are provided for construction and contingency expenditure.
- We submit budget to state Government after every four month. Preparation and submission of budget is very systematic procedure in Government.

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

The human resources needed to support the implementation of the mission and goals are recruited and financial resources are budgeted by the state government and Director of Higher Education, PUNE. Planning for this is as follows-

• The curricular, co-curricular and departmental responsibilities are distributed and shared among the faculty members as per their expertise and interest.

• The administrative and the official work are also distributed as per government norms.

• Our annual plans, IQAC action plan, LMC decisions, our daily routing etc. are influenced by our Mission and Goals. All our activities reflects our Mission. Step by step we go forward and prepare quality teachers.

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

In the first meeting of IQAC, the IQAC members, faculty and administrative staff members finalize the academic calendar for academic year, Academic plan is developed taking into consideration the term dates given by the University. The planning of practice teaching is done according to the dates given by respective practicing schools. Academic plans are developed taking into considerations all the practical work, internal and external exams. Faculty discusses it among themselves. Guide lines are taken from the administrators. Academic plan of daily teaching and timetables are displayed on the notice board.

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

We prepare our action plan in the light of our Mission, Vision, Goals and Values. We set our objectives of all activities. To achieve our goal is a collective efforts. The Mission, Vision, Goals and Objectives of the institution are displayed at the entrance of the Multipurpose hall (Sarswati hall). This is inculcated through formal meetings and informal day to day communication. Meetings are held at various levels teaching, non teaching staff and students are involved in decision making. Students are asked to give feedback.

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

Vision, mission and implementation plans are monitored from time to time. At the end of the year objectives are evaluated. If needed they are revised. We all are Government employees and our responsibilities are divided. We are answerable to our failure. Self appraisal process assures individual contribution for institutional development.

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7. How does the institution plan and deploy the new technology?

The institution plans and deploys new technologies wherever there is a need. Sometimes guidelines from the higher authorities are received and action is taken according to the suggestion given. It is also decided in the IQAC meeting to introduce and purchase new technology in various departments. Students take practice lesson using technology. Teacher educator use ICT for delivering their lectures. In library we purchase new technology as per their need. We purchase library software for automation. We have computer Laboratory, Language Laboratory, Science Laboratory, Psychology Laboratory, Method Laboratory. In-charge professor demands new technology for their department in the IQAC meetings, as and when budgetary provision available we provide new technology to various departments.

6.4 Human Resource Management:

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

   The faculty development needs are identified after assessing their self appraisal forms. Sometimes with the implementation of revised syllabus there is a need of faculty development and orientation for the new course. They are sent for orientation of new course. Newly recruited teachers have to complete orientation and refresher courses. They are helped to fulfill the requirement. As this institute is state government institute faculties are sending to YASHADA Pune for government officers training.

2. **What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self–appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?**

   The performance of faculty and staff is evaluated as follows-

   - At the end of the year students evaluate their teacher and feedback form is taken from them, also result of every subject is criticized. State Government provides oneself appraisal from which is very comprehensive Government relate this self appraisal with promotion. Formal self appraisal report is taken from each faculty which includes number of lectures taken, result of each subject, activities done and overall workload.

   - The institution evaluates to improve teaching, research and service of the faculty and other staff.

3. **What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)**

The staff and faculty are given the facilities like -

- House loan, vehicle loan,
- Medical reimbursement facility
- GPF
- Maharashtra Darshan, Swa-Gram Yojana,
- Residential facility for Principal, Teaching and Non-Teaching Staff and class IV employees
- Group insurance facility,
- Career advancement facility/ promotion,

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 staff developments programs like Expert's lectures, experts advice, informal training, guidance regarding various circulars etc. For non-teaching staff short training programs are arranged by the government or university and they are sent to such courses as per need. Discussions on new notifications of N.C.T.E., UGC, University Act etc.

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.)?

