



**Iqra Education Society's**

## **IQRA COLLEGE OF EDUCATION**

**Iqra Nagar, Shirsoli Road, Jalgaon.**

**(Phone No. 0257 - 2264825)**

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## **SELF STUDY REPORT**

**FOR ACCREDITATION (CYCLE – 1)**

**SUBMITTED TO**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**(NAAC) BANGALORE**

**(2015)**

## ACKNOWLEDGEMENT

The Iqra Education Society's Iqra College of Education expresses deep gratitude and sincere thanks to the NAAC for giving a fine learning experience on enhancing the total Quality Management of Iqra College of Education.

The preparation of the Accreditation Report was a collective effort of the college. To collect the quantitative data and interpret the same was a very difficult task. All the members of the college have put very hard efforts in preparing this report. It is necessary to acknowledge the support and efforts of staff, students and management of the college in this regard.

We are deeply thankful to Honorable Dr. Abdul Karim Salar, President of Iqra Education Society, for his encouragement and inspiration for preparing this report.

We express our sincere thanks to chairman, secretary, members for their moral and material support. Our thanks to student coordinators, teachers and administrative staff for their co-operation and timely suggestions, help and active participation.

Lastly, our acknowledgement goes to all the people for their moral support received throughout the implementation of NAAC.

Thank you.

Prof. Pathan V.T.  
Coordinator, Steering Committee.

Dr. D.P. Sankhala  
Principal, Iqra College of Education,  
Jalgaon.

**F O R E W O R D**

The Iqra Education Society's Iqra College of Education is pleased to submit accreditation report of the college to the National Assessment and Accreditation Council, Bangalore. The report is written in two parts as per the guidelines given in the manual for self- appraisal of Teacher Education Institution. The part - I provides quantified data/information of the institution and part- II provides descriptive/qualitative information of the institution.

We are well aware about the fact that this is a very difficult task. It requires specific data which reflect all our activities conducted in the college throughout year, in attainment of our desired goals and successful movement towards mission.

A sincere attempt is made to present the quantitative and qualitative information so as to show that the institution is marching towards the excellence. We hope that the present report will be honoured by the respected NAAC Committee.

Thank you.

Prof. Pathan V.T.

Coordinator Steering Committee.  
Jalgaon.

Dr. D.P. Sankhala

Principal, Iqra College of Education,

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## Part I: Institutional Data

### A. PROFILE OF THE INSTITUTION:

1. Name and address of the institution: Iqra Education Society's  
Iqra College of Education, Gat No. 25/2,  
Iqra Nagar, Shirsolli Road, Jalgaon  
(Maharashtra)- 425001.

2. Website URL: <http://www.iqrabed.co.in>

3. For communication:

#### Office:

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal	0257- 2264825 9423488064	0257- 2264830	<a href="mailto:iqrabedcollegejal@gmail.com">iqrabedcollegejal@gmail.com</a>
Vice-Principal	-----	----	
Self - appraisal Co-ordinator	8446649332	----	<a href="mailto:iqrabedcollegejal@gmail.com">iqrabedcollegejal@gmail.com</a>

#### Residence:

Name	Telephone Number with STD Code	Mobile Number
Head/Principal	0257-2229412	9423488064
Vice-Principal	-----	-----
Self - appraisal Co-ordinator	0257-2264825	8446649332

4. Location of the Institution:

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

5. Campus area in acres:

6. Is it a recognized minority institution? Yes  No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
10	1992

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

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

Month & Year

2f

MM	YYYY
--	--

Month & Year

12B

MM	YYYY
--	--

10. Type of Institution

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

- b. By Gender
- i. Only for Men
- ii. Only for Women
- iii. Co-education
- c. By Nature
- i. University Dept.
- ii. IASE
- iii. Autonomous College
- iv. Affiliated College
- v. Constituent College
- vi. Dept. of Education of Composite  
College
- vii. CTE
- Viii. Any other (specify and indicate)

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

Yes  No

If yes, has the institution applied for autonomy?

Yes  No

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

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

		NA	NA	Degree	NA	NA
iii)	Secondary/ Sr. secondary	NA	NA	Certificate	NA	NA
		NA	NA	Diploma	NA	NA
		<b>B.Ed.</b>	<b>Graduate</b>	<b>Degree</b>	<b>2 years</b>	<b>English</b>
iv.	Post Graduate	NA	NA	Diploma	NA	NA
		NA	NA	Degree	NA	NA
v.	Other (specify)	NA	NA	Certificate	NA	NA
		NA	NA	Diploma	NA	NA
		NA	NA	Degree	NA	NA

*(Additional rows may be inserted as per requirement)*

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary	NA	NA	NA	NA
Primary/Elementary	NA	NA	NA	NA
Secondary/ Sr.secondary	<b>B.Ed. (General)</b>	<b>WRC/OAPW0396/11 3009/2015 - 138085, Dated: 28/05/2015</b>	<b>Permanent</b>	<b>50</b>
Post Graduate	NA	NA	NA	NA
Other (specify)	NA	NA	NA	NA

*(Additional rows may be inserted as per requirement)*



**B. CRITERION-WISE INPUTS:**

**CRITERION I: CURRICULAR ASPECTS**

1. Does the Institution have a stated

Vision

Yes	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

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

If yes,

Yes	✓	No	
-----	---	----	--

a) How many programmes?

01

b) Fee charged per programme

33,180/- (2014-15)

2. Are there programmes with semester system

Yes

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

Yes	✓	No	
-----	---	----	--

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

01

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

D.Ed.

B.Ed.

2 / 8

M.Ed. (Full Time)

M.Ed. (Part Time)

Any other (specify and indicate)

5. Are there Programmes offered in modular form

Yes		No	✓
-----	--	----	---

Number	
--------	--

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

Yes	✓	No	
-----	---	----	--

Number	02
--------	----

7. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	
-----	---	----	--

Number	02
--------	----

8. 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	
-----	---	----	--

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

It depends on the nature of programme.
--

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

Yes		No	✓
-----	--	----	---

Number	
--------	--

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

Yes	✓	No	
-----	---	----	--

Number	06
--------	----

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

Yes  No

13. 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 (Through MVAMSA CET)
  - e) Merit at the qualifying examination
  - f) Any other (specify and indicate)
- (If more than one method is followed, kindly specify the weightages)*

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

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

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	38	42	80	5	8	13	33	34	67
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes		No	✓
-----	--	----	---

If yes, how many?

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

a) Unit cost excluding salary component

8201.74

b) Unit cost including salary component

56064.48

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	89.06	51.00	80.00	54.75
M.Ed. (Full Time)				
M.Ed. (Part Time)				

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

Yes  No

8. Does the institution develop its academic calendar?

Yes  No

## 9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	34.29	18.57	47.14
M.Ed. (Full Time)			
M.Ed. (Part Time)			

## 10. Pre-practice teaching at the institution

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

## 11. Practice Teaching at School

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

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

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

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

Yes  No

14. Does the institution provide for continuous evaluation?

Yes  No

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

Programmes	Internal	External
D.Ed.		
B.Ed.	53.14 %	46.86
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

02

b) Number of assignments for each paper

02

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 (OHP)	✓	

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

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

Number	12
--------	----

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

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

But college offers B.Ed. Course where ICT is taught as a part of a compulsory paper.

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	01	14	%
--------	----	----	---

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

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

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

NIL
-----

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

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

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

Yes  No

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

a. Ph.D.  -

b. M.Phil.  -

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

Yes  No

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

	Yes	No	Number
International journals		✓	--
National journals – referred papers	✓		13
Non referred papers	--		--
Academic articles in reputed magazines/news papers	✓		18
Books	✓		11
Any other (specify and indicate) Seminar Proceeding	✓		14

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

Yes  No

Number

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

	Faculty	Students
National seminars	09	---
International seminars	03	---
Any other academic forum	04	---

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.)  X
- Digitalized (Computer aided instructional materials)  ✓
- Question bank  ✓
- Any other (specify and indicate)  ✓

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

Yes  ✓ No

If yes, indicate the nature of the post.

Full-time  Part-time  Additional charge  ✓

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

Yes  No  ✓

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

Yes  ✓ No

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

16. Does the institution provide consultancy services?

Yes  ✓ No

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

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

Local level	Yes
State level	No
National level	No
International level	No

**CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES**

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

1570 sq. mtr

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

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

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

20

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

35,000/-

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

10,550/-

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

----

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

70,000/-

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

Yes

No

9. Total number of posts sanctioned

Open      Reserved

	Open		Reserved	
	M	F	M	F
Teaching	05	02	--	--
Non-teaching	07	03	--	--

10. Total number of posts vacant

Open      Reserved

	Open		Reserved	
	M	F	M	F
Teaching	00	00	--	--
Non-teaching	02	03	--	--

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

Open      Reserved

	Open		Reserved	
	M	F	M	F
Lecturers	05	01	--	--

	Open		Reserved	
	M	F	M	F
Readers	--	--	--	--

	Open		Reserved	
	M	F	M	F
Professors	--	01	--	--

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

Open      Reserved

	Open		Reserved	
	M	F	M	F
Lecturers	--	--	--	--

	Open		Reserved	
	M	F	M	F
Readers	--	--	--	--

	Open		Reserved	
	M	F	M	F
Professors	--	--	--	--

c. Number of teachers from same state:

07

Other states:

--

12. Teacher student ratio (program-wise)

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

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	05	00	--	--

	M	F	M	F
	Temporary	--	--	--

b. Technical Assistants

	M	F	M	F
	Permanent	--	--	--

	M	F	M	F
	Temporary	--	--	--

14. Ratio of Teaching – non-teaching staff

7:5

15. Amount spent on the salaries of teaching faculty during the previous academic session

(% of total expenditure)

85.34 %

16. Is there an advisory committee for the library?

Yes

No

17. Working hours of the Library

On working days

8 Hours

On holidays

4 Hours

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

5072

- Textbooks

4970

- Reference books

102

b. Magazines

13

e. Journals subscribed

06

- Indian journals

06

- Foreign journals

---

f. Peer reviewed journals

---

g. Back volumes of journals

---

h. E-information resources

- Online journals/e-journals

01

- CDs/ DVDs

12

- Databases

---

- Video Cassettes

---

- Audio Cassettes

---

20. Mention the

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

52.06

Seating capacity of the Reading room

20.06

## 21. Status of automation of Library

Yet to intimate	<input checked="" type="checkbox"/>
Partially automated	<input type="checkbox"/>
Fully automated	<input type="checkbox"/>

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

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

## 23. Are students allowed to retain books for examinations?

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

## 24. Furnish information on the following

Average number of books issued/returned per day

Maximum number of days books are permitted to be retained

by students

by faculty



Maximum number of books permitted for issue

for students

03

for faculty

15

Average number of users who visited/consulted per month

300

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

1:5

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

1.5 %

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

	I 2012-13		II 2013-14		III 2014-15	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	06	1400/-	53	16,983/-	22	2,903/-
Other books	09	760/-	--	--	--	--
Journals/ Periodicals	31	3650/-	--	300/-	16	3780/-
Any others specify and indicate	--	--	--	--	--	--
<i>(Additional rows/columns may be inserted as per requirement)</i>						

**CRITERION V: STUDENT SUPPORT AND PROGRESSION**

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

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

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

Yes	✓	No	
-----	---	----	--

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

14 students as per NCTE Norms
-------------------------------

3. Does the institution offer Remedial instruction?

Yes	✓	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes		No	✓
-----	--	----	---

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

	UG (B.ED.)			PG			M. Phil		
	I 2012- 13	II 2013- 14	III 2014-15	I	II	III	I	II	III
Pass percentage	67.00%	67.00%	84.00 %						

Number of first classes/ A-Grade	37	26	24						
Number of distinctions/ O-Grade	13	26	43						
Exemplary performances (Gold Medal and university ranks)	01	--	--						

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

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

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

<b>Financial Aid</b>	<b>I 2012-13</b>	<b>II 2013-14</b>	<b>III 2014-15</b>
Merit Scholarship	---	---	---
Merit-cum-means scholarship	---	---	---
Fee concession	---	---	---
Loan facilities	---	---	---
Any other			
1) Minority Scholarship:	48	62	54
2) OBC Scholarship:	--	--	03

*(Additional rows may be inserted as per requirement)*

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

Yes	✓	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	✓
---------	-----	--	----	---

Non-teaching staff	Yes		No	✓
--------------------	-----	--	----	---

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

Yes	✓	No	
-----	---	----	--

If yes, number of students residing in hostels

Men	15
-----	----

Women	--
-------	----

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. (2014-15)

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate		✓	00	✓		01
Inter-university		✓	00		✓	00
National		✓	00		✓	00
Any other (College level)	✓		05		✓	00

(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)
University	16 - Cricket	--
State	--	--
Regional	--	--
National	--	--
International	--	--

18. Does the institution have an active Alumni Association?

Yes	✓	No	
-----	---	----	--

If yes, give the year of establishment

2012
------

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

Yes  No

20. Does the institution regularly publish a college magazine?

Yes  No

21. Does the institution publish its updated prospectus annually?

Yes  No

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

	Year 1 (%) 2012-13	Year 2 (%) 2013-14	Year 3 (%) 2014-15
Higher studies	09	10	12
Employment (Total)	91	90	88
Teaching	89	87	86
Non teaching	02	03	02

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.

2012-13	2013-14	2014-15
08	05	--

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

	Yes	No
• Academic guidance and Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Personal Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Career Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**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: 2014-15)

Governing Body/management	04
Staff Meetings	12
IQAC/or any other similar body/committee	--
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies) : <b>Admission, Examination and Library committee.</b>	09

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

Loan facility	Yes	✓	No	<input type="checkbox"/>
Medical assistance	Yes	✓	No	<input type="checkbox"/>
Insurance	Yes	<input type="checkbox"/>	No	✓
Other (Permission to pay tuition fees in installment)	Yes	✓	No	<input type="checkbox"/>

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

2012-13	2013-14	2014-15
01	01	01

5. Furnish the following details for the past three years

(2012-13, 2013-14 & 2014-15):

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

07
----

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

	12-13	13-14	14-15
National	Nil	--	--
International	Nil	--	--

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

01	01	01
----	----	----

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

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

--	--	01
----	----	----

e. Research development programmes attended by the faculty

02	04	09
----	----	----

f. Invited/endowment lectures at the institution

--	--	01
----	----	----

Any other area (Uvati Sabha, Health care, Superstitions reformation, Science Day,

Slow learner counseling, Guidance to Blind students)

13	10	01
----	----	----



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

a. Self-appraisal

Yes	✓	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes	✓	No	
-----	---	----	--

d. Combination of one or more of the above

Yes	✓	No	
-----	---	----	--

e. Any other (Observation by LMC members)

Yes	✓	No	
-----	---	----	--

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

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

4 Hours per faculty

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

Grant-in-aid	----
Fees	24,82,820/-
Donation	----
Self-funded courses	----
Any other (specify and indicate)	----

## 9. Expenditure statement (for last two years : 2013-14 and 2014-15)

	Year 1 (2013-14)	Year2 (2014-15)
Total sanctioned Budget		
% spent on the salary of faculty	88.68	85.34
% spent on the salary of non-teaching employees		
% spent on books and journals	0.59	0.17
% spent on developmental activities (expansion of building)	--	--
% spent on telephone, electricity and water	0.84	0.72
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.13	0.54
% spent on maintenance of equipment, teaching aids, contingency etc.	0.16	0.26
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.33	2.47
% spent on travel	1.68	0.57
Any other (specify and indicate)	6.88	10.25
Total expenditure incurred	100	100

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

Year	Surplus in Rs.	Deficit in Rs.
2012-13	-----	8,73,902/-
2013-14	-----	5,39,930/-
2014-15	-----	19,08,324/-

11. Is there an internal financial audit mechanism?

Yes  No

12. Is there an external financial audit mechanism?

Yes  No

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

Administration	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Finance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Student Records	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Career Counseling	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Aptitude Testing	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Examinations/Evaluation/ Assessment	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Any other (Teaching, Library)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

a) for teachers

b) for students

c) for non - teaching staff

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

Yes

No

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

Yes

No

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

Yes

No

**CRITERION VII: INNOVATIVE PRACTICES**

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

Yes  No

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

Yes  No

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

For the academic year 2014-15

	Category	Men	%	Women	%
a	SC	0	0	0	0
b	ST	0	0	0	0
c	OBC	5	6.25	5	6.25
d	Physically challenged	2	2.5	0	0
e	General Category	33	41.25	34	42.5
f	Rural	14	17.5	5	6.25
g	Urban	24	30.0	37	46.25
h	Any other ( VJ/NT1-B)	0	0	3	3.75

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

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	0	0	0	0
b	ST	0	0	1	20
c	OBC	1	14.28	0	0
d	Women	2	28.57	0	0
e	Physically challenged	0	0	0	0
f	General Category	6	85.71	4	80
g	Any other ( specify)	Our Institute is Muslim Religious Minority Institute. So Reservation rules are not applicable to us.			

5. What is the percentage incremental academic growth of the students for the last two batches (2013-14 & 2014-15)?

Category	At Admission		On completion of the course	
	Batch I 2013-14	Batch II 2014-15	Batch I 2013-14	Batch II 2014-15
SC	0	0	0	0
ST	0	0	0	0
OBC	8.97	12.50	6.41	8.75
Physically challenged	0	2.50	0	0
General Category	88.46	83.75	57.69	71.25
Rural	21.79	23.75	14.10	20.00
Urban	78.20	76.25	52.56	63.75
Any other (VJ/NT1-B)	2.56	3.75	2.56	3.75

## **Part-II: The Evaluative Report**

### **A. EXECUTIVE SUMMARY**

- Iqra Education Society is a MINORITY institution, dedicated to the spread of education among the minority and other group of students, established in the year 1986. The Iqra Education Society established Iqra B.Ed College in the year 1992. Iqra B.Ed College is an English medium college. Although college is English medium college, students having Marathi medium also have completed their B.Ed course successfully.
- The Iqra College of Education is situated in Iqra Nagar, Shirsoli Road, Mohadi Shivar, Jalgaon. The new college building is constructed as per NCTE norms, having all the physical facilities like classrooms, library, and staffroom, administrative office with principal room, seminar hall, multipurpose hall, and science and mathematics rooms, psychological laboratory etc. We believe that our beautiful building and campus can motivate teacher trainees to become good teachers in the future.
- Since 1995 till today, the college is marching towards tremendous progress.
- As per the survey and provision given by different commission, the minority groups are considered as a weaker section of society. So, for their future prosperity the college has a mission to impart knowledge, skills and new technologies among all students, especially minority students, to enable them to become knowledgeable and creative educators of future. Today, many teacher trainees of our college are serving in different educational institutions, having different posts and responsibilities.
- Our college has a unique status having diversity as the students of different castes; languages and culture are taking education here. Since a long duration of time although our college is minority the students from majority have also completed their course. We are implementing the principle of unity in diversity in a real sense.
- The academic progress of teacher trainees is a main objective with all-round development of teacher trainees. During classroom teaching the teachers adopt three language formulas. Due to this classroom activity of a teacher all the students are able to understand whatever the teacher is teaching in the classroom.
- The college has a VISION to create qualitative and competent teachers by imparting world-class teacher education to all students with special attention to minorities. Keeping

in view this vision the principal and all the teachers are always eager to provide latest knowledge to teachers trainees. Our VISION is reflected through the achievement of merit list of North Maharashtra University, Jalgaon, since 1995 to till today. The following chart has shown the achievement of our teacher trainees.

<b>Sr. No.</b>	<b>Year</b>	<b>Name and</b>	<b>Position or rank in the merit list of NMU</b>	<b>GOLD Medal</b>
01	1994-95	Chandak Manisha	III	
02	1998-99	Khan Tanveer Sweta Samdani	I V	
03	1999-2000	Mudhtaque Ahmad Heena Kausar Khan Sameena Lakhvindar Kaur	I II III	
04	2000-01	Shaikh Tasneem Kausar Saba Aafrin Sangeetha sadan	II III V	
05	2001-02	Harsha Dahilekar Nisha Sharma Almedia Giselle	I IV IV	Gold Medal
06	2002-03	Shaikh Asif Razzaque Joshi Kanchan Goyal Neha	I II III	Gold Medal
07	2003-04	Shaikh Nikhat Fatema Shaikh Gazala Qureshi Shabana Rukhsanabi	I II IV V	Gold Medal
08	2005-06	Meer Shirin Basit Gazala Namita Sing Basit Ruhi	I II III IV	Gold Medal



09	2006-07	Amrin Nisar Samta Kamat Sayed Tamseel	II III IV	
10	2007-08	Khan Sabiha Khan Aasefa Shagufta Rafique Aneesa Husain	I II IV V	Gold Medal
11	2008-09	Khan Nilofer	I	Gold Medal
12	2009-10	Khan Rizwana Shaikh Azimoddin	III V	
13	2010-11	Pandit Shilpa Darshan Fauziya Shaikh Khan Samina Dilawar Rafique Shah Jivan Shah Shaikh Javeriya	I II III IV V	Gold Medal
14	2011-12	Sumaiya Ab. Saeed Raja Gazala Anasari Tabassum Simi Sadaf	I II IV V	Gold Medal

- The staff members are well qualified. Two teachers are doing Ph.D. Our Principal Dr. D.P. Sankhala is recognized guide for Ph.D. Iqra Education Society always encourages teachers for their professional growth. All the teachers being given with all the facilities for their academic growth, like sending them to the refresher, orientation courses, seminar and workshops. The staff members selected to work on the different administrative body of North Maharashtra University, Jalgaon; they also represent the local inquiry committee, evaluation work in the examination syllabus framing committee and annual lesson committee in North Maharashtra University, Jalgaon.
- In the 21<sup>st</sup> century new challenges are arising at the every walk of life. We are trying to overcome all challenges. Although we are using information communication technology (ICT), the knowledge of ICT of the students is very poor. Increased number of college of

education and decreased number of applicants is a real threat of today. The implementation of activities like value education adoption of three languages formula, developing the various skills, NET/SET and other guidance, placement cell etc., will convert this threat into opportunity to the college.

- The College has arranged various activities like workshops, seminars, social work, plantation, rallies, exhibition of wall papers, celebration of various days etc. All programmes are benefitted to teacher trainees and teacher educators. Recently we have conducted a National Level Seminar on Higher Education sponsored by North Maharashtra University, Jalgaon.
- Under the scheme of FORD Foundation, North Maharashtra University has selected our college and gave financial support to arrange various programmes. Under this we had arranged a National Level Seminar on Empowerment of Women, Multi Linguistic Kavi Sammelan, Mushaira, Poster exhibition on empowerment of Women etc.
- Some years back we have conducted two workshops on syllabus drafting of compulsory paper I and paper III, sponsored by North Maharashtra University, Jalgaon. All the B.Ed colleges affiliated to North Maharashtra University, Jalgaon, participated in both workshops.
- Recently our college has conducted various programmes under the scheme of 'Yuvtisabha' sponsored by welfare section of North Maharashtra University, Jalgaon.
- In this ways our college is marching towards a progress as per our objectives vision and mission

## **B. CRITERION-WISE EVALUATIVE REPORT**

### **CRITERION I: CURRICULAR ASPECTS**

#### **1.1 Curricular Design and Development**

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

The objectives of the institution are as follows:-

##### **Objectives:**

- 1) To acquaint students with the relationship of education with individual, and national development.
- 2) To develop intellectual level of students by giving them knowledge about teaching and learning.
- 3) To strive to produce ideal teachers who can contribute for nation building.
- 4) To develop professionally competent teachers by equipping them with a necessary competencies and skills required for their profession.
- 5) To impart value based education.
- 6) To develop all round personality of the pupil teacher.
- 7) To inculcate the lessons of discipline in terms of regularly, sincerity and punctuality among and pupil teachers.
- 8) To develop civic sense among pupil teachers.
- 9) To inculcate rational thinking and scientific temper among and pupil teachers.
- 10) To develop school - institution - community networking.
- 11) To prepare pupil teachers to face global educational changes.
- 12) To develop the ability of pupil teachers to use I C T for school purposes.
- 13) To create awareness about the issues of ecology and environment.
- 14) To provide innovative practices according to global trends and demands.

15) To prepare competent teachers for fulfilling the needs and requirements of minority schools.

The above mentioned objectives contain following consideration;

- **Intellectual :-**
  - a) Nurturing intellectual quest among pupil teachers.
- **Academic :-**
  - a) Developing academic quest among pupil teachers.
  - b) Producing learned teachers with good skills to perform successfully in their field.
- **Training :-**
  - a) Giving training to pupil teachers for making constructive contribution in the process of nation building.
- **Access to Disadvantaged :-**
  - a) Running professional teacher education course for all, specially for minorities.
  - b) Empowering the minorities' stratum of society through professional education.
  - c) Promoting educational interest of the minorities by providing quality education.
- **Equity :-**
  - a) Providing education to all, irrespective of caste, creed, religion and gender.
  - b) Providing education to all, from economic, social and physically challenged strata of society.
- **Self Development :-**
  - a) Facilitating self development thereby ensuring optimum growth of personality of students.
  - b) Making students self reliant and capable of showing direction to others.
  - c) Improving communication skills to express them self effectively.
  - d) Making students to develop self confidence for facing complexities of life.
  - e) Developing pupil teacher's ability to function as situation demands.

- **Community and National Development:-**
  - a) Inculcating a sense of social responsibility for community and national development.
- **Issues of Ecology and Environment:-**
  - a) Spreading awareness about environmental issues.
  - b) Enabling them to solve the problems related to natural resources.
  - c) Making them competent enough to solve problems related to environments.
- **Value Orientation:-**
  - a) Imparting moral education through examples and practical actions.
  - b) Emphasizing the need for peace education in life.
- **Employment:-**
  - a) Inculcating competitive employable skills among pupil teachers.
- **Global trends and demands:-**
  - a) Making pupil teachers aware of global trends and demands.

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

The broad outline in the form of curriculum framework is given by UGC & NCTE. First university receives this and then from university college receives it. In college, the requirement in terms of changes are discussed among staff, these suggestions are conveyed to university in Board of Studies (BOS) meeting. Considering suggestions from all colleges, university frames the subject curriculum committees. The curriculum development committee conducts the workshop in different affiliated colleges. The deliberation of the workshop is sent to BOS. After thorough discussion over there, it is sent to faculty of education. The faculty of education makes necessary changes and sends it to the approval of Academic Council.

The draft is approved there and then that draft is implemented by colleges of education in the form of syllabus.

In this process of curriculum development, our college perform role at all stages, i.e. need assessment, curriculum development process and finalizing curriculum.

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

In order to meet the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging need the following changes are made in new curriculum of B.Ed.

In Paper A1: Education and Development; and in paper A3: Contemporary Concerns and Issues in Secondary education, following topics are added to meet the global trends. Importance of Women Education; Education for International Understanding and Peace; Equalization of Educational Opportunities; Education for National Integration; Education for Modernizations and Globalization; Educational opportunities for economically backward group.

In Paper C3 and C4 i.e. Content Cum Methodology, Educational degradation is the burning issue around all over world. So this unit is included in methods like Science, Languages and Social Science. It deals with its importance and various ways of correlating it.

In order to bring more quality in education of twenty first century the unit of Total Quality Management in Education, is included in paper A1: Education and Development.

Practical of SWOT Analysis included in paper A4: Class room Organization and Management. This is how the modifications are made.

#### **1.1.4 How does the institution ensure that curriculum bears some thrust on national issues like Environmental, Value education and ICT?**

In existing B.Ed. curriculum some thrust on national issues like Environmental Education, Value education and ICT is given. Details are follows.

In paper B4: Learning Resources – unit 4: Technology Enhanced Learning Resources, this complete unit deals all about ICT. For imparting knowledge of I C T to students, institution make use of Internet and PowerPoint presentation and motivate the students for using modern technology at all stages. Also I C T culture is inculcated in students through all activities like Microteaching, Practice teaching, Internship etc. throughout the year.

Environmental Education is included in paper A3: Contemporary Concerns and Issues in Secondary Education. In addition to this the B.Ed. curriculum gives adequate emphasis on national issue like Value Education. To inculcate values, institution organizes many co-curricular activities. The college celebrates all festivals like Teachers day, Independence day, Eid-Milan, Makar sankrant, Republic day etc. which contribute truly for value development.

Institution conducts daily prayer, national anthem for inculcating values. Value added lectures on different topics like, life skills, women education, religious principles, teacher's code of conduct etc. are arranged from time to time in institution.

Another channel for giving value education is through good thoughts displayed on bulletin board. Wallpapers written by students on different occasions help to imbibe values.

In a syllabus of special methods core element and values have been included. The pupil teachers are trained to inculcate these core elements and values in each and every lesson conducted by them.

**1.1.5 Does the Institution make use of I C T for curriculum Planning? If yes, give details.**

Yes, the institution makes use of I C T for curriculum planning in following ways;

In the beginning of year, the institution use ICT and make Academic Calendar. The units according to the subjects are distributed to the teacher educators. They use the I C T for year planning. They make planning and necessary arrangements and ensure that curricular events to be recorded since its planning stage. For this they proceed in following manner.

- 1) The lecturer collects updated information related to various topics of curriculum.
- 2) They make use of various search engines for this.
- 3) To get more conceptual information and to prepare up-to-date notes, teachers refer other universities websites.
- 4) They collect information from journals, newspapers.etc.
- 5) They make use of dictionaries.
- 6) They also collect the audio visual aids like charts, pictures, models, graphs, diagrams, figures, reference materials etc. from different websites.

In addition to this, the lecturers use LCD projector for delivering lectures. Students are guided to make PPT for practice lessons. Also, Institution make use of ICT for a making academic calendar, year planning, time table, various committee structures and their functioning, important rules, norms, curriculums notes, tutorials, exam work, agenda, various clubs, activities, sports and cultural and events etc. Demonstrations lessons by teacher educators and microteaching and practice teaching lessons by pupil teacher are planned with LCD. The ICT is also used to browse the websites of NCTE, NMU and other state universities. The information about the curriculum, syllabus and content of subject is collected from offline and online resources time to time.



## **1.2 Academic Flexibility**

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

The curriculum of B.Ed. is not like a water light compartment where the subjects are taught as separate units. Each of the content in the course has a direct relevance to the daily life of student teachers.

There is constructive criticism during the lesson conducted in triangulated manner self evaluation, peer evaluation and group in charge evaluation. This instills in them the reflective thinking where they need to give a feedback for each demonstration lesson taken by their peers, or their teacher. Self evaluation is integral aspect of evaluation tools used during curriculum transaction of all the courses. The students are oriented from the core training program itself to self evaluate and then reflect and give suggestions for improvement. This self evaluation followed by reflection is continued in all the activities throughout the year.

This reflective practice is continued during all the activities undertaken for curriculum transaction which includes theory lectures, practical components, practice lessons, content cum methodology workshops, internship etc.

The reflective practice is also implemented during the conduct of projects, practical, wherein the students reflect the progress of project at various stages.

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

Institution provides 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 as follows.

- Pupil teachers have choice in terms of medium of expression. Though teaching is in English language, but students have choice of a selecting English or Marathi media for writing their papers in examination.
- Pupil teachers have choice in terms of selection of second method.

- Choice of school for practice teaching is given to students.
- Choice of school for Internship is given to student.
- Pupil teachers also have choice in selecting topic for their project.
- Pupil teachers have choice for conducting their lessons in different languages.
- Pupil teachers have choice for conducting their lessons in different classes.
- Pupil teachers having post graduate degree are allowed to conduct their lesson in junior college or higher secondary level.
- The education courses are designed to include both theoretical training in the college and practical training in the field i.e. the school .The theoretical training includes a variety of activities which include lecturing, discussion, group discussion, seminars etc. The students are also required to participate in different workshops in which formal orientation is provided for different practical and activities. Field training compromises a major portion of the curriculum which include practice lessons, internship program, organization, participation and attendance in different cultural activities, rallies etc. This provides informal training about planning and implementation of co-curricular activities.

Thus the institution provides for varied learning experiences to teacher trainees while implementing B.Ed. curriculum.

### **1.2.3 What value added courses have been introduced by the institution during the last three years which would for example develop communication skills, ICT skills, life, community orientation and social responsibility?**

During microteaching and practice teaching, students have opportunities to interact with the peer groups and also with teachers. This helps them to acquire communication skills. Similarly speeches of students in various programmes arranged in institution help them to acquire communication skill.

Every year college organizes various guest lecturers which are helpful for developing various other skills. In paper A1: Education and Development, Practical activity based on life skill is introduced. This helps for development of life skills. ICT

is the part of B.Ed. syllabus. In paper –B4: Learning Resources; unit 4-‘Technology enhanced learning resources’ introduces all about ICT skills.

Every year college forms subject clubs like literature clubs, science and mathematics club, social science club, These clubs organizes subject related activities to develop pupil teachers extra knowledge , skills and interest in respective areas.

Lady students are oriented with self defense mechanism under Yuwati Saba programme. The responsibilities allotted in organization of National seminar helps to develop planning, organization, management, leadership, communication and many such skills.

In addition to above, certain value added activities are organized in the form of workshops, seminars, throughout year to orient with community and aware with social responsibility, which are enlisted year wise as follows.

**In the year 2011-2012, College organized following programmes:**

1) Independence Day 2)Teacher Day 3) Gandhi Jayanti 4) Eid-E-Milad 5) Republic Day 6) Shiv Jayanti 7) Lectures on MPSC examinations 8) Science Day 9) International Women’s Day 10) Workshop on personality development 11) Fare well programme.

**In the year 2012-2013, College organized following programmes:**

1) Independence Day 2) Teacher Day 3) Gandhi Jayanti 4) Raksha Bandhan 5) Republic Day 6) Shiv Jayanti 7) Science Day 8) Workshop on personality development 9) Educational tour 10) Fare well programme.

**In the year 2013-2014, College organized following programmes:**

1) Independence Day 2) Teacher Day 3) Gandhi Jayanti 4) personality development 5) Republic Day 6) Lecture of Isa Mansuri 7) Yuvti Saba Programme 8) Fare Well programme.

**In the year 2014-2015, College celebrated following programmes:**

1) Independence Day 2) Teacher Day 3) Gandhi Jayanti 4) Participation in Ahinsa Raily 5) Visit to by Gandhi Tirth 6) Lecture of Asif Pathan on Sane Guruji

7) Republic Day 8) Science Day 9) Maulana Azad Jayanti 10) Ahinsa Rally 12) Voter day 13) Sport day 14) Beti Bacho Rally 10) Fare Well programme.

All these programmes help for development of various skills.

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

1) **Interdisciplinary / Multidisciplinary Strategies** - B.Ed. curriculum is interdisciplinary in nature. Students can be admitted to B.Ed. course from various faculties of bachelor courses.

The course includes subjects like Philosophy, Sociology, Psychology, ICT, Instructional system, Education evaluation, Electives and their application. Thus it is interdisciplinary in nature. It is also multidisciplinary in nature as students opt for too methods subjects out of eight - English Marathi, Hindi, Urdu, Science, Mathematics, History, Geography.

2) **Multi Skill Development** - Multi skill development has always been the primary focus of teacher training course and so of our institution. The skill development process is done in various phases as like under.

- Teaching Competence - Through core training and special training program.
- Communication Skill - Through organization of different co-curricular activities, classroom discussions, guest lectures, seminars, workshop, social rallies, etc.
- Social Skill - Through Internship programme, Rally etc.
- Conceptual Competence Skill- Through content enrichment program.
- Physical Development- Through sport.
- Research Skill- Through survey conducted by pupil teachers in Avishkar competition.
- ICT Skill- Use of ICT in various activities of their training program and assignments.

3) **Inclusive Education** - Teacher educators have realized need and importance of inclusion at every level of education. They respect individual differences in spite

of diversity. They give full attention on economically disadvantaged students. Special minority scholarships are awarded for them. Every Year we had ½ students with physical disability. They were given full support by teacher educators.

The academically weak students are also given necessary practice especially before final examination to help them to cope up with the other students. Supportive environment is created where they can perform all activities like normal student. The physically fit and physically challenged students study in the same group. Extra thirty minutes are given to physically challenged students during examination.

Institution impart education to all type of students i.e. widows, divorcees, handicapped, irrespective of cast, religion, gender or status.

- 4) **Practice Teaching-** Practice teaching is the main thrust area of B.Ed. curriculum which is divided into two parts, core training program and practice lessons. Before practice teaching begins the pupil teachers undergo a rigors training schedule in the form of microteaching, simulation lesson and Integration lessons. The practice lessons are conducted as per specifications in the syllabus which is given below. The list of lessons undertaken throughout the year is as under.

Micro Skills	Micro Teaching	Integration	Practice Teaching	Total
5	20	4	20	20+20

Steps followed in practice teaching are two days' workshop of lesson planning- demonstration lesson by teacher educator of each school subject - preparation of lesson note after teacher's demonstration - guidance by the method in charge – revision of lesson note - conduction of lesson by pupil teachers - feedback by the teacher educator as well as peers and school teachers. Cyclically student performs all activities.

- 5) **School Experience / Internship-** After having gained firsthand experience of taking lessons in schools the pupil teachers are now prepared to face the other roles and responsibilities of teacher. The internship is of six working days. The time table is given to the students. During the internship period the group in charge accompanies the student teachers and it is here that the students are encouraged to take up other duties of the class teachers like; taking daily attendance, writing good thought, attending assembly, sending notices, correcting their assignments, preparing unit plan, disciplining the class, giving homework, engaging the class, conducting extracurricular activities, preparing question paper along with blue print, assessment of paper, visit to library, laboratory, computer room, office staff , preparation of test result, conduct P.T., prepare art and craft work, organizing cultural activities, distribution of prizes etc. After that the pupil teacher prepares a report in the form of internship file and submits it to the group in charge.
- 6) **Work Experience** – To get work experience, activities like making of envelopes, chalks, candles, cakes etc. are arranged.
- 7) **Any other-** In the social work the college undertakes the following work. Cleanliness drive – To develop the sense of social responsibility in pupil teachers, college undertakes ‘ clean campus ’ campaign, where in the pupil teachers are made to clean the college campus and other sister institutions campus also.