Being a State Government Institution the recruitment of teaching staff is done through MPSC (Maharashtra Public Service Commission). This is a lengthy process. So, if required the adhoc appointments are done by the Director of Higher Education. The recruitment of non-teaching staff is done by Director of Higher Education at state level and Joint Director at regional level. The service conditions and salary structure are as per government, NCTE, UGC, norms

6 What are the criteria for employing part-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

No part-time employee is appointed in our institutions. Some Adhoc appointments did by Director of Higher Education. Salary structure, workload and specifications etc. are same as permanent employee. Most of the Adhoc teachers got stay orders from court and continues in their service. Only they can't avail leave facility and CAS benefits.

7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

For professional development of the faculty they are recommended for orientation/ Refresher and other short term courses. They are encouraged to participate in different seminars, workshops and conferences. Circulars and brochures are circulated among the staff and they are informed. Magazines like 'Shikshan Samiksha', University News, 'Shikshan Sankraman', daily newspapers provide information regarding professional development. They are made available in the college library.

The duty leaves for the staff development, research, participation in seminars, conferences, workshops can be sanctioned by the institution as per the rule. Staff participates actively in seminars, conferences and workshops.

8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

Our college is situated on a large area of total 15042 sq. meters.

The physical facilities provided to faculty are as follows-

- Separate cabins, for staff
- CCTV camera
- Computer for each faculty
- Library with reading room and for reference e-journals are available.
- Auditorium hall,
- Seminar hall,
- Separate Toilet-bath room for ladies and gents.
- Ladies room
- Psychology Laboratory, Science Laboratory
- ICT Laboratory
- Audiovisual instruments
- Internet facility.
- Curriculum laboratory
- Xerox machine, Scanner, Fax machine, etc.
- Equipped with essential furniture.
- Water cooler with water purifier for drinking water
- Language laboratory
- Well equipped gym.

9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

- To seek information or make complaints, the mechanisms used is as follows -

The information regarding the admissions, university exams, dates of YCMOU contact sessions, results are displayed on the notice boards. It is also conveyed to student through their Whats app group and email.

All the group and email members of the college also provide information regarding it.

- There are no such complaints; the information regarding the scholarships, T.C.'s, etc. are given via telephone. Sometimes they are informed by post also.

- Information dissemination mechanism is very quick in our college. Through various notices we try to convey information regarding students, teachers and stake-holders.
- We use telephonic communication also
- We have Internal Complaint cell (ICC)

10.   Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The workload policies and practices that encourages faculty to be engaged in a wide range of professional and administrative activities are as follows –

Institute calls a meeting of all faculty members in the beginning of academic year for distribution of workload regarding teaching and all other related activities. Considering the interest and experience of the faculty members they are allotted the equal workload by the Principal. Work load policy is decided as per the guidelines of state Government and Mumbai University.

- Compulsory papers and optional papers are distributed equally in faculty members.
- Research Workshops/seminars are organized by faculty members.
- The faculty members have presented their research papers in State/National /International conferences.
- Faculty members have published their research papers in National and International journals.
- Internship and Practice lessons are taken in various schools
- Working with community and social service camp is arranged in rural area nearby Panvel.
- Street plays are organized for giving environment conservation and economic awareness in practicing schools and nearby villages, under DLLE projecter.

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

- Staff members are motivated by appreciation on Annual Day Celebration.
- Staff members achievements are published in the college annual magazine 'Vidyanidhi'.
- Staff members are motivated by permitting them to participate in workshops/ seminars/ conferences at National and International level.
- The institute is motivating the faculty members to send their proposals for minor and major projects.
- Their achievements are noted in the self appraisal report also.