We have a Bulletin Board committee formed by pupil teachers and one teacher educators. Their works consist of collection of good articles, thoughts and any kind of inputs from the students and they display it on bulletin board. After some time replace them with new one.

On the occasion of ‘EID- E- MILAD- UN- NABI ’ the pupil teachers along with teachers educators visit patients in the civil hospital, Jalgaon and distribute fruits and food stuffs to the needy patients. This is done to inculcate a sense of sympathy and brotherhood with people of lower strata of society.

College visited one ‘ Andh Ashram Orphanage ’ last three years near collector office, in order to understand them.

### **1.3 Feedback on Curriculum:**

#### **1.3.1 How does the institution encourage feedback and communication from the students, alumni, employers committee, academic peers and other stake holders with reference to curriculum?**

The institution encourage feedback and communication from the students, alumni, employers committee, academic peers and other stake holders with reference to curriculum is as follows:

- **From students** – At the end of every academic year, after completion of B.Ed. course a questionnaire based on the curriculum is given to students to fill up. On the basis of their experience they give appropriate score mentioning their views. Such a questionnaire is collected by the college. Evaluation is done by team of teacher educators. The discussions are held in staff meeting, and necessary action is taken.

Institution has prepared questionnaire regarding teaching, learning and evaluation and distribute it to students at the end of year for getting feedback.

A suggestion box is kept in the institution, which is checked regularly. Student's complains, suggestions are invited through this. If there are any suggestions from them, they are taken into consideration after discussion in the staff meeting.

- **Alumni** – The College has 'Alumni Association'. Institution conducts twice a year meeting of alumni association. One of the agenda of this meeting is curriculum discussion. Oral feedback is taken from them and is considered for improvement.
- **Employer** - With the order of management the principal observe the teacher educators lecture and practical. These observations are informed to concerned teachers educators through oral discussion.
- **Community** - Regarding curriculum and its coverage, if there are suggestions from parents of students they are discussed in parent teacher association meeting, which is held twice a year. The necessary action is taken accordingly.

- **Academic Peer and other Stake holders** - meetings of staff members and class representatives in the form of student council are arranged from time to time to discuss on syllabus and implementation.
- **School Teachers and Head Masters** - During practice teaching lessons and Internship program verbal informal discussion takes place amongst faculty members, school teachers and head masters which help to understand their views.
- **From Faculty** - In the same manner as above, after completion of course, feedback in the form of suggestions to improve course content is taken from faculty.
- **From management** – During the meeting of local management committee, suggestions about curriculum from management are taken if any.

The university has given responsibility to the college for conducting workshop on curriculum development time to time. Two such one day workshops were conducted in our college in the year 1993 and 2001. The title of workshop on both times was on paper I i.e. Teacher and Education in Emerging Indian Society. These workshops were conducted for the various lecturers of colleges of education affiliated to university. In these meeting, various issues pertaining to curriculum are discussed. The conclusions are send to university for consideration.

The principal and staff member worked as resource person, active participant in such workshops whenever arranged by other colleges, there they discuss about curriculum.

Every year for giving continuation of affiliation, University sends Local Inspection Committee (LIC). LIC committee meets teachers and students separately, where they enquires about curriculum, takes suggestions and forward them to university.

Also the teacher educators of our college put forth certain suggestion in the workshops held at different colleges of education regarding syllabus drafting.



**1.3.2 Is there a mechanism for analysis and use of out come 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 mechanism for analysis and use of out come from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum. The details are as under.

Our college is affiliated to North Maharashtra University, Jalgaon. Curriculum of B.Ed. is framed by university as per the guidelines of NCTE and UGC . After every five years there is change in syllabus as per requirements and contemporary issues. Teaching faculty of all the colleges of education, give their feedback regarding the syllabus. Their suggestions are conveyed to syllabus reform committee and BOS of university. University authorities take note of it and make the necessary changes if required. Principal of our college Dr. D.P. Sankhala is a member of B.Ed. syllabus reconstruction committee and BOS member for the year 2001, 2004 and 2010. She is also member of faculty of education in year 2010. She worked as resource person for workshops held in at different places.

**1.3.3 What are contributions of the institution to curriculum development? (Member of BOS)**

The contribution of the institution to curriculum development is as follows.

- Principal of our college Dr. D. P. Sankhala was member of BOS in the year 2001, 2004 and 2010.
- She was also member of education faculty in the year 2010.
- She worked as resource person in syllabus drafting committee in various workshops.
- The contribution of teacher educators in curriculum design and development in the form of Rescores parson / Participation is as follows;

**A) Principal Dr. D. P. Sankhala:**

<b>Sr. No</b>	<b>Title</b>	<b>Place</b>	<b>Role Resource Person/ Participant</b>	<b>Date</b>
1.	Paper (3) Foundation of Education & Special Fields of Education	College of Education, Amalner	Participation	30-10-1993
2.	Paper (1): Teacher and Education in Emerging Indian Society.	Iqra College of Education, Jalgaon	Head	21-09-2004
3.	Training Programme - [Intel Teach Training Programme]	Department of Education, North Maharashtra University, Jalgaon	Participation	5-07-2010
4.	B .Ed. Syllabus Drafting	DES College of Education, Dhule	Resource person	28-4-2003
5.	Revised Syllabus of B.Ed. Course-Science	S. H. N. College of Education, Navapur	Resource person	17-12-2003
6.	Syllabus Framework of B. Ed. Course	KCE College of Education, Jalgaon	Resource person	18-2-2008
7.	Revised Syllabus of B.Ed. Course-Science	S.H.N. college of Education, Navapur	Resource person	20-2-2013
8.	Revised Syllabus of B.Ed.	Abhay College of	Resource person	19-3-2013

	Course	Education ,Dhule		
9.	B.Ed. Syllabus – Content Analysis	NTVS College of Education, Nandurbar	Resource person	30-7-2013

**B) Prof. F. M. Lehari:**

Sr. No	Title	Place	Role Resource Person/ Participant	Date
1.	CCM Seminar	College of Education, Tehu	Participant	10-08-2013
2.	CCM Seminar	Sane Guruji college of Education, Khiroda	Resource person	12-08-2013

**C) Prof. V. T. Pathan:**

Sr. No	Title	Place	Role Resource Person/ Participant	Date
1.	Paper (1): Teacher and Education in Emerging Indian Society.	Iqra College of Education Jalgaon	co-ordinator	21-09-2004
2.	Paper (1): Teacher and Education in Emerging Indian Society.	J.S.P.S College of education ,Gartad	Participant	19-12-2003
3.	Seminar on Micro teaching	College of Education, Dhule	Participant	20-06- 2006
4.	Curriculum framing program on Marathi	Abhay College of Education Dhule	Participant	19 -03- 2008

	method			
5.	Content Analysis workshop	Vispute College of education, Valvadi Dhule	Participant	13-09- 2008
6.	B.Ed syllabus framing program	NTVS College of Education , Nadurbar	Participant	30-7-2013
7.	Marathi method Content Analysis workshop	Sane Guruji college of Education, Khiroda	Participant	12-08-2013

**D) Prof. Shaikh Azim Ahemad:**

<b>Sr. No</b>	<b>Title</b>	<b>Place</b>	<b>Role Resource Person/ Participant</b>	<b>Date</b>
1.	Action Research and ICT	KCE College of education ,Jalgaon	Participant	18-02-2008
2.	CCM Content Analysis- History Method	A.Y.K. College of Education, Dhule	Participant	07-01-2011
3.	Micro Teaching Workshop	NTVS'S College of Education, Nandurbar	Participant	30-07-2013
4.	Micro Teaching Workshop	D.E.S. College of Education, Dhule	Participant	13-08-2012
5.	CCM Seminar	College of Education, Tehu, Parola	Participant	09-02-2014
6.	CCM Seminar	College of Education, Chopda	Participant	13-09-2009

**E) Prof. V. H. Shaikh:**

<b>Sr. No</b>	<b>Title</b>	<b>Place</b>	<b>Role Resource Person/ Participant</b>	<b>Date</b>
1.	Action Research and ICT	KCE College of education Jalgaon	Participant	18-02-2008
2.	Content Analysis of ICT	Shri S.H.Naik college of Education, Navapur	Participant	02-09-2008
3.	Paper 3 Content Analysis workshop	Sadguru College of education, Jalgaon	Participant	10-09-2008
4.	CCM Seminar Maths Method	A.Y.K. College of Education, Dhule	Participant	07-01-2011
5.	Content Analysis of ICT	NTVS'S College of Education, Nandurbar	Participant	30-07-2013
6.	Workshop on B.Ed. Content Analysis CCM-Maths/Science	D.E.S. College of Education, Dhule	Participant	16-08-2013

**F) Prof. I. N. Songare:**

<b>Sr. No</b>	<b>Title</b>	<b>Place</b>	<b>Role Resource Person/ Participant</b>	<b>Date</b>
1.	Content Methodology Cum Annual Computer Lesson Workshop	College of Education, Dhule	Participant	07-01-2011

2.	Workshop on B.Ed. Syllabus Content Analysis	NTVS'S College of Education, Nandurbar	Participant	30-07-2013
3.	Workshop on B.Ed. Syllabus CCM Content Analysis (Language Group)	College of Education, Khiroda	Participant	12-08-2013

**G) Prof. Irfan I. Shaikh:**

Sr. No	Title	Place	Role Resource Person/ Participant	Date
1.	Seminar on Syllabus Framework for B.Ed. Course	KCES's College of Education, Jalgaon	Participant	18-02-2008
2.	Workshop on B.Ed. Syllabus Content Analysis	NTVS's College of Education, Nandurbar	Participant	30-07-2013
3.	Workshop on B.Ed. Syllabus Paper-3 Content Analysis	Sadguru Education Societie's College of Education, Jalgaon	Participant	10-09-2008
4.	Workshop on B.Ed. CCM- Science Content Analysis	Dhule Education Societie's College of Education, Dhule	Participant	08-09-2008
5.	Workshop on B.Ed. Content Analysis CCM- Maths/Science	Dhule Education Societie's College of Education, Dhule	Participant	16-08-2013

6.	B.Ed. Syllabus Content Analysis workshop for Paper 4 ICT	Shri. Svarupsing Naik College of Education, Navapur	Participant	2-09-2008
7.	Training Programme - [Intel Teach Programme]	KCES's College of Education, Jalgaon	Participant	21-07-2008
8.	Training Programme - [Intel Teach Training Programme]	Department of Education, North Maharashtra University, Jalgaon	Participant	5-07-2010
9.	Orientation Programme -[Orientation Programme on Intel Teach Programme]	North Maharashtra University, Jalgaon	Participant	19-02-2010

#### **1.4 Curriculum Update:**

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

The B.Ed. Curriculum is reconstructed recently and changed syllabus is implemented from June 2013. New added topics are -Education for National Development, Emerging Interface between political process and education, and Economic Development, Peace Education, Education for conservation of Environment, Mechanism for co-ordinate functioning in school etc. All these additions truly contribute for quality improvement and student satisfaction. Now again from the academic year 2015 there are major changes in existing syllabus because of two year B.Ed. course.

**In practical** –In Practice lesson, one additional micro skill and its four micro lessons are introduced. Seminar, group discussion, SWOT analysis activity is introduced.

**1.4.2 What are the strategies adopted by the institution for curriculum revision and update? (Need assessment, Student input, Feedback from Practicing Schools etc.)**

North Maharashtra University is the authority for curriculum revision and update of B.Ed. course. The college has no right to make changes, however university makes changes in the syllabus every five years. Staff members of the college takes feedback from students, discuss with school teachers, parents, conducts meeting and convey the suggestions to the authorities. Principal of college was the member of syllabus reform committee.

Staff members attend workshops organized in different B.Ed colleges and give their contribution in curriculum reform. In the year 1993 and 2001 college conducted workshop on syllabus reform. The syllabus is further developed by faculty of education of university.

**1.5 Best Practices in Curricular Aspects:**

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

Quality sustenance and quality enhancement is one of the major thrust areas in our pursuit for excellence. The measures undertaken are as follows.

- Innovative methods of teaching learning are adopted for transacting curriculum like group discussion, ICT based teaching, which helps in quality enhancement.
- Continuous performance appraisal of students is done through internal assessment and assignments like tutorials, seminar, presentation, micro lessons, school lessons etc.
- The practice of self evaluation helps in enhancing the quality of education.



- Encouraging teaching staff to enroll for any up gradation of courses, attend seminars, workshops and conferences at state, national and international level; carry out research work and present them in the form of research paper, invite discussion on that one.
- Sanctioning study leave for any professional enrichment program undertaken by the staff for Ph.D. or like such courses, motivating them to take up research projects etc. The intention behind it is to enrich and upgrade the teacher's skill so that it benefits the teacher trainer's development.
- The course quality enhancement measures are achieved by arranging guest lectures, organizing seminars, and conducting work experience programmes.
- Promoting ICT in all aspects of B.Ed. course curriculum transaction, for which resources like computers, teaching aids, internet connection etc, are provided.
- Students and faculty are encouraged to use ICT resources available in college during teaching learning.

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

- Due to the religious and linguistic differences of students admitted to this college the teacher educators have adopted the policy of teaching in three languages English, Marathi and Urdu. This helps to clear the concepts of students.
- Regularly extra coaching is arranged by faculty.
- Throughout the year weekly tutorial and test are conducted in college (approximating 24 tests) as per prescribed syllabus.
- Other than this extra practice is provided to students by conducting extra tests and tutorials more than prescribed in the syllabus.
- Though it is not prescribed in syllabus, preliminary exam is conducted in college in order to prepare students for the two hour university exam.
- Question Bank has been prepared by college faculty on the revised syllabus 2013, thereby helping students themselves on various topics.
- Abstract concepts are made concrete by use of latest equipments.

**CRITERION II – TEACHING, LEARNING AND EVALUATION.**

**2.1 Admission Process and Students Profile:**

**2.1.1 Give details of the admission processes and admission policy (Criteria for admission, adherence to the decisions of regulatory bodies, quality, access, transparency etc. of the institution.**

Our college is affiliated to North Maharashtra University, Jalgaon. It adheres to the rules of N.M.U. in the admission procedures. The admission procedure for B.Ed. course conducted in this college is regulated by Pravesh Niyamtran Samitee formed by the Govt. of Maharashtra. It oversees regulators and controls the rules and procedure of admission given by Maharashtra Vijnanadani Adhyapak Mahavidyalaya Sansthalak Association (MVAMSA), of which the college is a member. 100% admissions are done by the association. Being a minority institution (Muslim) student and the remaining seats are open seats. All admissions are given strictly on merit basis on the aggregate of the students qualifying bachelors or master's degree, and the CET score achieved by them.

B.Ed. Admission Criteria:

- 1) A candidate for the B.Ed. degree must have passed a bachelors or masters degree with maximum 50% marks (open seats) and 45% (reserved seats).
- 2) Candidates must pass CET (Common Entrance Test) conducted by MVAMSA.
- 3) Remaining seats may also be filled in by candidates who have passed the CET conducted by the State Govt. of Maharashtra.
- 4) Results are declared by the Association in a series of rounds and successful candidates are admitted within a period of 3 days after declaration of the round. Names of candidates who have taken admission are forwarded to the Association, which then releases the next round of successful candidates.
- 5) The college, being of English medium of instruction, the candidates are also required to appear for a basic English language test.
- 6) After written Exam, the college conducts an oral interview of the candidates appearing for CET. The college admission committee conducts this interview with a panel of subject experts.

7) The college gives admission to the candidates after verification of the relevant documents.

8) It is a management policy to give access to deprived and needy people from the society. Management always tries its level best to help needy students.

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

The college gives publicity of the admission process through its website [www.iqrabed.co.in](http://www.iqrabed.co.in). The college website gives complete information about the college and the course of B.Ed., the management, the college faculty (with qualification and experience), college infrastructure and details of the B.Ed course, college rules, photographs of major activities etc. It also displays the Vision and Mission of the college.

The MVAMS Association also publishes a prospectus, which gives full details of the admission criteria for students. It also advertises the opening of sale of prospectus dates, dates of CET Exam., etc. in local and State level newspapers. The MVAMSA prospectus gives a complete timing schedule from the beginning of sale of prospectus up to the declaration of admitted students through a series of rounds.

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

The B.Ed. admissions are approved and sanctioned by the MVAMSA, on the basis of the marks obtained in the qualifying examination (40%), the CET scores (40%) and marks obtained in oral interview (20%). Equal opportunity is provided without bias. The admission committee monitors the process to ensure that admissions are done as per the norms of State Government. The admission committee ensures transparency in all its dealings. Admission forms are thoroughly scrutinized by the admission committee. Merit lists and round lists are also inspected by the admission committee before being displayed to the candidates.

Admission committee and interview panel consists of a management representative, principal, representative of DHE (Director of Higher Education) and subject experts. The interview panel for the oral interview comprises of subject experts appointed from sister institutions like D.Ed., Higher Secondary and Secondary school. The documents of each student are verified by the office staff.

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

Though the college is a Muslim minority college, the pupils seeking admission to the college have always been from diverse background. Being the only English medium college in NMU since 1992, we receive a fair share of English – speaking/ mother tongued students. Along with, the proportion of non-muslim students is also substantial. Thus, Iqra College is a combination of pupils of different castes, religions, regions etc. and of both genders. Even then, there exists a feeling of ‘Unity in Diversity’ amongst pupils as well as faculty in the college. We adopt various strategies during the year to maintain their feeling of ‘Unity in Diversity’ in our college, as mentioned below.

- College organizes various cultural activities throughout the year - like celebrating various festivals like Eid- Milan, Diwali, Raksha Bandhan, Makar Sankranth, Christmas, etc. by highlighting the message (of peace and brotherhood) that every religion gives. Experts from different religions are also invited to speak to the students.
- According to the needs of the pupils, various learning strategies, (methods of teaching, use of ICT, AV. Aids, etc.) are used by the teaching faculty.
- Pupils admitted to the college speak different languages - like English, Marathi, Hindi and Urdu. The teachers therefore use a three-language formula in teaching ie English, Marathi and Hindi/ Urdu to help students to overcome the language barrier.

- Economically backward students receive financial support in the form of scholarships given by the Iqra Education Society, Jalgaon or by the State Government of Maharashtra. Also, if needed, students are allowed to pay their fees in installments.
- Through competitions and participation in cultural programmes, the students' talents in singing, debates, elocution, essay writing, etc., are developed.
- Students coming from distant places (not local) are accommodated in the society's hostels maintained for this purpose.
- Though the college is a Muslim Minority college, and has a larger number of Muslim students, the college takes efforts to maintain a religiously secular atmosphere, in order to make the Non-Muslim students feel 'At Home' The college staff also includes Non-Muslim teachers.

**2.1.5 Is there a provision for assessing students' knowledge/needs and skills before the commencement of teaching programmes? If yes, given details on the same.**

- Students are admitted on the basis of the scores achieved by them in the CET (Entrance Test) in order of merit. Here; their intellectual capacity can be primarily assessed.
- The students also have to appear for an English Language Test, which tests them on English grammar, vocabulary, idioms and proverbs, comprehension, figures of speech, etc.
- An oral interview is also conducted after the written exam in which students' content knowledge about their first method (according to their Bachelors or Masters Degree) is tested. Pupils are asked questions on teaching aptitude and on their subject content.
- Admitted students have to undergo a subject content test i.e. Maths, Science, History, Geography, Languages etc. in order to enable the subject teacher to know the pupils' level of content knowledge.

## **2.2 Catering to Diverse Needs:-**

### **2.2.1 Describe how the institution works towards creating an overall environment conducive to learning and development of the pupil teachers.**

The following activities and programmes are under taken by the college to help to create an overall congenial and conducive environment.

- 1) The very first programme undertaken for the learning and development of pupil-teachers is the orientation programme, wherein all the students are introduced to one another, faculty is introduced to the students, and the B.Ed syllabus - theory, practicals, micro and practice teaching lessons and other assignments - all are explained to the students so that they come to know what the B.Ed. course includes.
- 2) Creating micro-groups of ten students each, which helps in continuous monitoring and evaluation, through regular checks and feedback, thus optimizing student performance and contributing to student satisfaction.
- 3) Providing learning resources and timely guidance create a favorable learning and developing environment for the pupil- teachers.
- 4) Organizing workshops and seminars that encourage pupil - teacher participation, which provides scope for working together and thereby leading to understanding each other and developing a “we feeling”.
- 5) The college organizes various co-curricular and cultural activities. At the beginning of the year, various activities and programmes are allotted to different teachers, and they are responsible for the organization and implementation of those activities, with the help of pupil-teachers. Pupil-teachers thus learn how to arrange and organize programmes. Activities like sports days, celebrating festivals, Teachers’ Day, Guru pournima, trips and excursions, cultural programmes etc., helps to develop organizational skills in the pupil- teachers. Motivational lectures by the Principal, the Management members and faculty are given, which help to keep the students focused on the right activities.
  - Felicitation of the meritorious students of the earlier batch is done each year, in order to motivate the students of the current year to perform well.

- There are interactive lecture programmes wherein pupil-teachers are encouraged to express their views and clarify their doubts.
- A multilingual approach followed by the teachers helps in involving all the pupil-teachers in the classroom activities.
- Social service work is undertaken by the pupil-teachers to inculcate in them values like sympathy, hard work, co-operation, cleanliness, equality of the gender, etc. This helps in the all- round development of the pupil-teachers.
- The instructional approaches and learning experiences provided by the college are comprehensive enough to cater to the diverse needs, besides being in tune with the stated objectives of the programme.
- It is experienced that many students need extra attention and guidance at the initial stage. Teachers are available to the students whenever they require their guidance and support- on academic as well as non-academic issues. We enjoy an excellent teacher-student relationship with personal rapport at Iqra B.Ed. College.
- The college is situated well away from the noise and pollution of the city. Situated approx. 6 kms away from the city, surrounded by other educational campuses, it is a green campus, with airy and spacious building, large classrooms, a large playground, having all facilities like purified, safe drinking water, washrooms, indoor games, canteen, hostel etc. All these facilities create 'homely' feeling in students, thus auguring positively for excellent student performance.
- The college day begins with an assembly, where, along with the National Anthem, prayer in Urdu and Marathi, the Indian Pledge (in different languages) etc. are recited by the students. Then, news of the day, important events of that date in earlier years, personalities, etc. are all spoken about by pupil-teachers, for the information of all. Any achievements of current/past pupils are also declared and appreciated by all. This 'Paripaath' creates a healthy and positive atmosphere for the rest of the day.
- Freedom is a very important factor for creating a conducive learning environment. The democratic approach used by the college in various student-

related issues make the students feel involved and responsible for completion of different activities.

- The college uses students-centered approach in performing all activities of the college. This helps to establish a positive student-teacher rapport.
- The teachers encourage the students to ask questions, give their opinions, and give more illustrations in the lectures. The pupil-teachers are encouraged to clear their doubts.
- Facilities like availability of online and offline resources, book-bank, question bank, borrowing books from the library, allowing and guiding pupil-teachers to use ICT in learning, helps students to make learning an enjoyable experience.
- Students who have opted for the teaching profession look upon their teachers as ideals, and are motivated by the activities and achievements of their teachers. Teachers at Iqra B.Ed., are always gaining more degrees like DSM, Urdu Diploma, Ph.D studies, etc. Thus, pupil-teachers are motivated for life-long education.

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

Considering intellectual, linguistic and regional diversity of the students, and also different students are habituated to different learning styles, the college takes lots of efforts to satisfy the diverse needs of the pupil teachers. Various teaching- learning strategies are use for effective learning of the students. Stress is given on constructivist learning.

- Teachers use the three language formula while teaching, using English, Urdu-Hindi and Marathi languages for the proper understanding of all the students.
- At Iqra B.Ed. College, we have a system of conducting weekly tutorials. About 2-3 weeks after teaching commences, the tutorial pogramme starts. In the year, approximately 24 such tutorials take place, due to which students become well prepared for the Final Examination. Teachers evaluate and give feedback on the students' performance in these tutorials.



- Many students have a poor knowledge of computer and ICT. The students whose performance is not satisfactory in ICT related work, are given extra coaching.
- During practice teaching or school teaching, students' lesson plans are to be compulsorily checked and signed by the method-master, all necessary changes suggested by him should be made; then only the students are prepared to conduct the lesson in the practicing school. Such minutely checked lesson plans ensure that the lessons taken by pupil- teachers are effective and successful.
- The advanced learners, once identified, are given extra guidance for qualitative work, are set with higher level assignments and helped in every way to optimize their performance.

### **2.2.3 What are the activities envisioned in the curriculum for pupil-teachers to understand the role of diversity and equality in teaching learning process?**

The college follows the syllabus set by the North Maharashtra University, Jalgaon. The role of diversity and equity in teaching learning process has been duly emphasized in various course papers of the B.Ed. curriculum.

- The curriculum provides theoretical insight to the students to envisage the various educational, psychological, social and economical issues in diversity and equity in teaching learning process, through the following course papers and their content.

**Course A1** – Includes topics like Sarva Shiksha Abhiyaan, Right to Education, Education as development of Human Resources, Education for Employability, Education and development of Life Skills.

**Course B1- Learner and Learning:** Includes topics like factors influencing development of a learner, individual differences between learners - differently abled learners - gifted, slow, and dyslexic.

**Course A3– Contemporary Concerns and Issues in Secondary Education:** Includes topics like equality of educational opportunities, constitutional provisions for ensuring equity, education of the challenged, etc.

All such topics familiarize the students with the concept, meaning and importance of equity and diversity, and teaches the ways and means for observing equity and respecting diversity. During practice teaching and internship, students get an opportunity to apply the theoretical knowledge in real life situation also.

- The pupil – teacher is respected as an individual and different viewpoints are taken as a reflection of diversity.
- An understanding of the concept of multiculturalism and value of respecting different cultures promotes the idea of respecting diversity.

#### **2.2.4 How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse pupil – teachers’ needs?**

Even though the college has a minority status, teachers are appointed according to state Government and NMU rules and regulations. Qualified candidates are interviewed by a panel of experts from the university, along with a panel of members of the management and the Principal of the college. Their knowledge and ability to apply the skills related to diverse learners is checked during this interview.

- Discussion with the Principal and senior staff as and when required.
- Staff Enrichment activities reinforce the teacher educators to be receptive to diverse student needs. These activities include use of ICT in teaching- learning process, use of three language formula in teaching, repetition of explanation in the classroom (if needed).
- Teachers participate in various workshops, seminars, conferences, etc. organized by other institutions or universities, which help in catering to diverse learner needs.
- Principal takes feedback from the pupil- teachers regarding the teaching learning process and necessary changes are made wherever required.

**2.2.5 What are the various practices that help teacher trainees to develop knowledge and skills related to diversity and apply them effectively in classroom situations?**

The college emphasizes the importance of developing knowledge and skills related to diversity in the pupil-teachers and train them for effective application in classroom situation in the following ways,

- A) Teacher educators take lots of efforts to develop knowledge and skills in pupil-teachers related to diversity and inclusion. Primarily, knowledge and skills are theoretically explained to the pupil-teachers; after that, teacher educators themselves demonstrate the teaching- learning procedure, the knowledge and skills involved in teaching -learning in the classroom, and thus help the pupil-teacher to develop their own skills and knowledge related to diversity and inclusion.
- B) Institution organizes various activities that are helpful for the pupil-teachers to develop such skills.
- Workshop conducted for teacher trainees on Special and Inclusive Education.
  - Workshops on education of differently abled students, and strategies useful for teaching in an inclusive classroom, information regarding various teaching methodologies/adaptations in teaching learning and evaluation patterns to accommodate diverse learners.
  - Workshops on life skills education.
  - Training in use of various ICT techniques that enable students to meet diverse needs of pupil-teachers.
- C) Syllabus of the B.Ed. course includes theory papers that give due weightage to the theory and practical aspects of knowledge and skills regarding diverse learners.

## **2.3 Teaching – Learning Process:**

### **2.3.1 How does the institution engage pupil-teachers in ‘active learning’? ( Use of Learning resources such as library, website, focus group, individual projects, simulation, peer teaching, role playing, internship, practicum etc.)**

Active learning is an essential part of the B.Ed. course as it is a training programme. The B.Ed. course allots 550 marks out of 1750 in 2 semesters to the practical aspect, which prepare pupil-teachers to become active learners.

- In order to make the students active and participative in the teaching- learning process, different teaching strategies like question- answers, seminar, assignment, discussion and workshop, are adopted. These methods are student - centered and actively engage the learner in the teaching - learning process.
- There is a well- developed library for the use of students. The library timing is from 10.00am to 5.00pm .Each student may borrow 2 books at a time and may keep them for 5 days, after which they have to return. There is a book bank facility in which the pupils are given 4 books each, which they can use for the complete year. There is an internet connection in the library for the use of students. Newspapers in English, Urdu and Marathi are available for reading. Educational magazines and journals, encyclopedias etc. are also available for teachers and students.
- The practicals related to the theory courses are in the form of individual projects and thus students remain actively engaged in learning all the time. There are psychological experiments, case study, survey and reports to be written by the students. Seminars, group discussion, and written assignments help in all-round development of the pupil-teachers.
- The backbone of the B.Ed. course is the Core Training Programme – which consists of two parts - first, the micro- lesson and integrated lessons and secondly, the practice school lessons and internship programme. These are very helpful for pupil-teachers to acquire mastery over skill of teaching.
- The CCM approach in school subjects entails a lot of knowledge about the structure of the subject and the topic to be taught. The pupil-teachers need to be attentive, alert and creative in preparing their lessons according to this approach.

- The organization and participation in elocutions, debates, essay writing, poster competition, rallies, functions and festivals ( religious and national) celebration provide a variety of experiences for the pupil-teachers, where they learn to plan, organize and participate in the events themselves.
- A. V. Aids Workshop- PPT presentation for 2 methods- one lesson each.

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

The learning is made student-centered by employing various interactive methods of teaching like seminar, workshops, group discussion, assignments, projects etc. in addition to the teacher's lectures. Also, the syllabus of the B.Ed. course gives due weightage to practicum, which helps in self-managements of knowledge and skill development of students. The college focuses on student - centered learning and tries to achieve the same by the following participatory activities.

- Assignment – students are given assignments from the theory papers, which they complete with the help of internet, reference books, etc. Also, a part of the content portion of school subjects is covered by giving assignments to the pupil – teachers.
- Brain storming sessions:- When introducing any new topic or sub-topic in class, a short brain- storming session is carried out, wherein the topic is minimally introduced and the pupil-teachers are motivated to use different types of thinking skills (convergent and divergent) to discuss the topic. Brainstorming sessions regarding curricular and co-curricular activities help them in developing divergent thinking skills and their application.
- Activities like poster presentation, elocution essay writing, group discussion, panel discussion, and power point presentation, self and group projects help the pupil - teachers in developing their skills.
- Regarding school subjects, the pupil-teachers are asked to prepare PPT. presentations of teaching lesson, models of various content from text books, developing lesson plan on different content units collecting information about various scientists, mathematicians, historians, geographers and literary people and their works,

inventions and discoveries, preparing audio-visual aids, etc. help for content enrichment.

- Visits to social institutions, like Civil Hospital, home for juvenile delinquents, physically handicapped etc. help the pupil-teachers to incorporate their experience into their curricular content, thus developing their self learning skills.
- As pupil-teachers are coming from diverse backgrounds, and speak different languages, but can write their exam papers in either English or Marathi, they face a language problem. Therefore, to help the students develop self-learning skills, throughout the year, weekly tutorials are conducted, for which pupil-teachers appear and this practice helps them to succeed in the final examinations.

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

Various instructional approaches and experiences provided for ensuring effective learning by pupil-teachers is as outlined below:

- 1) Micro-teaching
- 2) Question- Answer Method.
- 3) Discussion.
- 4) Concept Attainment Model.
- 5) Juris Prudential Model
- 6) Advance Organizer Model.

Self-developed innovative approaches are used by teacher - educators while teaching, according to the demands of the syllabus. Demonstrations are given by teacher-educators on every aspect of the practicum- i.e. micro-teaching skills, Integration skill, school lesson, ICT based lesson and lesson using models of teaching. CDs of good lessons are also shown to pupil-teachers. Teacher educators develop transparencies and power point presentations on their teaching topics for use during teaching.

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

Yes, the college provides additional training in models of teaching. Detailed theoretical knowledge is provided to the pupil -teacher in the course paper and specifically for particular models as per the syllabus of each method paper. In practical implementation the main focus is given to two models- i.e.

- 1) Concept Attainment Model.
- 2) Advance Organizer Model.

A detailed orientation on the above models of teaching is given by the teacher educator, followed by a demonstration lesson. The pupil-teachers incorporate these models in their teaching lesson plans.

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

Yes, the B.Ed. syllabus includes micro-teaching technique for pupil-teachers to develop their teaching skill. Each pupil-teacher has to develop 5 micro-teaching skills, in which he is required to perform 2 lessons, one in each method. One lesson consists of one teach lesson and one re-teach lesson. The micro lesson is for a duration of 5-7 minutes, and is conducted on a peer group.

**The process of micro-teaching is as under:**

The college conducts a micro-teaching workshop which has the following stages:-

- 1) Conceptual orientation of micro-teaching.
- 2) Conceptual orientation of micro-teaching skill first.
- 3) Demonstration of micro-lesson by teacher - educator.
- 4) Preparation of micro-lesson plan by pupil-teacher.
- 5) Teaching of the micro-lesson by pupil-teachers in a group of ten students, under the supervision of teacher-educator.

- 6) Feedback/critique session by peers and teacher - educator.
- 7) Preplanning of lesson plan for eliminating errors.
- 8) Re-teaching of the lesson on new peer groups.

This cycle is followed for the remaining four skills. The five micro skills practiced by pupil-teachers are named as follows:-

- 1) Skill of Introduction or Set Induction.
- 2) Skill of Stimulus Variation.
- 3) Skill of Explanation.
- 4) Skill of Black Board Writing.
- 5) Skill of Questioning.

The last 2 lessons, one in each method, practiced by pupil-teachers are known as integration lessons, for duration of 20 minutes, which incorporate all the skills developed in the pupil-teachers in the micro- lessons.

### **2.3.6 Detail the process of practice teaching in school. (Lessons a pupil-teacher gives per day, lessons observed by the teacher's educator, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)**

School practice lessons are very important part of the B.Ed syllabus as it is the core of this discipline. The pupil-teachers gain first-hand experience of teaching school children, considering its importance, systematic planning and implementation of this programme is carried out. As per syllabus, each pupil teacher has to conduct 20 practice lessons (10 in each method) in schools. The college follows the following method of planning and implementing the practice teaching lesson:-

- 1) Practice teaching is introduced to pupil-teacher by a workshop on practice-lesson planning, which is for duration of 4 days. During the first 2 days, the concept of a lesson plan and all its related aspects are told, and after selecting one general topic, a lesson plan is developed by a teacher - educator on the black board, with a majority contribution of pupil-teachers. While the basic plan developed on the blackboard is in English, simultaneously students are guided in Marathi and Urdu as well, by teacher-educators who translate the plan into the respective languages.



Thus at one time, different students prepare the lesson plan in the languages in which they wish to conduct their lessons. The three language formula is used during explanations in this workshop. In the later two days, each pupil-teacher prepares one lesson plan in each of his school methods, under the supervision of the subject teacher. Thus, the pupil-teacher has a good practice of preparing three lesson plans before he prepares his school lesson plans.

- 2) The college has an Urdu medium high school in the campus, where lessons are allotted, along-with three other Urdu medium schools, one English medium and one Marathi medium school in the city. Prior permission from the schools are taken before the practice teaching begins.
- 3) The pupil-teachers are divided into groups of 10-12 pupils per group, allotted to each school in charge of the teacher- educator. The teacher-educator is responsible for all activities connected with that group in the allotted schools. (Setting the lessons according to time-table, observation of the lesson, attendance of pupil-teachers, reporting to the college, etc.
- 4) The pupil-teachers take the units for teaching in the practice school by visiting the school authorities and school teachers along-with the group supervisor.
- 5) The pupil-teacher then prepares the rough lesson plans for ten lessons according to the method allotted to them. These rough plans are checked by the method master, who correct them and suggest changes, if any, and then sign each lessons plan. The pupil-teachers cannot conduct his lessons in the practice school unless it is approved by the method masters. This ensures that pupil-teachers take proper guidance in preparing the lessons plans.
- 6) The pupil –teachers take their lessons in the practice schools under the supervision of their teacher-educator. Each student in the group conducts one lesson per day.
- 7) The teacher – supervisor observes the lessons of the pupil-teachers in his group, and gives qualitative feedback to the pupil-teacher. The pupil-teachers also observe the lessons of their peers, and give their critique on the lesson.
- 8) The school teachers at the practicing school also observe at least two lessons of the pupil–teacher in each method and give their remarks on the lessons.

- 9) The teacher-educator assesses each lesson quantitatively, according to the evaluation format set by North Maharashtra University (NMU).
- 10) The pupil-teacher refers to the feedback given by the teacher-educator, peers and school teachers and tries to improve accordingly.

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

The internship programme is a very important activity in the B.Ed. course of NMU. A separate week's duration is set aside for internship. In this duration the pupil-teachers and their teacher-educator attend the same school for internship as they attended for their practice lessons. During internship programme, the pupil-teacher must accustomise himself with all the school work that a regular school teacher does. The pupil-teachers have to attend school right from the first bell up to the time of school closure. The activities undertaken in internship are:-

- 1) Practice teaching.
- 2) Observation of lessons of regular school teachers.
- 3) Work and duties of class teacher.
- 4) Correction of homework.
- 5) Preparation of unit plan and unit test and administering them to the students.
- 6) Assessment of answer papers and preparation of result.
- 7) Familiarize the pupil-teacher with the visits to school library, science laboratories, computer laboratories, school office and school office work, maintaining different registers and school records.
- 8) Conduct periods of drawing, value education, social service, physical education, singing, etc.
- 9) Conduct or participate in school assembly.
- 10) Conduct a co-curricular activity like elocution/debate competition or handwriting/spelling competition, etc., appoint judges, declare winners and award prizes.