6.5 Financial Management and Resource Mobilization

1. **Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated**

The Financial Grant from Department of Higher Education is mainly under three heads i) Salary ii) Non Salary iii) State plan developmental grant. Developmental Grant from UGC. The year wise Receipts and Expenditure Head wise and its percentage is mentioned below:

	2014-15	2015-16
Total sanctioned Budget	1062250	10758908
% spent on the salary of faculty	6793000	7790000
% spent on the salary of Non-Teaching Employees	2345000	2247000
% spent on Books and Journals (Excluding	5000	35752
% spent on Developmental Activities (Upgradation of Infrastructural facilities) State Plan	350000	200000

% spent on Telephone, Electricity	335090	262442
% spent on Maintenance of Building, Sports Facilities, and student amenities, etc.	65474	105800
% spent on maintenance of equipment, teaching aids, contingency etc.	50000	60000
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty Exchange, etc.)	1413045	588697
% spent on travel	72996	62778
Any other (specify and indicate)	997935	524553
Total expenditure incurred	12177590	11777022

2. What is the quantum of resources mobilized through donations? Give information for the last three years.

This institution is a government institute. So, funds and budgets are sanctioned time to time from government of Maharashtra. There is no provision of donation from any agency or resource. Some improvements are made with the help of the community. We collect advertisements for publication of our annual magazine ' Vidyanidhi' , Bank of Maharashtra also give their advertisement.

3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

Operational budget of the institution is sometimes inadequate to cover the day to day expenses. The grants are sometimes delayed. Sometimes the demand

is to be made in advance. Some adjustment from the development fund of YCMOU B Ed course and M. Ed account is made.

4. **What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)**

To fulfill mission, vision, goals and quality programs, government supply funds to the institution. Sometimes the institution has excess and deficit through the government provides funds according to budget. Some times on year and Government supply some additional amount for Travelling allowances or for office expenses. So budget become excess on the contrary sometimes because of some technical problems grants released on last day of financial year and when we transfer such grants to P.W.D. They deny to accept grants, in that case we return such grants to the Government. At that time there deficit.

5. **Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).**

Yes. The accounts are audited regularly. For internal audit, Principal monitors it. External audit is done by Government auditors. From last two last year we rectified 41 major pending objections. Our college is state Government college so regular audit is a continuous process and it is part of our job.

6. **Has the institution computerized its finance management systems? If yes, give details.**
The college cashbook and receipts are maintained manually The Budget proposals are submitted to the Directorate of Higher Education thrice a year

namely -Four monthly, Eight monthly and Eleven Monthly through E- mails. The grants are released through Budget Distribution System (BDS) through computerized programming. Through this system the utilized funds can be carried forward, surrendered or utilized by the Principal as a drawing and disbursing officer.

Finance Department has created a Sevaarth system for online salary disbursement, which is a centralized web- based, Integrated System of Personnel Information and Payroll for Government of Maharashtra employees. It is an important component of IFMS (Integrated Finance Management System) with facility for data exchange with other modules of IFMS, namely Treasury NET and BEAMS (Budget Estimation, Authorization and Monitoring System). It is the first step in the direction of achieving aim of paperless Electronic Payroll System i.e., pay bill generation, electronic submission, electronic audit and electronic payment to the employees. All the pay bills are generated through BEAMS. This system also automatically generates Pay slips for employees.

6. 6 Best practices in Governance and Leadership

1. **What are the significant best practices in Governance and Leadership carried out by the institution?**

   The best practices by the institution in governance and leadership are---

   - Participation of faculty members in state, national and International conferences.
   - Use of ICT in admission and teaching-learning process.
   - Decentralization of leadership is done. Different faculties are appointed as head of different committies.

- Leadership in students is encouraged by appointing them as head of different school group, clubs, houses etc.
- Student managers (SM) are appointed for extension activities.
- We adopted online pay bill system.
- Most of our office work is computerized. Our office works as per Government rules and regulation. Zero pendency is one of the characteristic of good governance of our office.