11) To conduct a meeting of the school headmaster and staff, along with the pupil-teachers, to discuss school practices, etc.

Lastly, the pupil-teacher has to prepare an Internship Report and in it, he reports his experiences about all the activities undertaken by him during internship. Thus, internship is a very fruitful and rich field experience giving activity for every pupil-teacher.

**2.3.8 Are the practice teaching sessions/plans developed in partnership, co-operatively, involving the school staff and teacher-educators? If yes, give details on the same.**

The practice teaching sessions are planned in co-operation with the school head master, school staff and teacher-educator involved in it. Prior to the practice teaching session, the teacher-educator visits the practice school and obtains permission of the school head master for conducting practice lessons in the school. On a fixed day, all the pupil-teachers of a particular practice school, along with their teacher-educator, visit the school, and take the lesson units from the particular subject teachers, in their respective two methods.

The school subject teachers also guide the pupil-teachers according to the particular lesson or unit. The pupil-teacher then prepares the ten lesson plans in each method (20 in totals) which he has showed his subject teacher-educator for correction. The teacher-educator, after evaluating the lesson plan, gives his suggestions, and signs the rough lesson plans. The pupil-teacher then replans the lesson, incorporating the teacher-educator's suggestion, and writes the fair lesson plan in his lesson notebook. The teacher-educator observes the school practice lesson only if the pupil-teacher presents the approved rough lesson plan before him.

Each day, the Head-master of the school prepares the time schedule for the pupil-teachers to take their lessons. The school teachers are requested to observe the lesson taken by the pupil-teacher and give suggestions on it. In this way, the school head master school staff and teacher-educators, all work co-operatively in conducting the practice school lessons successfully.

### **2.3.9 How do you prepare the pupil-teachers for managing the diverse learning needs of students in schools?**

Because of the fact that there are students with diverse learning needs in a school, it is very important that pupil-teachers should also know how to deal with such students. To achieve this end, the following procedure is undertaken in the college.

Prior to practice teaching, theoretical knowledge regarding diverse learning needs of students is given through the teaching of various topics like:-

- Multi cultural education, globalization and education, education for weaker sections, women, deprived section, etc.
- Psychology of learner – Growth and development, individual differences, education of differently abled learners, inclusive education.
- Use of A.V.Aids and ICT in teaching learning.
- Continuous and comprehensive evaluation.

The special demonstration lessons, in each method, known as ‘Model Lesson’ are given by the teacher-educators, in which actual school students from our residential school attend. These lessons make the pupil-teachers aware of some diverse learning needs of students. After the model lesson, discussions are held about the particular model lesson, and pupil-teachers feedback and critique all this prove to be very useful for them.

During the period of school practice teaching, the pupil-teachers interact with school teachers, school pupils, etc., which feedback also helps them to understand the different learning needs of different students.

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

Prior to the practice teaching session, the college organizes a two day A.V.Aids Preparation Workshop, in which pupil-teachers are taught how to prepare different types of audio-visual aids like charts, models, power point presentations,

transparencies, etc. Pupil-teachers are also taught how to use the Overhead Projector and LCD Projector.

ICT is a compulsory subject to be studied by the pupil-teachers. Here, the pupil-teachers learn to handle computers, to prepare power point presentations, to use LCD projector, to surf the internet, and use offline resources, etc. Pupil-teachers are encouraged to use charts, maps, models and power point presentations as much as possible.

## **2.4 TEACHER QUALITY**

### **2.4.1 Are the practice teaching plans developed in partnership, comparatively involving the school staff and teacher -educators? If yes, give details.**

(Please refer to 2.3.8.)

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

The college has an intake capacity of 80 students. However, the pupil-teachers select different languages like Urdu, English or Marathi as their medium of instruction. Students are generally grouped according to their language of instruction. Depending on the numbers of students selecting a particular language, each practicing school is allotted, on an average, 10-12 students per school. But, the basis of this decision is the numbers of classes available in the school which can be engaged by our pupil-teachers. Where more divisions are available, more pupil-teachers would be allotted.

### **2.4.3 Describe the mechanism of giving feedback to the pupil-teachers and how it is used for performance improvement.**

Micro-teaching – After each micro lesson, feedback is given to the pupil-teacher orally and in written form by the teacher-educator. The peers in the group also give feedback about the micro lesson. The suggestions are then incorporated while replanning for the reteach lesson.

- During the school practice teaching session, feedback on the lesson taken by the pupil-teachers is given by the teacher-educator as well as the school teachers, who observe the lesson. The pupil-teachers try to eliminate their mistakes and correct errors in their next lessons.
- During the Internship, the pupil-teachers are given oral feedback on the various activities that have to be performed by them, by their teacher educator, as well as the school teachers. This feedback assists them in the successful completion of the internship programme.
- A feedback form (written) is filled by pupil-teachers regarding the curricular aspects of the B.Ed. course, the quality of the faculty, etc. A review of the feedback is then taken by the principal and a special Review Committee.

- Feedback after Tests and Tutorials-

Oral feedback as well as remarks written on the answer paper give the pupil-teachers a proper idea about their level of academic achievement on their written tests. This feedback helps them to perform better in the next test.

- Not only the above, but oral feedback is also given on any cultural programme or any other activity undertaken by the college and the pupil-teachers. Due to this, the pupil-teachers become aware of what is right or wrong about their actions or their work.

Thus, pupil-teachers receive feedback for every activity they do during the B.Ed. course.

#### **2.4.4 How does the institution ensure that the pupil-teachers are updated on the policy directions and educational needs of the schools?**

The practice teaching school is a very important component of the practice teaching programme, and “School” in all its aspects, is the core element of the B.Ed. programme. Thus, pupil-teachers must be aware of ongoing policy directions (of the apex educational bodies, State Government, as well as those of school management) and educational needs of the schools. This is ensured by the following activities:-

- Conducting an orientation programme for every activity that has to be conducted in schools.

- Monitoring every activity of the pupil-teacher by the teacher-educator.
- Topics like the Secondary School Code, the Education Commissions set up in India after Independence, Universalization of Secondary Education, Capital Punishment, Equal opportunity of education, Rights of a child, Human Rights, etc. covered in the B.Ed. syllabus, are discussed in detail in the class room.
- Inviting the Headmasters of our practicing schools to lecture on the latest regulations, rules and norms governing the administration of schools. They also inform about the latest government resolutions, changes made to the Secondary School Code, etc.
- Pupil-teachers are oriented about 'Project based Learning' by the ICT In charge before commencing with the ICT projects.
- Programme on 'Right to Education of Girl Child' was undertaken.
- Group discussions on Continuous Comprehensive Evaluation are conducted and guided by the teacher-educators to acquaint the pupil-teachers with the recent evaluation pattern being followed in schools.

#### **2.4.5 How do the pupil-teachers and faculty keep pace with the recent developments in the school subjects and teaching methodologies?**

Pupil-teachers and teacher-educators keep pace with the recent developments in school subjects and teaching methodologies in various ways as;

- During practice teaching and internship programme, pupil-teachers get to learn about recent changes in school subjects from the school teachers, where such changes and developments are actually implemented.
- The B.Ed. syllabus includes Content-Cum-Methodology in school methods, the details of which make pupil-teachers aware about developments in schools subjects and methodologies. The following steps of C.C.M. enable pupil-teachers to gain deep knowledge of their school subjects :-
  - \* Knowledge about integration of content and methodology.
  - \* Structure of the subject.
  - \* Curriculum and syllabus.

- \* Relating syllabus and text book.
- \* Analysis of content.
- \* Selection and use of suitable method for content selected according to standard.

These measures definitely help pupil-teachers and teacher-educators to keep pace with reform in school subjects.

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

- \* Teaching staff are encouraged by the management as well as by the Principal of the college to participate in Seminars, Workshops, conferences, etc. conducted in various parts of the country. The leave for this period will be sanctioned as duty leave.
- \* Staff Academy- Lectures conducted by the staff members amongst colleagues.
- \* The management also encourages the staff members to enhance their qualifications and skills through various courses like M.Phil., Ph.D., D.S.M., etc.

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

(Please refer to section 6.4.1)

Yes, the institution appreciates and motivates teacher educators for their good performance by felicitating during:

- Felicitation function
- Teacher's day
- Annual day

Positive encouragement is given after completion of any activity. This boosts the morale of the teacher educators.



## **2.5 Evaluation Process and Reforms:**

### **2.5.1 How the barriers to students learning are identified, communicated and addressed? (Conducive environment, Infrastructure access to technology teacher quality etc.)**

- 1) The barriers to students learning are identified with the help of classroom feedback.
- 2) The barriers to students learning are identified with the classroom interaction.
- 3) The barriers to students learning are identified with the help of evaluation of tests, tutorials and assignments.
- 4) The barriers to students learning are identified with the help of guidance and counseling cell which is established in the college.
- 5) The barrier to the learning is identified with the help of parent teacher association.
- 6) The results are distributed in the classroom. The Principal and concerned subject teachers are discussed about the learning barriers in the classroom.
- 7) In the staff meeting also learning barriers are discussed with the Principal and staff in general.
- 8) The Principal gives progress report to students and parents, particularly those students who are found weak in progress learning barriers are communicated with both of them with the help of progress report.

### **2.5.2 Provide details of various assessment/evaluation process (internal assessment, midterm assessment, term and evaluation, external evaluation) use for assessing teacher trainee learning.**

The evaluation process of teacher trainees learning carried out through the academic year. When the classroom teaching is over the concerned teacher followed question answer technique to know their progress. The test and tutorials are also conducted as per given schedule. Including two terms we have conducted near about twenty to twenty two tutorials and evaluate the same regularly by subject teachers. The micro- teaching and school practice teaching lessons also evaluated by group

teachers. The preliminary examination also conducted in our college to make the teacher trainees familiar with university examination.

### **2.5.3 How are the assessment/evaluation outcomes communicated and used in improving the performance of the teacher trainees and curricular transaction?**

Individual, oral and written these are the ways which are adopted by the college to communicate evaluation outcome with the students.

The test tutorial and preliminary examination conducted in the college. The marks are given for the above activities of teacher trainees. Extra efforts are taken for slow learners. Individual counseling, group discussion, book bank, question bank, arrangement of extra period etc. these are the activities which are adopted by the college to improve academic performance of teacher trainees. The teachers educators are always involve in various activities to improve their performance during curricular transaction.

### **2.5.4 How is ICT used in assessment and evaluation process?**

Institution makes use of ICT at every stage of assessment and evaluation. ICT is use during admission process to fill up name of admitted students. ICT is used to make communication with North Maharashtra University, Jalgaon for the eligibility process and to send other expected information about college and teacher educators. ICT is use during test and tutorials to prepared question paper. The institution makes use of ICT to prepared result sheet. The teacher educators also make use of ICT during classroom teaching.

## **2.6 Best Practice in Teaching Learning and Evaluation Process.**

### **2.6.1. Details of any significant activities in teaching/ learning. Evaluation introduced by the institution.**

1) Use of three language formula:

The subject teachers use three language formula during classroom teaching. The situation based teaching methodology is adopted by concerned teachers.

Those students are appreciated in the classroom who are participated in learning teaching process. These activities motivate other students to give their activities participation in the classroom teaching.

2) Use of methods and techniques:

The classroom teaching is a complex activity. Every individual has a different level of understanding. The teacher makes use of suitable method and technique during classroom teaching. At the beginning of academic session every teacher plan about it and implement the same accordingly.

3) Academic and Moral Progress:

The institution makes use of various programmes to inculcate moral values among students. The teacher educators are make use of content based examples for moral development of teacher trainees. Every teacher educator shoulders the responsibilities of keen observable behavior of every teacher trainee throughout the year. As a result of this academic and moral development of teacher trainees both are the targets to achieve for every teacher educators.

4) Democratic Way:

We have also adopted democratic way by providing freedom to teacher trainees. During classroom interaction the students can put up their academic and non academic problems. They can also share their difficulties with principal and teacher educators.

The institution has selected GS, LR and other representatives. The regular interaction between representatives and teachers educators is the key activities of our institution.

The suggestion box is kept in the college. The informal meeting with the principal, teacher educators and teacher trainees take place as per suggestion of teacher trainees.

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

It is an integral part of the college practice to use three language formula variety of method in teaching learning by both teacher trainees and teacher educator of our college. The reflection is done through classroom discussion, feedback and comprehensive observation and evaluations of teacher trainee's behavior, staff appraisal report etc.

The institution makes use of ICT at every aspect e.g. from admission process to classroom teaching and many more. The instructional material like teaching aids, computer and internet, library resources are make available to students as per their academic requirements.

### **CRITERION –III RESEARCH, CONSULTANCY AND EXTENSION**

#### **3.1 Promotion of Research**

##### **3.1.1 How does the institution motivate its teacher to take up research in education?**

The institution motivates its teacher to take up research in education by following way;

The college organizes lectures on different research topics by eminent personalities. In research Dr. D.M. Khan from Aurangabad has given a lecture on various research methodologies to the staff and Dr. M. Siddhiquie has given lecture on experimental research. The teachers of our college are sent to the seminars and workshops on different research topics conducted in different institutions.

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

The thrust areas of research prioritized by institution are as follows;

- 1) Practice teaching;
- 2) Models of Teaching;
- 3) Teaching Methodologies;
- 4) Professional development of teachers;
- 5) Teaching of language;

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

Yes, till the year 2013 the Action Research was in the syllabus of B.Ed. and M.Ed. course. Every student has to prepare the action research proposal so as to complete the practical work.

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

The following faculty members have attended the conference/ seminar/ workshop during the last five years.

• **Principal Dr. D. P. Sankhala:**

<b>Sr. No</b>	<b>Title</b>	<b>Place</b>	<b>Role Resource Person/ Participant</b>	<b>Date &amp; Organize</b>
1.	Paper (3) Foundation of Education & Special Fields of Education	College of Education, Amalner.	Participation	30-10-1993
2	Paper (1): Teacher and Education in Emerging Indian Society.	Iqra college of Education , Jalgaon	Head	21-09-2004
3	Training Programme - [Intel Teach Training Programme]	Department of Education, North Maharashtra University, Jalgaon	Participation	5-07-2010
4	B.Ed. Syllabus Drafting	DES College of Education, Dhule	Resource person	28-4-2003
5	Revised Syllabus of B.Ed. Course- Science	S.H.N. College of Education, Navapur	Resource person	17-12-2003
6	Syllabus Framework of B. Ed. Course	KCE College of Education, Jalgaon	Resource person	18-2-2008

7	Revised Syllabus of B.Ed. Course- Science	S.H.N. College of Education, Navapur	Resource person	20-2-2013
8	Revised Syllabus of B .Ed. Course	Abhay College of Education, Dhule	Resource person	19-3-2013
9	B.Ed. Syllabus – Content Analysis	NTVS College of Education, Nandurbar	Resource person	30-7-2013
10	An approach towards the improvement in Quality of Education amongst tribal community of Nandurbar.	Role of Higher Educational Institution in SSA		VJTI Mumbai Dec-2007
11	Teacher role in maintaining Global peace	Education for Global peace		S.R. Patel B.Ed. College, Surat. Feb.11
12	Reforms in evaluation	Emerging Era of Education		SSPM College of Education, Parola. July - 2013.
13	Attendance	NAAC- NCTE Assessment and Accreditation		University of Pune. Dec.2007.
14	Tools of evaluation Qualitative as well as Quantitative	Innovations in process of -----		M.J. College, Jalgaon. Oct.2004.

15	Content Analysis - a research tool	Research methodology		Women's college of Education, Faizpur. Jan-2012
16	A study of present educational status of tribes	Empowerment of Tribal communities		Sarjanik arts, Com., Sci., College, Visarwadi. Jan-2014.
17	Role of Principal as an academic leader for quality enhancement	Quality Enhancement in Higher Education		Iqra B.Ed College, Jalgaon. Jan.2015.
18	Attendance	Internship in education		North Maharashtra University, Jalgaon. Sept.2014.
19	Teacher- Builder of nation	Annual Conference		R.G. Narayanrao Borawake college, Shrirampur. Nov.2008.
20	Shaikshanik Sanshtancha Darja Tikavnara Ghatak, Prachary Shaikshanik Sanstha Pramukh	Reinventing education for Quality sustenance		Chembur B.Ed College. Mumbai. Feb.2007
21	Mahatma Gandhijichi Hindvi Swarj Vishayak Sankalpana	Impact of Gandhiji thought on Indian literature		M.Gandhi Philosophy centre, Dhule. Feb.2014



22	Shist Rakhanyababat Pracharyanchi Bhumika	Adhiveshan Raupyya Mohotsav		Principal federation of NMU, Jalgaon  Jan. 2015
23	Gandhijinche Shaikshanik Vichar	The contribution of Gandhi, Nehru.		A.S.C. College, Chopada.  2013

**H) Prof. F. M. Lehari:**

<b>Sr. No</b>	<b>Title</b>	<b>Place</b>	<b>Role Resource Person/ Participant</b>	<b>Date</b>
1.	CCM Seminar	College of Education ,Tehu	Participant	10-08-2013
2.	CCM Seminar	Sane Guruji college of Education, Khiroda	Resource Person	12-08-2013

**I) Prof. V. T. Pathan:**

<b>Sr. No</b>	<b>Title</b>	<b>Place</b>	<b>Role Resource Person/ Participant</b>	<b>Date</b>
1.	Paper (1) : Teacher and Education in Emerging Indian Society.	J.S.P.S College of Education, Gartad	Participant	19-12-2003
2.	Seminar on Micro teaching	college of Education ,Dhule	Participant	20-06- 2006
3.	Curriculum framing program on Marathi method	Abhay college of Education Dhule	Participant	19 -03- 2008

4.	Content Analysis Workshop	Vispute College of education, Valvadi Dhule	Participant	13-09- 2008
5.	B.Ed syllabus framing program	NTVS College of Education, Nadurbar	Participant	30-7-2013
6.	Marathi method Content Analysis workshop	Sane Guruji College of Education, Khiroda	Participant	12-08-2013

**J) Prof. Shaikh Azim Ahemad:**

<b>Sr. No</b>	<b>Title</b>	<b>Place</b>	<b>Role Resource Person/ Participant</b>	<b>Date</b>
1.	Action Research and ICT	KCE College of Education, Jalgaon	Participant	18-02-2008
2.	CCM Content Analysis- History Method	A.Y.K. College of Education, Dhule	Participant	07-01-2011
3.	Micro Teaching Workshop	NTVS'S College of Education ,Nandurbar	Participant	30-07-2013
4.	Micro Teaching Workshop	D.E.S. College of Education ,Dhule	Participant	13-08-2012
5.	CCM Seminar	College of Education ,Tehu Parola	Participant	09-02-2014
6.	CCM Seminar	College of Education, Chopda	Participant	13-09-2009