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

1. **What were the evaluative observations made under *Governance and Leadership* in the previous assessment report and how have they been acted upon?**
   In Criterion VI - : The NAAC peer Team had observed that

   A. Strategy development and deployment.
   1. Perspective plan to be developed.
   2. MIS to be in place.

   B. Human resource management
   1. Initiative to fill vacancy in both B.Ed and M.Ed courses to be taken.
   2. Staff development program to be organized.

   Initiatives taken by the college to fulfill NAAC peer team expectation
   - Perspective plan of development is developed.
   - MIS is made for the college and college regularly fills information in AISHE, Information required to Affiliation body filled in MIS, Information required to statistics department of Mumbai University filled in MIS, Enrollment information of Mumbai University filled in MIS and Hyperlink website with NCTE   .
   - With the qualified Principal; College has full faculty strength that is 6+1 for B. Ed course also appointment on CHB basis is done for M. Ed course and we organize guest lecturers for our B.Ed and M.Ed course.

- There are 3 Ph.D. guides in the college, one teacher has applied for guide ship, two teachers are pursuing Ph.D. degree and three have completed M. Phil degree. Our college has applied for research center. Recently LIC visited our college and gave positive report and strongly recommended for research center.

- Faculty members are actively involved in National and International conferences.

  Hence in near future the college can see the vision of NAAC peer team coming true.

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 institution has taken following steps towards Governance and Leadership –

- College has send proposal to the university to establish   Research center, University LIC committee visited our college for the same and the process is going on.

- Forming various committees for various curricular and co-curricular activities; administration is effectively decentralized and made transparent.

- The Principal meets every human resources regularly and solve their problems about various aspects.

- Academic audit was done by University of Mumbai in the year 2016.

- Two faculty members participated in staff enrichment programme at YASHADA Pune in January 2017.

- One faculty member participated in short term programme organized by academic staff college University of Mumbai in the month of October 2016.
- Our college organized state level seminar in 2010 and 2011.
- Our college organized National level seminar from 2012 every year till date, the subjects taken for the national seminar are beneficial to the teaching faculty.
- Wi-Fi service is provided in our college campus.
- We have made considerable improvement and enhancement of quality at all departments of our institution.

We have enriched ourselves quantitatively as well as qualitatively in all aspect since last accreditation.

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance system

1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

- **Yes,** the institution has internal Quality Assurance cell (IQAC)

- Year of established - **Aug 2010.**

- Ours is Government institution so our teachers are transferred from one college another college. Because of transfer of teachers, the IQAC cell is reformed for the year 2016-17. The newly form IQAC structure is as follows.

-

Sr No	Name of the Member	Designation
1	Dr. Raamaa A. Bhoslay	Chairman
2	Mr. Ajit Dhuri	Administrative Officer
3	Mr. Prashan K Salve	Administrative Officer
4	Dr Suvidya Sarvankar	Teacher
5	Dr. Sunita A, Londhe	Teacher

6	Dr Pramod D. Joshi	Teacher
7	Mr.Sunil A. Sonwane	Teacher
8	Mr. Ramesh S, Bhosale	Teacher
9	Dr. Raamaa A. Bhoslay	Member from the Management
10	Shri A. K. Shaikh	Nominees from the Local society
11	Shri. Omkar Khandagale	One student nominee
12	Shri. Anil Patil	Alumni
13	Mrs. M.K. Vaishampayan	Employee
14	Mr. Mahendra Naik	Stakeholder
15	Mrs. Meena C. Bharti	Co-ordinator
16	Dr. Siddheshwar T. Gadade	External Expert

Undertaken by IQAC are :-

1. **Objectives of IQAC :-**

   1.1 To design and implement year plan for Institution – level activities for quality enhancement.

   1.2 To develop and apply the quality bench marks for the various academic activities.

   1.3 To organize workshops and seminar on quality- related themes.

   1.4 To develop innovative practices in various co- curricular programmes.

1.5 To develop co- curricular activates leading to quality enhancement.

1.6 To prepare focuses Annual Quality Assurance reports.

1.7 To create learner- center environment which is conducive for quality education.

1.8 To arrange feedback response from students, school principal, teachers for quality related institution process.

2. How IQAC works :-

Major Activities: - The meetings are arranged to review and evaluative observation and suggestions given by the NAAC in the previous assessment reports in the year 2011-2012. The, meetings were conducted every three months to discuss on enhancement measures to be undertaken by the institution in future period and discussion how college will act upon it, for the development of the institution. The IQAC with the collaboration of Staff council established several cells, departments and committees to check document evidences of the college.

3. Major Activities undertaken by IQAC :-

Our institution set our goals and objectives of IQAC:-

1. Developing research cell

2. Conduct National conference/ Seminar/ Workshop every year.

3. Publication of ISSN 2319-9962 BEACON of teacher education.

4. Organization and participation of state level sports.

5. Establishment of internal complain committee.

6. Celebration of women's day and organizing workshops for students to understand the working of Internal Complain Committee.

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

Our Institution set our goals and objectives. The goals and objective of the institution are evaluated by the performance of students in their annual examination where as evaluation of teaching staff is done by the outgoing student on a prescribed Proforma designed by the NAAC/ Institution. Teacher's evaluation is done by self appraisal. During term meetings Principal personally discuss and take review of completion of given target. We try to develop student's overall personality.

3. How does the institution ensure the quality of its academic program?

The quality of academic program is ensured by the institution through its appropriate implementation of the academic calendar.

Each faculty members tries to complete the syllabus prescribed by the Mumbai University. Each faculty uses innovative techniques, tries to update his/her knowledge and consults with the other Government B. Ed colleges. It is seen that all the programs are completed within the given period and maintaining the quality in it. We prepare a year plan of action after discussions in meetings. We prepare a semester plan. In next meeting all members reviewed that plan. If there are some lacuna's in the plan of action, we rectify it and make some changes in the plan, this process helps us to ensure the quality of academic programs.

4. How does the institution ensure the quality of its administration and financial management processes?

The quality of administration is ensured by decentralization of the tasks as well as by completing the tasks within the given time. Admissions, Scholarships, enrollment, notices, filling up examination forms, maintaining the office record, budgets etc. are completed within the stipulated time. Financial management is done according to the guidelines of Honorable Director of Higher and Technical Education, Pune. Funds are available from UGC and State government. Government audit is a part of our financial management. Quality of financial management process is ensured by proper annual budget allocations and utilization of these grants more meaningfully.

5. How does the institution identify and share good practice with various constituents of the institution.

Sharing Good Practices: - There are some of the informal ways for identifying the good practices. The good practices are brought to the notice of the faculty members and are discussed in the faculty meetings. These are communicated to the non-teaching staff as well. There is cooperation among all the constituents of the institution. Ours is a small unit and we support each other as a part of united family. So there is always a feeling of oneness and brotherhood and all are bind to the progress of the institution.

7.2   Inclusive Practices

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?

    The teacher follows the instructions which are given in the national policy and follow the curriculum according to the University of Mumbai. Though we follow the given syllabus framework of Mumbai University. We develop our own implementation strategies.

    We have one unit of content - cum - methodology in our methodology syllabus. Where, analysis of content is a part of the practice. Here focus is given on inclusion. Even textbook bureau (Balbharati) also has very sensitive topics towards inclusion while preparing books they given emphasis on national policies.

    Incentives like scholarship are given to the students. Our college is having Co-education pattern. Still girls students are more in number. Minority girls' hostel

is in college campus, handicap students have no problems of climbing steps as our class rooms are on the ground floor only.