**K) Prof. V. H. Shaikh:**

<b>Sr. No</b>	<b>Title</b>	<b>Place</b>	<b>Role Resource Person/ Participant</b>	<b>Date</b>
1.	Action Research and ICT	KCE College of Education, Jalgaon	Participant	18-02-2008
2.	Content Analysis of ICT	Shri S.H.Naik College of Education, Navapur	Participant	02-09-2008
3.	Paper 3 Content Analysis workshop	Sadguru College of education ,Jalgaon	Participant	10-09-2008
4.	CCM Seminar Mathematics Method	A.Y.K. College of Education, Dhule	Participant	07-01-2011
5.	Content Analysis of ICT	NTVS'S College of Education, Nandurbar	Participant	30-07-2013
6.	Workshop on B.Ed. Content Analysis CCM- Maths/Science	D.E.S. College of Education, Dhule	Participant	16-08-2013

**L) Prof. I. N. Songare:**

<b>Sr. No</b>	<b>Title</b>	<b>Place</b>	<b>Role Resource Person/ Participant</b>	<b>Date</b>
1.	Content Cum Methodology Annual Computer Lesson Workshop	College of Education, Dhule	Participant	07-01-2011
2.	Workshop on B.Ed. Syllabus Content Analysis	NTVS'S College of Education, Nandurbar	Participant	30-07-2013

3.	Workshop on B.Ed. Syllabus CCM Content Analysis (Language Group)	College of Education, Khiroda	Participant	12-08-2013
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**M) Prof. Irfan I. Shaikh:**

<b>Sr. No</b>	<b>Title</b>	<b>Place</b>	<b>Role Resource Person/ Participant</b>	<b>Date</b>
1.	Seminar on Syllabus Framework for B.Ed. Course	KCES's College of Education, Jalgaon	Participant	18-02-2008
2.	Workshop on B.Ed. Syllabus Content Analysis	NTVS's College of Education, Nandurbar	Participant	30-07-2013
3.	Workshop on B.Ed. Syllabus Paper-3 Content Analysis	Sadguru Education Societie's College of Education, Jalgaon	Participant	10-09-2008
4.	Workshop on B.Ed. CCM- Science Content Analysis	Dhule Education Societie's College of Education, Dhule	Participant	08-09-2008
5.	Workshop on B.Ed. Content Analysis CCM- Maths/Science	Dhule Education Societie's College of Education, Dhule	Participant	16-08-2013
6.	B.Ed. Syllabus Content Analysis workshop for Paper 4 I C T	Shri. Svarupsing Naik College of Education, Navapur	Participant	2-09-2008
7.	Training Programme - [Intel Teach Programme]	KCES's College of Education, Jalgaon	Participant	21-07-2008

8.	Training Programme - [Intel Teach Training Programme]	Department of Education, North Maharashtra University, Jalgaon	Participant	5-07-2010
9.	Orientation Programme - [Orientation Programme on Intel Teach Programme]	North Maharashtra University, Jalgaon	Participant	19-02-2010

### **3.2 Research and Publication outputs**

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

The details of instructional and other material developed including teaching aids and/ or used by the institution for enhancing the quality of teaching during the last three years are as follows;

- 1) Lesson observation schedule;
- 2) Practice Lessons;
- 3) Lesson plan for different subjects;
- 4) Observation schedule related to Micro Teaching and Practice Teaching;
- 5) List of teaching aids prepared by students;

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

The Institution has Educational Technology laboratory. The laboratory consists of the following items;

- 1) Over Head Projector (OHP)
- 2) Transparencies and markers
- 3) Slide Projector

- 4) Tape recorder
- 5) Radio
- 6) Television
- 7) Material to prepare projective and non projective teaching aids graphs, charts and Models

In addition to above, the college conducts workshop on preparation of teaching aids. In this workshop the experts demonstration is made to train the students teachers, there after the college arranges exhibition of prepared teaching aids. Separate section is made to store the teaching aids.

Also, the college has Information Communication Technology (ICT) Laboratory. The laboratory is well equipped with computer, online and offline resources.

**3.2.3 Did the institution develop any ICT/Technology related instructional material during the last five years, give details.**

Yes, the institution has developed more than 300 ICT and Technology related instructional materials developed during last five years.

**3.2.4 Give details on various training programme and or workshop on material development (both instructional and other materials).**

- a) Organized by institution;**
- b) Attended by the staff;**
- c) Training provided to the staff;**

**a) Organized by the institution:**

i) Institution has conducted the workshop on Content Cum Methodology (CCM) for various methods to prepare content analysis for practice teachings programme in the year 2009 -10 various experts were invited from different college of education affiliated to North Maharashtra University (NMU) to orient our staff members and students.

ii) The college had conducted two days workshop for preparation of teaching aids for B.Ed students in the year 2011-12. All the teacher educators and trained teacher in drawing from various schools were invited to guide the workshop. All the students prepared chart, picture, transparency, moving picture and Power Point Presentation (PPT) for practice teaching. The exhibition material was displayed on the last day. The students of primary school and secondary school of the city were invited to visit the exhibition.

**b) Attended by the staff:**

The staff attended the above programme.

**c) Training provided to the staff:**

The North Maharashtra University was arranged training on Intel Module Programme of computer for teaching learning process. Dr. D.P. Sankhala, Prof. Vasim Shaikh, Prof. Irfan Shaikh, and Prof. Azim Shaikh attended this workshop.

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

Name of the faculty members	Name of the topic	Name of Journal	Date Published
Dr. D. P.Sankhala	Shikshk Shikshanacha Aadhar	Bharatiya Shikshan	8 Sept.2012
	Use of self learning method for effective science teaching	New frontiers in Education	July 2013
	Making internship more effective	Platinum	July 2013
	Reforms in evaluation	Shanshodhan kranti	July 2013
	Attitude of primary school teachers toward environmental education	Platinum	Oct. 2013

	A study of anxiety level of trainee teachers.	Vidyawartra	April 2014
	A study to determine effectiveness of team teaching method over teacher centered method	Vidyawartra	April 2014
	A study of teaching aptitude of students admitted in B.Ed. course.	Vidyawartra	July 2014
	A study to test the effectiveness of programme learning method	Shanshodhan kranti	July 2014
	Qualities of teacher A to Z	Bhartiya Shikshan	Feb 2006
	A study of problems faced by trainee teacher in making lesson plan	Bhartiya Shikshan	July 2014
Prof. Mr. Irfan Iqbal Shaikh	Emerging problems and challenges of teacher education in Maharashtra.	Shanshodhan kranti	July 2013



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

No awards, honor and patent received by the faculty members in the last five years.

**3.2.7 Give details of the minor/major research project completed by staff members of the institution in last five years.**

Our college does not have recognition under 2F and 12B of the University Grant Commission (UGC), act 1956. So we don't get any kind of grant for minor/major project.

**3.3 Consultancy**

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

The institution provide consultancy service in last five years, the details are as under:

- 1) Consultancy is provided to the students for Teacher Eligibility Test (TET) Examination.
- 2) Consultancy is provided to the students of Bachelor Unani Medical Surgery (BUMS) College about the teaching techniques and teaching methodology.
- 3) Consultancy is provided to students about Maharashtra Public Service Commission (MPSC) competitive Examination.
- 4) All the teacher educators guide students for their employment in various schools.
- 5) Consultancy is provided to BUMS college teaching staff to use computer/ICT.

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

Yes, the staff members of the institute are competent to undertake consultancy in following areas;

- 1) Consultancy provided for ICT teaching;
- 2) Consultancy provided for TET examination;
- 3) Research work consultancy;
- 4) Consultancy for competitive examination;
- 5) Consultancy for effective teaching methods;

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

Consultancy is provided free of cost, so no question arises about revenue collected.

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

Consultancy is provided free of coast so no question arises about revenue collected.

**3.4 Extension Activities**

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

The local community has benefited from the institution in the following way;

- 1) Rallies have been organized to society about importance voting awareness.
- 2) Beti Bachave Rally to stop foeticide.
- 3) Aahinsa Rallies are arranged by Gandhi Research foundation for National Integration.
- 4) Students adding new name in electoral list through Government Election Commissioner and make them aware about its importance.
- 5) The programmed has been organized to inculcate cleanliness habit.
- 6) The institution also invitation Dr. Narendra Dhabholkar who cleared ideas of superstition.

**3.4.2 How has institution benefited from the community? (Community participation in institutional development institution–community net working, institution-school net working.)**

Institutional community networking is developed by conducting the following work.

- 1) Visit to Gandhi Research Foundation helps in development of various values like moral, social, ethical etc.
- 2) Experts from Deepstambh a reputed competitive coaching center of city come to guide to the students for competitive examination.
- 3) The institution also has good network with schools. The students conduct their practice teaching lessons and internship there. The institution celebrates various co-curricular activities like Christmas, Eid and Maker Sankarnt. The students express their thoughts on these occasions.
- 4) The schools also invite faculty members as guest lecturers from different streams of education and conducts activities related to schools. This establishes good networking between institution and school.

**3.4.3 What are the future plans and major activities in institution would like take up for community orientation of students?**

The college along with student of the institution would like to take up activities like as under;

To start distance mode B.Ed. course, Constructive Rural Development course, Computer Programme, various guidance, environmental issues, social service activities, adult literacy activities and innovative teaching learning practices.

**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.**

No project is completed by the institution relating to the community development in the last five years.

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

The institution organizes various co-curricular activities and intercollegiate competitions which include cricket, chess, carrom, article writing, and general knowledge.

Rallies are organized on the topics like voting awareness, cleanliness, beti bachav etc. College also organized poster presentation competition which spreads social messages. Through the curriculum values are developed. Social service programme are organized like visit to Gandhi Research Foundation, celebration of various festivals, special days.

All these help to develop social citizenship among the students.

**3.5. Collaboration**

**3.5.1. Name the National level organization, if any within which institution has established intake in the last five years. Details the benefits resulted out such linkage.**

Our institution do not have any collaboration with national level organizations, but we are trying to collaborate with Yashwantrao Chavan Open University & Maulana Azad University as to start a distance mode professional education i.e. B.Ed course.

**3.5.2. Name the International Organization with institution has established linkage in this last five years. Details benefits resulted out of such linkage.**

No, the institution has not established linkage in this last five years with any International Organization.

**3.5.3. How did the linkage if any contribute to the following?**

**1) Curriculum development 2) Consultancy 3) Teaching 4) Extension 5) Practice Teaching 6) Publication 7) Research 8) Students placement.**

No, the institution has not established linkage related to above mentioned aspects with any International Organization.

**3.5.4. What are the linkages of institution with school sectors? (Institute–school-community-networking)**

Iqra campus is like a large banyan tree having many roots going deep day by day with large numbers of institution under it. These institutions include BUMS College, D.Ed., B.Ed., ITI, H. J. Thim College. All these institution are linked with each other, School principals are invited as chief guests for various co-curricular programmes.

The schools also invites our faculty members as subject experts for conducting interview at the time of recruitment of teachers, this creates institute school- community- net working.

The faculty members also go together to school and BUMS College, for conducting guest lectures about teaching learning methodologies.

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

Yes, the faculty is actively involved in school with teachers and the school personnel to design. The faculty members interact with the principal, takes permission for practice teaching lessons and co-ordinate with time- table. The teacher trainees thus undertake practice teaching lesson which is of the major activity of the curriculum. Even during internship the teacher trainees in the schools undertake all the responsibilities of the schools as assigned to them. This includes completion of their block teaching and practice teaching lesson when the responsible teacher is absent and conducting co-curricular activities for students doing their practical related work. The teacher trainees are given feedback from the teacher of the school. In this way the faculty co-ordinates with the school for bringing quality in practice teaching. Our faculty members also guide the school teachers with the technique of effective teaching and evaluation.

### **3.5.6. How does the faculty collaborate with school, and other colleges or university faculty?**

Collaboration with school:

The faculty members deliver guest lectures in school. The faculty member helps in teacher recruitment process in the school.

Collaboration with other colleges:

The faculty members visited as resource person for interview technique training programme in KCE B.Ed College, Jalgaon. They also carry the work of an external examiner, paper setter and moderator in university. The principal is the member of Board of Studies in North Maharashtra University, Jalgaon.

## **3.6 Best practice 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 last five years?**

- Quality enhancement measures in Research is as follows:
  - 1) The institution provides all the necessary supports to the faculty members to conduct and participate in research activities.
  - 2) The institution supports the faculty members to attend seminars, workshops related to research.
  - 3) The institution motivates the faculty to publish research papers in reputed journals.
  - 4) For improving quality of research in higher education, college has recently conducted one day National Level Seminar on the topic “Quality Enhancement in Higher Education.”
- Quality enhancement measures in Consultancy are as follows:
  - 1) The staff member are highly experienced and provided consultancy to upcoming new various areas of the specialization. The institution provided consultancy for different competitive examination like TET, MPSC, UPSC and NET, SET, PET, CET etc.

- Quality Enhancement measure in Extension are as follows:
  - 1) On special occasions college conduct social service campaign like Beti Bachavo-Beti Padhavo, Valuing awareness, and Clean India campaign etc as a part of extension activity.

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

- Innovative practices are as follows:
  - 1) Students are provided free of cost guidance and counseling for registration of Ph.D. studies, preparation of research paper; synopsis and research oriented work.
  - 2) Research review guidance in the form journal and book are provide free of cost to the students.
  - 3) All published research papers by faculty and staff are collected together in library for helps of the students.
  - 4) Library is provided with internet facilities to the students.

**CRITERION –IV – INFRASTRUCTURE AND LEARNING RESOURCES****4.1 Physical Facilities****4.1.1 Does the institution have the physical infrastructure as per NCTE Norms? If yes, specify the facilities and the amount invested for developing the infrastructure, Enclose the master plan of the building.**

Yes, institution has a physical infrastructure as per NCTE norms. The building of our institution is sufficient to run affiliated B.Ed. Course. The following facilities are available in institution;

<b>Sr. No.</b>	<b>Facilities</b>	<b>Built up Area in Sq. mtr.</b>	<b>Number</b>
1	Classroom	73.08	02
2	Multipurpose Hall	209.475	01
3	Method Room	73.08	04
4	Principal Cabin	42.39	01
5	Staff Room	52.00	01
6	Administrative Room	39.20	01
7	Library Reading Room	52.06+20.06	01
8	Science Maths Laboratory	73.50	01
9	Computer Laboratory/ E.T. Room	64.66	01
10	Psychology Laboratory	73.08	01
11	Girls Common Room	29.08	01
12	Boys Common Room	29.08	01
13	A.V. Aids Room	39.20	01
14	Seminar Hall	110.25	01

The amount invested for developing above mentioned infrastructure is about Rs. 51,75,325/- Approx.



The amount spent on creation and maintenance in last three years is as follows:

Sr. No.	Description	Year wise Expenditure (in Rs.)			
		2011-12	2012-13	2013-14	2014-15
1	Laboratory	4817/-	5275/-	1700/-	-
2	Library	35897/-	6471/-	17323/-	7762/-
3	Repair and maintenance	-	1205/-	-	-
4	Purchasing Equipment	29688/-	1850/-	-	23350/-

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

At present our institution has adequate infrastructure. Our parent society is ready to provide the entire infrastructure to meet out the future requirement of infrastructure required for keeping pace with academic growth.

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

Institution has developed the infrastructure facility for co-curricular activities and extracurricular activities including games and sport is as follow:

A) Facilities available for co-curricular activities;

- 1) Multipurpose Hall
- 2) Seminar Hall
- 3) Educational Technology Laboratory
- 4) Psychology Laboratory
- 5) Science Laboratory
- 6) Reading Room
- 7) Class Room
- 8) Wallpaper Display

B) Facilities available for extra- curricular activities;

- 1) Sports Room;
- 2) Play Ground;
- 3) Sports material and equipments;
- 4) Bulletin Board;

**4.1.4 Give details on the physical infrastructure shared with other programmes of the institution or other institution of the parent society or university.**

- Following physical infrastructure is shared with the Iqra Education Society for various curricular activities and extra-curricular activities:
  - 1) Play ground
  - 2) Canteen / Mess
  - 3) Guest house
  - 4) Boys hostel
- Following physical infrastructure is shared with the D.T.Ed College managed by Iqra Education Society for various curricular activities and extra-curricular activities:
  - 1) Seminar Hall for combined programme
  - 2) Library
  - 3) Audiovisual Aids
  - 4) Sports material and equipments
- Following physical infrastructure is shared with Medical College (i.e., BUMS) managed by Iqra Education Society:
  - 1) Auditorium
  - 2) Sports material and equipments
  - 3) Hospital for medical checkup of staff as well as students
  - 4) Classes to Common Entrance Test ( CET) of Maharashtra Vijnanadani Adhyapak Mahavidyalaya Sansthalak Association (MVAMSA)
- The college provides its infrastructure for sister institutions as below:
  - 1) Seminar hall is used by the D. T. Ed College and Residential Public School
  - 2) The Library is shared by the D. T. Ed College and Public Residential School
  - 3) The college building is used for CET of Medical College
  - 4) The college is used by the D. T. Ed. College for Micro-teaching classes
  - 5) Multipurpose Hall is used by sister institutions
  - 6) The method rooms are used for guidance, teaching of different methods counseling and micro teaching
  - 7) The hall is used for multipurpose, the psychological room is used for conducting psychological experiment, micro-teaching and teaching of methods
  - 8) Science and Maths Laboratory is utilized for experiments and demonstration

**4.1.5 Give details of the facilities with the institution to ensure the health and hygiene of the staff and students rest rooms for women, wash room facilities for men and women, canteen health centre etc.**

Institution provides good facilities to ensure the health and hygiene of staff and students both. There is a ladies room for women at first floor containing all necessary facilities. Our institution also provides water cooler with aqua-guard for safe drinking. We have wash rooms well plumbed for water system and cleaned regularly by special servant. Institution has private canteen in the campus where students and staff get snacks, tea, coffee etc. Every day the college building and college campus is cleaned by sweepers. College has planted number of trees to maintain the favorable environment for health and also for the green outlook. In our college campus there is a green garden.

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

Yes, Institution has hostel facility for only boys in the campus. There are eight rooms for intake capacity of 26 students. In the year 2014-2015 numbers of students were residing in the hostel of the society. The following facilities are available in hostel:

- 1) Bachelor of Unani Medical College and Research Center (i.e., BUMS College) attached with a huge hospital with all necessary facilities including residential medical officer, ambulance, no. of beds, etc.
- 2) Twenty four hours security services
- 3) Mess facility in campus
- 4) Pure drinking water facility
- 5) Solar water system for hot water
- 6) Play ground in campus

## 4.2 Maintenance of Infrastructure

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

The details of budget allocation and utilization in the last five years for the maintenance is given below:

Year	Allocation Utilization	Building	Lab	Furnitu re	Equipme nts	Compute r	Transpor t/ Vehicle
2010- 11	Allocation Utilization	60,000/- 54,317/-	30,000/- 12,885/-	75,000/- 13,680/-	1,45,000/- 2,000/-	40,000/- ---	25,000/- 33,248/-
2011- 12	Allocation Utilization	58,195/- 51,457/-	-- 4,817/-	53,738/- ----	1,45,000/- 29,688/-	40,000/- 20,500/-	16,161/- 22,017/-
2012- 13	Allocation Utilization	65,000/- 42,550/-	35,000/- 5,275/-	75,000/- ----	1,55,000/- 1,850/-	--- 3,075/-	25,000/- 18,083/-
2013- 14	Allocation Utilization	70,000/- --	35,000/- 1,700/-	75,000/- ---	1,50,000/- ----	--- 22,415/-	30,000/- 49,055/-
2014- 15	Allocation Utilization	70,000/- 16,800/-	35,000/- ---	75,000/- ---	1,50,000/- 27,205/-	--- 10,550/-	30,000/- 25,500/-

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

- The available infrastructure is used for various purposes, some areas as are given below:
  - 1) The methods rooms are also used for guidance rooms and conducting group discussion.