2. What is the provision in the academic plan for student to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

All the students are given a copy of syllabus at the beginning of every academic year. Students are informed about all the text books prescribe by Maharashtra State Government for secondary schools as well as information about B.Ed syllabus structure is given. All our practicing schools are having co-education and most of them are aided schools. In college the activity like daily prayer, weekly prayer, impart the values inclusion. Club activities and house activities give training of inclusion. The Students are divided in different groups consisting of boys and girls serially. Co-operatively they work together. We arrange social service camp at Shantivan where girls and boys contribute equally in field work like construction of road. Through their syllabus also they learn the values like gender equality, education of exceptional child, globalization, etc

Equality of gender: Equality of gender is observed as,

This is a co-educational institution. Equal opportunity is given to the students of both the sexes to participate in the college activities according to their abilities. The faculty members help the students who are from rural and tribal areas, to get adjusted with college atmosphere. Out station students are given preference for provision of hostel facility. Similarly, students with physical disabilities are also given preference for provision of hostel facility. Students are given concession in railway and state transport journey.

3. Detail on the various activities envisioned in the curriculum to create learning environment that foster positive social interaction, active engagement in learning and self–motivation.

The various activities envisioned in the curriculum to create learning environment that faster positive social interaction, active engagement in learning and self-motivation among student such as

1. Social service and SUPW work

2. Educational tour

3. Tree plantation etc.

4. Rallies, for example- Aids day rally, Election rally.

5. Participation in National day's celebration program.

6. Participation in blood donation camp organized by Lions Club.

7. Participation in sports activity.

8. Participation in extension activities.

Also we invite dignitaries on a various co-curricular activities and try to motivate students. These types of learning culture in our institute motivate students. The teacher trainees have further opportunities when they conduct practice lessons. During the internship program, they have better opportunities for longer duration to sensitize them about inclusive education. Different activities related EPCs motivate students to inculcate positive social interaction.

4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The student community consists of pupils from diverse backgrounds and they possess exceptionalities due to their environment and individual differences.

The institution provides maximum opportunities to its teacher trainees to have exposure to these diversities.

The practice lessons are assigned in different schools having different social strata. Some schools have students from slum areas as well. When the teacher trainees' conduct their lessons in such schools, they get exposure to the student's background, learning motivation, educational facilities and achievement levels of the learners. They can compare the pupils from different background. The lessons are organized in aided as well as unaided schools and the strata of students enrolled in these schools are also different. Thus, the trainees develop a reasonable proficiency to deal with students from diverse background. For completing assignments in different papers the students interact with the children from diverse background and exceptionalities. Throughout their training college try to engage them in tremendous co-curricular, extra-curricular experiences, which improve them as a good teacher and ultimately we achieve our goal.

5. How does the institution address to the special needs of the physically challenged and differently able students enrolled in the institution?

Every academic year, only two to three physically challenged and differently able teacher trainees are admitted in our institution. Generally students who have vision problem, physically and orthopedically challenged and hearing impaired are admitted. For such teacher trainees, the institution provides the following facilities: In 2015-2016 there are 2 physically handicapped students and in 2016-2017 there is only one handicapped student admitted in the college.

All the stakeholders including the non-teaching staff assist the physically challenged and differently able teacher trainees in the best possible way. Their lessons are assigned in schools that are suitable to them. Generally these teacher trainees are provided with teacher trainee companions. There is special provision

for internal tests and examinations, as per the university rules, extra time is allotted during the examination for completion of papers. As our classrooms are on the ground floor only they don't get trouble to climb the stairs.

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)?

At the beginning of the year students are introduced to the activities of women's cell and anti-ragging committee. There is a suggestion box kept in a lecture hall. In our staff the female teachers are more in number. There are two ladies representative in the student council. All the teachers maintain friendly relationship with the students. So there are no such issues. We also impart value education and guidance regarding the core elements like gender equality. Students are encouraged to present programs on core elements in house activities. In our institution there is separate women's cell formed as per rules and regulations of Mumbai University. One societal worker and one advocate are members of our women cell they provide legal advice to our female students. Internal complaint committee is newly reconstituted as per U.G.C and Maharashtra government women's cell. Orientation regarding laws is given orally.

- Our college provides equal opportunities without any gender bias. For inculcating gender equality Government of Maharashtra introduce a special 'Abhiyan'- 'Jagar Janiwancha' (it means inculcate awareness about gender equality among people). Our college implements this 'Abhiyan' on large scale and try to inculcate awareness about gender equality among student teachers. For that, we organized various programmes such as poster competition, slogan competition, Essay competition to show inspiring documentaries, hand written booklet in the year 2013-14, 2014-15.

7.3 Stakeholder Relationships

1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

   The institution ensures the access to the information on organizational performance to stakeholders in the following ways:

   Parents, members from local population, students, Alumini teachers and experts from community are all our stakeholders. Whenever they visit the college, through informal discussions our academic work is informed to them. Sometimes reports of our major activities are published in the newspapers. We held regular meetings of local advisory committees. Through our annual magazine 'Vidyanidhi' a yearly report of academic as well as co-curricular activities, results are published. Our magazine is distributed in all major academic colleges and Government B.Ed College. Through this college co-curricular and curricular information is conveyed. Publicity for major activities is given through local news papers.

2. How does the institution share and use the information /data on success and failures of various processes, satisfaction and dissatisfaction of student and stakeholders for bringing qualitative improvement?

- At the end of every academic year faculty reviewed their yearly work by filling self-appraisal forms. They compare the progress with the earlier year. They think about the problems faced while completing their academic activities. They also plan to improve and implement activities so that they can achieve excellence in their academic activities. (A copy of Self- appraisal form is attached in appendix)

- The entire faculty discusses among themselves the overall performance of the students. Review is also taken of the yearly programs and their planning.

- Annual working days, available days for teaching, days for extra activities, contribute in the success or failure of various processes. But after all, all the activities try to bring the qualitative improvement of the institution.

3. What are the feedback mechanisms in vogue to collect 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 uses the information about the organizational performance that is the academic and administrative successes and failures as feedback for qualitative improvements. It helps in the improvement of faculty's curricular transaction. The principal also carries oral discussions with the faculty member who needs to improve. After every activity, there is oral feedback from the students in the Student council meetings and informal meetings of Houses. Towards the end of the academic year written feedback from teacher trainees is collected for assessing the teaching competency of teacher educators. The teacher trainees also express their feelings, opinions and expectations on the farewell function organized at the end of the academic year. The valuable suggestions, which come from the stakeholder, were given practical shape and implemented for quality improvement. After organization of seminar/conference/workshop we collect feedback from participants and analyze their feedback which helps to improve us.

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

1. How are the core values of NAAC reflected in the various functions of the institution?

1) IQAC is made more functional by deciding the departments and the head of the departments. Each department decides its objectives and tries to achieve for excellence.

2) The college works with more with students. Equality among gender is maintained .Where the students are concerned.

3) Our college has made efforts to bring Research center.

4) Students are used ICT in their Practice lesson, Projects and assignments.

5) On women day programme we organize experts lectures for exp. Advocate, Doctors from local community.

6) Sensitization on Gender development.

7) Women Development cell and anti ragging cell are working actively.

8) At the time of Admission proper counseling is done to the students and parents by the staff members of the college.

9) To fill the CET forms our staff gives guidance to the students.

10)   LMC meetings are conducted and plans are made to inculcate the changes in the institution.

11)   Schools are informed about the changes in the B.Ed syllabus and co-operation is given to the schools whenever they require.

12)   Department of Lifelong Learning programmers are organized to have good relationship with the community.

Note: Please refer appendices. Appendix file is attached here separately.

Please refer following links for attachment of appendices.

1. http://www. Panvelbedcollege.org/Appendices-A.pdf

2. http://www. Panvelbedcollege.org/Appendices-B.pdf

3. http://www. Panvelbedcollege.org/Appendices-C.pdf

4. http://www. Panvelbedcollege.org/Appendices-D.pdf