- 2) The teaching rooms are used for guidance, arranging function, conducting extracurricular activities.
- 3) The Information Communication Technology (ICT) Laboratory is used for computer training and other ICT related activities project, guidance work and teaching.
- 4) The library is used for library activities reading and research unit.
- 5) The B.Ed building is used to conduct Common Entrance Test (CET) of Medical College and other examination.
- 6) The seminar hall, the multipurpose hall are used for guidance, microteaching conducting group discussion, seminars, workshop etc.
- 7) The seminar and the multipurpose hall are use by college D. T. Ed College and Public Residential school for conducting their various programs, lectures and meetings.

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

Every year tree plantation activity is undertaken by the institution throughout the campus area. Special care is also taken by the institute for the development of already planted trees. The infrastructure is regularly inspected and necessary repair is undertaken by engineers of the society. 'Cleanliness is next to Godliness' is a phrase which is reflected by a tobacco free, clean, and green campus. The students are made aware of the unnecessary wastage of water and electricity.

### 4.3 Library as a Learning Resource

#### 4.3.1 Does the Institution have a qualified Librarian and sufficient technical staff to support the Library (Material collection and Media / computer services)?

No, the institution does not have well qualified librarian presently. Recently the advertisement is given for fulfillment of this post. There is no technical staff sanctioned for the Library. Very soon we are going to appoint qualified librarian.

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

The following library resources are available to the staff and students. The details are as follows:

Sr. No.	Particulars	Numbers
1.	Books- Text Books	4970
2.	Reference Books	102
3.	Research volume- National	06
4.	Magazine	13
5.	News Paper – English	01
6.	News Paper – Marathi	05
7.	News Paper – Urdu	01
8.	CCM, Notes on different topic	Yes
9.	Micro teaching	Yes
10.	Simulated Teaching, common core component value education.	Yes
11.	Internet Broadband	Yes
12.	School Textbooks	768
13.	Total Titles	450
14.	Printer	01
15.	Book bank	Yes
16.	Reading rooms facility	Yes

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

Yes, to systematically review the various library resources for adequate access, relevance and to make acquisition decisions there is library committee in college.

The following are the members of the library committee.

Sr.No.	Name	Designation	Position
1	Dr. D. P. Sankhala	Principal	Chairman
2	Prof. Mr. A. A. Shaikh	Assistant Professor (In-charge of Library)	Secretary
3	Prof. Mr. I. N. Songare	Assistant Professor	Member
4	Mr. Zafar Ali Sayyed Ali	Jr. Clerk (Temporary Librarian)	Member

- 1) The meetings of the library committee are undertaken in the library. The library committees meet regular quarterly in a year. The members of the library committees are selected from the staff members.
- 2) The library committee takes regular review of purchases and maintenance issues concerned with the library.
- 3) The library committee along with the teacher and the students prepares a list of recommended books and reference books to be purchased. The principal proposes the same to the Local Managing Committee (LMC) for sanction.
- 4) The teachers provide the list of books required by them related to their subject.
- 5) The book dealers visit the college along with brochures of newly published books.
- 6) The Local Inquiry Committee (LIC) from the North Maharashtra University (NMU) gives their valuable suggestions. The library advisory committee takes a note of the suggestions given by LIC. For further improvement.

- 7) The librarian (in-charge) informs the staff and the students about the new arrivals and makes it available to them.

**4.3.4 Is your library computerized? If yes give details.**

No, our library is not fully computerized, but library has a computer with internet facility to provide online materials for teacher-educators and pupil-teachers.

**4.3.5 Does the college library have Computer, Internet and Reprographic facilities? If yes give details on the access to the staff and students and the frequency of use.**

Yes, the library has computer, internet and reprographic facilities. Library provides these facilities for teacher educator and pupil-teachers whenever they require.

**4.3.6 Does the college make use of inflibnet/ Delnet/ IUC facilities? If yes give details.**

Yes, college makes use of some e-magazines and e-research materials. E.g. Inflibnet is used by the staff members to find out research related materials.

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

The library is open from 10:00 a.m. to 5:00 p.m. for teachers and students on all working days. The timing is extended during the examination period. The library is also kept open on holidays whenever there is a demand from the students for studying in the reading hall and for exchange of books.



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

The staff and students become aware of the new arrivals as below:

- 1) The brochure given by the book publisher/ dealers are displayed on the library notice board.
- 2) The new arrivals are informed in the staff meeting and during teaching to the students in classroom.
- 3) The list of new arrivals is affixed on the college notice board.

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

Yes, there is a free book bank facility for B.Ed. students. A set of four books to each student is given in the beginning of academic year. After final examination the students return the book in the library.

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

The college accepts that it has no provision for the visually challenged students. But for physically challenged person special attention and sympathetic environment is created for them.

**4.4. ICT as Learning Resource.****4.4.1 Give details of ICT facilities available in the institution ( Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institution ensure the optimum use of the facility.**

The following ICT facilities are available in the institution.

Sr. No.	Particulars	Total No.
1.	Computer Lab	01
2.	Computer	20

3.	Laptop	01
4.	LCD Projector	01
5.	Software	03
6.	Internet Connectivity	20
7.	Printer	03
8.	Scanner	02
9.	Digital Video Camera	01
10.	Sound system set	01
11.	T.V. set	01
12.	VCR/ VCD/ DVD Player	01
13.	UPS	05
14.	Networking Modem	02
15.	Cupboards	01

The institution ensures the optimum use of the above mentioned facilities by conducting computer practical, by taking lectures using LCD projectors and DVD players, by providing free access to internet for the staff as well as for students, by providing printed materials to the students, etc.

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

Yes there is provision in curriculum for imparting computer skills to all students. There are some units in the paper B4: Learning Resources which are related to ICT along with the project of PowerPoint presentation CDs. In past syllabus of 2008-2013 there was a compulsory course for ICT with the practical work as given below;

- 1) Use of paint to prepare various diagrams for practice teaching.
- 2) Use of paint to prepare block diagram of computer.
- 3) Use of Ms-Word to prepare personal profile.

- 4) Use of Ms- Word to prepare article using various features.
- 5) Use of Ms-Excel to prepare mark sheet with graph.
- 6) Use of Ms- Power Point to prepare lecturer note.
- 7) Internet surfing for educational web-site.
- 8) Communication through e-mail.
- 9) Application of Intel Teach programme for project work.

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

The ICT is considered as an integral part in the curriculum transaction. College puts in all the efforts to incorporate the available technologies and make it optimum use. The teacher and students use the computers in their day to day teaching learning. Teacher Educators use the computer to search the various resources for teaching and get the information from surfing various website and uses power point presentations during the lecture to explain the topic.

The student also surf the various topics in concern subjects, they also prepares power point on various subject units for practice teaching and integrated lessons. In the previous syllabus (2008-2013) students were presented and performed practical examination along with teaching using power point presentation assessed by the university examiners.

#### **4.4.4 What are major areas and initiatives for which student teachers use/adopt technology in practice teaching? (Developing lesson plan, classroom transaction, evaluation, preparation of teaching aids)**

The student teachers use technology in following major area for practice teaching;

**A) Developing Lesson Plan:**

The student-teachers use various websites to refer to the content and new ways of implementing the content. Depending upon the nature of the lesson the technology is used by the students for developing their lesson plan.

**B) Classroom Transaction:**

The student- teachers prepare Power Point Presentation for conducting their practice lessons. They are trained in using Over Head Projector (OHP) and LCD by the ICT teacher.

**C) Teaching Aids:**

Use of appropriate and effective teaching aids is done by the student teachers by using the technologies available. They use internet to download the pictures, video to show to the learners during their lesson.

**D) Evaluation:**

The student-teachers use computer to print various types of questions and use these questions for evaluation.

## **4.5 Other Facilities**

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

The instructional infrastructure of the college is optimally used. College runs the B.Ed. course affiliated to North Maharashtra University, Jalgaon. The infrastructure is utilized by the college to conduct various academic activities of the B.Ed. course. The infrastructure facilities are also shared by the sister institutions and the community such as:

- 1) LCD projector is taken by D.T. Ed and BUMS College for their teaching and learning and health awareness activities.
- 2) Seminar hall is used for various programmes organized by various sister institutions.

- 3) The infrastructure facilities are also made available to conduct CET of BUMS college.
- 4) Many a time office computer and internet is utilized by sister institutions for the purpose of administrative work.

**4.5.2. What are the various audio visual facilities/material (CD, audio and Video cassettes and other materials related teacher the program) available with the institution? How the student-teachers encouraged to optimally use them for learning practice teaching?**

The student-teachers are encouraged to optimally use various audio/ visual facilities and materials for learning and teaching.

The various audio-visual materials available with the institution as under:

- Teaching Aids
- Charts
- Maps
- Television
- Graph Board
- Educational CDs, Audio- Video cassettes
- Internal Project based approach
- Computers
- LCD Projector
- Software
- Internet connectivity
- Printer
- Scanner
- Video Camera
- Digital Camera

The students of B.Ed. make optimum utilization of the audio-visual materials during micro-teaching lesson, integration lesson, practice teaching lesson, internship programme, seminars, etc. The students prepare their projects on CD's using their computer skills for paper B4: Learning Resources.

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

As per NCTE norms the institution has various general and method laboratories:-

- 1) Psychology laboratory.
- 2) ICT Laboratory.
- 3) Science and Mathematics Laboratory.

To ensure preparation and maintenance of these equipment and laboratories, responsibility is given to concerned faculty in-charge, the technical staff and the student representatives.

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

Details of the facilities in the institution are as follow:-

A) **Multipurpose Hall:** Following facilities are available in the multipurpose hall for curricular and extra-curricular activities:

- 1) Seating arrangement of 200 students
- 2) Sound system
- 3) Fully ventilated and air circulation system
- 4) Well electrified with tubes and fan
- 5) Exclusive seating arrangement for guests
- 6) Fire extinguisher equipments
- 7) Generators

**B) Workshop:** A seminar hall, classrooms are available in the institution, where various workshops are organized. For example,

- 1) Workshop of contents-cum- methodology
- 2) Workshop of lesson plan
- 3) Workshop of unit plan
- 4) Workshop of unit test

**C) Sports and Music Material:**

The following sports materials are available in the college.

Sr. No.	Items
01	Cricket bat, stumps, ball keeper gloves, cricket pad, cricket kit includes
02	Chess, Carom Boards
03	Foot ball, Volley Ball
04	Shuttle cock, Ring
05	Football Net & Volley Ball Net
06	Skipping Rope
07	Meter tape (Weight machine )

The college collaborates for sports activities in its outdoor stadium for cricket, football etc.

**4.5.5 Are the classroom equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institutions future plans to modernize the classroom.**

Yes, classrooms have the provision to use latest equipments for teaching and learning. The LCD projector is used for effective teaching of various subjects in the classroom. The Over Head Projector is also used regularly by the faculty members.

In the previous syllabus (2008- 2013) teachers were trained by various computer programmes organized by North Maharashtra University, Jalgaon.

#### **4.6 Best Practice in infrastructure and Learning Resources**

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

All the faculty members themselves are computer literate and have experience to handle different hardware and software. The teacher educators of our college use the ICT facilities in the college for presentation in the classroom, seminars and workshop. This makes their communication very clear, concise and correct.

##### **4.6.2 List innovative practices related to the use of ICT, which contributed to equality enhancement.**

The innovative practices related to the use of ICT are as below:

- 1) Our admission process is based on ICT through digital university portal.
- 2) Our Library is well equipped with ICT facility. Students use this facility to visit various digital Libraries.
- 3) The teacher educators use LCD for classroom teaching.
- 4) E-suvidha is made available for all students.

##### **4.6.3 What innovative /best practices in infrastructure and Learning Resources are in vogue or adopted/adapted by the institution?**

The following infrastructure facilities are in vogue in the institution:

- Well structured building as per NCTE norms,
- Well equipped Computer Lab.,
- Well equipped Seminar Hall,
- Well equipped and huge Multipurpose Hall,
- Well equipped Science and Mathematics Lab,



- Splendid Play ground, etc.

The following ICT facilities are in vogue in the institution:

- Well equipped Computer Lab.,
- Broadband Internet facility,
- Wi-Fi facility,
- Biometric System,
- LCD and OHP projectors,
- T.V. Set and DVD Player, etc.

## **CRITERION V: STUDENTS PROGRESSION**

### **5.1 Student Progression**

#### **5.1.1 How does the institution assess the teacher trainee's preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional educational programmes. (Teacher Trainees pre-requisite Knowledge and skill to advance) to completion?**

Preparedness of Teacher Trainees for the programme is assessed in following way:

Iqra B.Ed. college is a minority institution. Admission procedure takes place through a common Entrance Test (CET). The college is affiliated to North Maharashtra University, Jalgaon. Admission procedure is regulated by Pravesh Niyantran Samiti which is formed by Govt. of Maharashtra. The Maharashtra Vinaanudanit Adhyapak Mahavidyalay Sanshtachalak Association (MVAMSA) is closely connected with the admission procedure.

Being as a minority institution 100% seats (i.e. 80) are admitted by Iqra B.Ed. college. Being minority institutions more than 50% admissions are given to minority students, remaining seats are for open category. All the 80 seats are admitted by Maharashtra Vinaanudanit Adhyapak Mahavidyalays Sanshta Chalak Association.

#### **B.Ed. Admission – Criteria:**

- 1) A candidate must have passed bachelor's degree examination with minimum 50% marks.
- 2) Reserved category candidate should have 45% marks.
- 3) Candidate must pass CET (Common Entrance Test) conducted by Maharashtra Vinaanudanit Adhyapak Mahavidyalays Sansthachalak Association.

**5.1.2 How does the institution ensure that the campus environment promotes motivation, satisfaction and development and performance improvement of the teacher trainees?**

The college is located in totally natural environment. The environment is fully favourable to teaching and learning process. The following facilities are available here;

- Infrastructure as per NCTE norms.
- Spacious classrooms having adequate ventilation facilities.
- Arrangement of pure drinking water.
- Separate sanitation arrangement for male and female teacher trainees.
- Heart to heart interaction between teacher trainees and teacher educators.
- Meritorious teacher trainees are awarded by the college and by chairman of Iqra B.Ed. College.
- All the activities of the college are reflected in time table and academic calendar.
- Wall papers are published which contain the self written articles of pupil- teacher.
- Rangoli, Mehendi, Sports and other various competitions are conducted during the whole year.
- Seminar, workshop, rallies, plantation programmes are organized for the all-round development of trainee teachers.

**5.1.3 Give gender wise dropout after admission in the last five years and list possible reasons for the drop out. Describe (if any) mechanism adopted by the institution for controlling the dropout.**

Our college of education is minority status college, where admissions are done through CET conducted by Maharashtra Vinaanudanit Adhyapak Mahavidyalaya Sanshta Chalak Association, Arangabad.

Gender wise dropout is as follows:-

Academic year	Course	No. of drop outs		Total	Reason
		Male	Female		
2009-10	B.Ed.	Nil	--	---	
2010-11	B.Ed.	Nil	--	---	
2011-12	B.Ed.	Nil	--	---	
2012-13	B.Ed.	02	--	02	Lack of required qualification for eligibility.
2013-14	B.Ed.	Nil	--	---	

Counseling for detaining dropped out: Our students are not dropout yet. In the year 2012-13 two students are dropout due to failure of required qualification in eligibility.

**5.1.4 What additional services are provided to teacher trainees for enabling them to compete for the progress to higher education? How many teacher trainees appeared/ qualified in SET/NET/CENTRA/ STATE services through competitive examination in the last two years?**

The aim of our college is personality development of trainee teachers. Apart from academic knowledge the college is always ready to provide additional guidance related to NET/SET and MPSC, TET/CTET other competitive examinations.

The following services are provided by the college throughout academic session of every year.

- 1) Educational tour;
- 2) Special lectures by experts;
- 3) Placement cell;
- 4) NET/SET guidance;
- 5) Social service programmes;
- 6) Teaching Aids workshop;

- 7) TET guidance;
- 8) MPSC guidance;
- 9) Workshop and Seminar;

**Job Opportunities:**

Some sister institutions are spreading and providing education under Iqra Education Society, Jalgaon. E.g. Iqra Residential Public High School, Iqra Shahin High Schools, Mehrun, Jalgaon. Iqra Urdu High School, Jalgaon, Iqra Urdu High-school, Tondapur, Iqra Urdu High-school, Bornar.

The concern schools are always in a contact with our college as they are in a need of various teachers of different methods. The college gives the names of trainee teachers to above schools as per their request. Today many teachers are working in sister institutions after completion of B.Ed course.

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

<b>Year</b>	<b>Course</b>	<b>Students go for further studies (%)</b>	<b>Students choose eaching as profession (%)</b>
2012-13	B.Ed.	09%	89%
2013-14	B.Ed.	10%	87%
2014-15	B.Ed.	12%	86%

Above ratio indicates that most of the teacher trainees have accepted teaching profession. Few of them selected different discipline.

**5.1.6 Does the institution provide training and access of library and other education related electronic information. Audio/Video related and other resources available to the student-teachers after graduation from the institution? If yes, give details on the same.**

Yes, after passing B.Ed. from the institute, the trainee teacher can utilize the library facilities free of cost, necessary information can be gathered on skills, current issues and jobs by the trainee teachers. Every year some past students come to college to attend various functions. Our B.Ed. college provides teaching aids to neighbor and sister institutions.

Institution provides training and access of library and other education related electronic information. Audio/Video related and other resources available to the student-teacher after graduation from the institution.

**5.1.7 Does the institution provide placement services? If yes, give details on the service provided for the last two years and number of teacher trainee who have been benefited.**

Yes, the institution provides placement services, the year wise details are as under;

Year ->	2011-12	2012-13	2013-14
No. of students->	10	08	05

The above chart is showing the number of trainee teachers who are benefited through placement cell. The sister institution give list of teacher requirement to our college and college suggest the name of trainee teachers to concern sister institution.

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

The difficulties faced by the placement cell are as follows;

Every year when the requirement reaches by the sister institution it is of a particular method. e.g. Mathematics, English and science. Due to the non availability of posts the students of Urdu, History, and Geography are not benefited through placement cell.

Suggestion to overcome these problems:

The jobs provided by our institution through placement cell are in Jalgaon city only. So suggestion is that in near future the college will try to keep proper contact with the schools which are located in Jalgaon District and periphery. As per their requirement the college will try to make arrangement for needy trainee teachers according their methods and qualification. So the problem can be overcome to some extent.

**5.1.9 Does the institution have arrangement with practice teaching schools for placement of the student's teachers?**

Yes, the institution has arrangement with practice teaching school for placement of the students' teachers. In various schools the trainee teachers are taking their school lessons. So many ex- students of our college are working in our sister institutions at Jalgaon. The English medium school St. Teresa's management is closely connected with our college. Some of the management members and the teachers working in St. Teresa were completed B.Ed. from our college. So they are willing to appoint our students in that school.

**5.1.10 What are the resources (Financial Human & ICT) provided by the institution to the placement cell?**

The college has not arranged directly any interview programme for placement of teachers. Our college has acted as a agent between school and trainee teachers. The guideline programmes are provided to concern trainee teacher at college level. Finally when the school arranges an interview session the institution forces the trainee teachers to appear for same and the schools authority make appointments on the basis of selection.

## 5.2 STUDENTS SUPPORT

### 5.2.1 How are the curricular (teaching, learning) process, co-curricular and extracurricular program planned (Developing, Academic Calendar, communication across the institution Feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

A year plan is prepared at the beginning of academic session reflecting all the activities which are likely to be conducted throughout the year.

The procedure for this is as follows:

- 1) Staff meeting is arranged at the beginning of academic session.
- 2) The planning is divided into two terms i.e. first term and second term.
- 3) The responsibilities are allotted among the teacher educators.
- 4) Programmes and way of their implementation are decided in staff meeting.

The preparation of academic calendar is as follows:

Curricular	Co-Curricular	Extra –Curricular	Objectives
Preparation of daily college time table.	Election of GS and LR and others.	Seminar	1. All-round development of trainee teachers. 2. To develop professional skills and life skills.
Micro Teaching		Workshop	To develop various competencies.
Tutorial	Day celebration	Rallies	To develops Social values among trainee teachers.
Lecturer			To acquaint the trainee teacher with the goals of education.
Social Service	Collection of Articles for magazine and wall papers.		To develop creativity among trainee teachers.
First Term Exam.			To check the gained



			knowledge of students.
School lessons			To develop teaching skills among trainee teachers.
Internship	Educational Visits	Inter collegiate extra circular activities	To develop professional competencies.
	Felicitation		
Lectures		Participation un Yuva Rang conducted by NMU.	<ol style="list-style-type: none"> <li>1. To develop Academic qualities of students.</li> <li>2. To develop various skills.</li> <li>3. To develop interest in research work.</li> </ol>
Examination	Send off programme.		To evaluate academic progress of trainee teachers.

**Planning and implementation of co-curricular activities:**

- At the beginning, the college keeps some provisions of co-curricular activities while preparing annual plan.
- For the organization of every co-curricular activity a meeting is conducted with all the students in the presence of principal and teacher educator.
- The concern staff tries to implement co-curricular activities with the help of General Secretary, Ladies Representatative and other representatives.
- Immediately, after implementation of a particular programme,a review is taken.

**Procedure:**

On every Saturday the second half session is reserved for co-curricular activities.

**Extra-Curricular Activities:**

Extra - curricular activities is a part of curriculum. So for personality development of trainee teachers, extra-curricular activities are linked with the curriculum. The college has participated in various inter collegiate and inter university activities like essay elocution, sports and Yuvarang programme conducted by North Maharashtra University, Jalgaon.

**5.2.2 How is the curricular planning done differently for physically Challenged teacher trainees?**

The special facilities as per norms and rules of university and State Government are provided to physically challenged teacher trainees who are admitted in our college.

- 1) First bench is made reserved for physically handicapped students.
- 2) Special arrangements are made at the time of school lessons.
- 3) Allotment of extra time during examination period is provided.
- 4) Some facilities are provided at ground floor.
- 5) The nearest schools are made available for physically handicapped students.

**5.2.3 Does the institution have mentoring arrangement? If yes, how it is organized?**

Yes, institution has mentoring arrangement. It is as follows;

- 1) The college have mentoring facilities, 80 trainee teachers are divided in six groups.
- 2) Each micro group consist 14/15 teacher trainees.
- 3) Each micro group work under the guidance of one leader.

The mentoring process is both formal and informal it includes;

- 1) Formation of micro teaching group;
- 2) Group meeting to know issues and problems;

- 3) College is having eight method groups. Every method group is responsible for mentoring the same.
- 4) If problem arises the teacher trainees discuss with the micro group.

**5.2.4 What is the various provisions in the institution which support and enhance effectiveness of the faculty in the teaching and mentoring of teacher trainees?**

- 1) The institution has qualified staff with qualified principal.
- 2) The principal conduct staff meetings for the planning, implementation and feedback of curriculum transactions. Various issues are discussed during staff meeting.
- 3) The meeting is also conducted to discuss the problems of teaching and non-teaching staff.
- 4) The teacher trainees give feedback at the end of academic session.
- 5) Throughout the academic year some expert personalities are invited for different programmes. After the programme is completed guest and staff interacts with each other.
- 6) The teacher educators are sent for research workshop and seminars for academic progress. Internet facilities are made available for teacher educators.

**5.2.5 Does the institution have its website? If yes, what is the information posted on the site and how after it is update?**

Yes, the institution has its website. The address of our website is '[www.iqrabed.co.in](http://www.iqrabed.co.in)'

The following information has been posted on the website.

- 1) Information about society and college;
- 2) Infrastructure;
- 3) Vision;
- 4) Mission;

- 5) Goals;
- 6) Admission Criteria;
- 7) List of Local Managing Committee;
- 8) Syllabus;
- 9) Programme and Events;
- 10) Results;
- 11) Academic and other achievement.

**5.2.6 Does the institution have a remedial program for academically low achievers, if yes, give details.**

Yes, the institutions have a remedial program for academically low achievers. The details are as follows.

Best Result Scheme:

Academically high achievers, average and low achievers are being identified and required support is given to them as per necessity. As per the norms of North Maharashtra University two tutorials and two tests are necessary. But since the year 1995 we are conducting the tutorials throughout the term as possible which is more than university norms. Special guideline is provided related to last year's question papers. Extra zero periods for mathematics is conducted by Prof. Vasim Ahmed Shaikh Hasan since last eighteen years. Personal guidance is also provided by the concerned teachers.

The students who are not doing well during micro teaching programme and tutorial writing are benefitted by the guidance and counseling programme. At the last session we found remarkable improvement in their academic progress, only due to the positive efforts of our teacher educators.

**5.2.7 What specific teaching strategies are adopted for teaching?**

**a) Advanced learners**

**b) Slow learners**

The college has following advanced strategies for advance and slow learner.

For Advanced Learners:

- Interactive sessions through classroom teaching;
- Use of various co-operative techniques in classroom teaching;
- Extra educational guidance;
- Lectures of expert are organized;
- Motivation for self learning;
- Tutorials;
- Additional academic work is assigned to them;

For Slow learners:

- Individual counseling;
- Personal guideline related to subject and methods;
- More writing practice by tutorial writing programme;
- Arrangement of zero periods for mathematics;
- Lectures of expert are organized;

**5.2.8 What are the various guidance and counseling services available to the teacher trainees? Give details.**

The following guidance and counseling services are available to the teacher trainees. The details are as under;

EDUCATIONAL GUIDENCE:

- The teacher trainees are guided related to academic educational syllabus.
- They are also informed about TET and other competitive examination.
- Guidance is given about the job opportunities and interview techniques.
- Counselling is provided to the teacher trainees who are in need.
- .The teacher trainees are constantly guided, motivated and encouraged.

#### VOCATIONAL GUIDENCE:

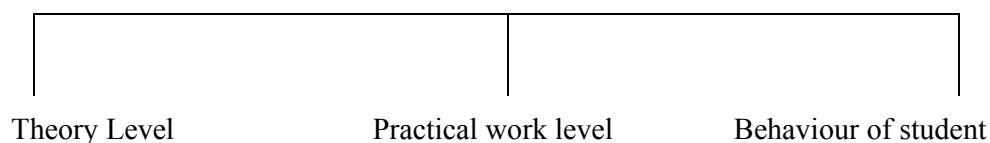
- Guidance is given for their professional upliftment.
- Teacher trainees are oriented about job opportunities and interview techniques. Some time teacher trainees face problems regarding curriculum subjects, school lesson and practical work, that time the teacher educator provide guidance to solve the related problem.

#### 5.2.9 What is the Grievance Redressal mechanism adopted by the institution for teacher trainees? What are the major grievances redressed in the last two years?

The college has a separate grievance cell. The college has arranged a suggestion cum complain box in the college. If problem creates the teacher trainees have a right to give their identity without disclosing their names. The head of grievance redressal cell look into the matter related to all issues regarding maladjustment, subject problem, language problem, problems related to infrastructure, seating arrangement, sanitation, drinking water, etc. and take proper action to solve the problems.

#### 5.2.10 How is the progress of the candidates at different stages of programme monitored and advised?

Learning is ongoing process. So it is necessary to monitor progress of trainee teachers at every stage of their academic session. The following steps are taken at the following three level.



Keeping in view academic side of trainee teacher's theory part is evaluated with the help of test and tutorials.

Practical work related to theory papers, microteaching, school lessons etc. are evaluated on the basis of their performance. Evaluation and observation techniques are adopted by the teacher educator to evaluate their behavior.

**5.3.1 Does the institution have Alumni Association?**

If Yes,

- 1) List the current office bearers.
- 2) Give the year of last elections.
- 3) List Alumni Association activities of last two years.
- 4) Give details of the top ten alumni occupying prominent position.
- 5) Give details on contribution of Alumni to the growth and development of institutions.

Yes, the institutions have Alumni Association which is established in the year 2012. The last election was held on 20<sup>th</sup> September, 2014.

List of the current office bearers is as follows;

Alumni 2014-2015:

<b>Sr.No.</b>	<b>Designation</b>	<b>Name</b>
01	President	Dr. D. P. Sankhala
02	Vice-president	Shaikh Rehan (Student)
03	Working President	Prof. Mr. Vasim Ahmed Shaikh
04	Asst. working President	Shaikh Anisoddin (Ex. Student) Waseem Shaikh (Current Students)
05	Secretary	Prof. Mohd. Azim Shaikh
06	Asst. Secretary	Pathan Aasif (Ex. Student) Swood Husain (Current Students)
07	Treasurer	Prof. Mr. Shaikh Irfan Iqbal Shaikh Azimoddin (Ex. Students)
08	Asst. Treasurer	Farhan Shaikh (Ex. Student) Mohd. Sahadab (Current Students)
09	Members	1) Altamsh Khan 2) Farzana Bano 3) Shaikh Mateen

		4) Shaikh Nilofar 5) Shah Aabid 6) Mustajab Ahmed 7) Shahin Shaikh 8) Mohd. Atik 9) Sayed Nanznin 10) Juber Ahmed 11) Patil Jayshri 12) Shaikh Shakir 13) Saima Rameen 14) Shaikh Aaquib 15) Amal Siddiqui 16) Imran Khan
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Activities and contribution of Alumni Members is as follows:

- They visit to our college.
- They give their participation in various programmes conducted by the college.
- They give guidance in solving issues regarding practice teaching.
- They coordinate with one another and discuss academic issues.
- They plays main role in improving co-curricular activities.
- They help to enhance skills and competencies of current batch students.
- They give feedback for overcoming the difficulties faced by the college.
- Alumni also help in social works and rallies to be conducted outside the institution.
- They help in the placement of ex-students of this college.
- Alumni are useful for the management quality control by providing educational feedback at all stages.

Details of the top ten alumni occupying prominent position:

- 1) Mr. Khalil Shaikh - Education officer, Jalgaon.
- 2) Mr. Firoz Pathan - Education officer, Jalgaon.



- 3) Mr. Zamir Quazi - Head Master, Iqra Public School, Jalgaon.
- 4) Mrs. Firdous Shaikh - Assistant professor, H.J. Thim College of Arts & Science, Mehrun, Jalgaon.
- 5) Mr. Salim Shah - Head Master, Iqra High School, Bornaar.
- 6) Mrs. Nilima Patil - Head Master, Godavari English Medium School, Jalgaon.
- 7) Mansi Gagdani - Head Master, Ujwal English Medium School, Jalgaon.
- 8) Mr. Azim Shaikh - Assistant professor, Iqra B.Ed. College, Jalgaon.
- 9) Mr. Vasim Shaikh - Assistant professor, Iqra B.Ed. College, Jalgaon.
- 10) Mr. Irfan Shaikh - Assistant professor, Iqra B.Ed. College, Jalgaon.

**5.3.2 How does the institution encourage teacher trainees to participate in extracurricular activities including sports and games? Give details on the achievement of teacher trainees during the last two years.**

Extra curricular activities can play a vital role in all round development of teacher trainee. So every year institution has conducted indoors and outdoors games like cricket, carrom, chess, rangoli, group competition etc. Every year teacher trainees participate in Yuva Rang programme conducted by North Maharashtra University, Jalgaon. They participate in group song, patriotic song, elocution, debating and many more. The teacher trainees are appreciated by members of management and the spectators.

**5.3.3 How does the institution involve and encourage teacher trainees to publish material like catalogues, wall magazine, college magazine and other material? List out major publication/ materials brought out by the teacher trainees during the previous academic sessions.**

“Horizon” is a name of our college magazine. The institution encourages teacher trainees to give their articles on different issues. (Like social and cultural topics, poems, stories etc). Good motivational thoughts are written on blackboard by some teacher trainees. It is published every year.

In last academic session, keeping in view various special days, many articles were published through wall papers. Teacher trainees participate by giving their articles to the in charge of cultural department. (The articles are based upon, Science Day, Life sketch of mathematician, Teacher Day, International literacy Day, Education Day, Environment Day etc.) All these articles are binded together in the form of book, which is further kept in library.

In this way, the institution involves and encourages teacher trainees to publish material like catalogues, wall magazine, college magazine and other material.

**5.3.4 Does the institution have teacher trainee's council or any other similar bodies? Give details on constitutions, major activities and funding.**

Yes, institution has teacher trainee's council its details are as under;

Teacher Trainee's Council for year (2014-15):

- Chairman – Mrs. F.M.Lehari (In charge Principal)
- General Secretary – Pathan Imran Khan Ayyub Khan Pathan
- Sports Representative – Prof. Azim Shaikh
- (Student Sports Representative) Shaikh Mohsin Shaikh Gulam Rasul
- Ladies Representative – 1) Amal Siddiqui Umardaraz Ali  
2) Borase Snehal Dilip
- Member of National Service Scheme(NSS) / Adult Education-  
1) Prof. Shaikh Vasim Ahmed  
2) Shaikh Naeem Shaikh Bismillah(Student)
- Cultural Representative – 1) Prof. Songare I.N.  
2) Shaikh Sajid Shaikh Shamsheer(Student)

Activities of Teacher Trainee's Council – Teacher Trainee's Council helps in arranging various Educational, Cultural Programmes, Rallies, Workshops, Seminar, Social work and many more. It also helps in academic development of teacher trainees.

**5.3.5. Give details of various bodies and their activities. (Academic and administrative) which have students representative on it.**

The following bodies are formed in the college.

S.No.	Bodies	Teacher Representative	Function
01	Admission Committee	Mr. Abdul Rauf Shaikh (Management Representative) Dr. D.P. Sankhala Prof. Shaikh V.H.	To provide guidance about admission for B.Ed Course.
02	Micro-Teaching	Dr. D.P. Sankhala Prof. Mrs, F.M. Lehari	To plan and organize Micro-Teaching Lessons.
03	Practice Teaching	Dr. D.P. Sankhala Prof. Mrs, F.M. Lehari	To plan and organize Practice Teaching Lessons.
04	Social Work	Dr. D.P. Sankhala Prof. Mr. Pathan V.T	To plan and organize Social service programmes.
05	Staff Academic enrichment	Dr. D.P. Sankhala Prof. Mr. Ishwar Songare	To plan and organize Lectures on various topics.
06	Tutorial & Examination	Dr. D.P. Sankhala Prof. Mr. Shaikh A.A. Prof. Mr. Shaikh V.H.	To plan and organize tutorials and Test on concern term.
07	Sports committee.	Dr. D.P. Sankhala Prof. Mr. Shaikh A.A.	To plan and organize various sports and games and participate in intercollegiate and university programmes.
08	Research Cell	Dr. D.P. Sankhala Prof. Mr. Shaikh A.A.	To motivate the teachers to conduct research.
09	Alumni Association	Dr. D.P. Sankhala Prof. Mr. Pathan V.T.	To organize meetings of Alumni and accepts the

			suggestion of Alumni for development of college.
10	Parent Teacher Association	Dr. D.P. Sankhala Prof. Mr. Pathan V.T.	To plan and organize the meeting of Parent Teacher Association and provide guidance.
11	Cultural Committee	Dr. D.P. Sankhala Prof. Mr. Pathan V.T.	To organize the cultural activities during the year.
12	Students Welfare Association	Dr. D.P. Sankhala Prof. Mr. Irfan Iqbal Shaikh.	To identify suitable candidates and provide financial and academic support.
13	Library	Dr. D.P. Sankhala Prof. Mr. Shaikh A.A. Prof. Mr. Songare I.N Mr. Zafar Ali	To provide regular access of Library and reading room research work to student and staff and conduct the meeting.
14	Academic Auditing	Dr. D.P. Sankhala Prof. Mr. Shaikh V.H.	To evaluate the students and teachers performance to provide academic feedback for their academic development.
15	Grievance Redressal Cell	Dr. D.P. Sankhala Prof. Mr. Pathan V.T. Prof. Mrs. Farida Lehari	To organize the meeting and discuss various complaint and provide solutions.
16	Magazine	Dr. D.P. Sankhala Prof. Mrs. Farida Lehari	To provide the platform to students and staff to express the views through writing materials.
17	Anti Ragging and Sexual Harassment Cell	Dr. D.P. Sankhala Prof. Mr. Shaikh A.A. Prof. Mr. Shaikh I.I	To control over misbehavior of students

18	Placement Cell	Dr. D.P. Sankhala Prof. Mr. Pathan V.T.	To create job opportunities for students
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**5.3.6 Does the institution have a mechanism to seek and use data and feedback from its graduate employers to improve the preparation of the programme and growth and development of institutions?**

At the end of academic year the feedback form is filled up and data is collected from teacher trainees to improve the implementation plan of the institutions. The management helps to support and guide teaching as well as non-teaching staff. The management gives timely feedback for the appropriate growth of the college. Local Inquiry Committee of North Maharashtra University, Jalgaon and Local management committee of parents' institution give suggestion and takes feedback to empower the college. Our college is flexible in its attitude to accept and implement the suggestion made by experts and visitors who visit our college regularly.

**5.4. Best practices for students support and progression.**

**5.4.1 Give details on institutional practice in student support and progression.**

The following are the best practices for students support and progression.

**1) Professionals Guidance (Job Opportunities)**

As soon as the teacher trainees complete B.Ed. course professional guidance related to job opportunities provided to them. Ours is an English medium B.Ed. College. But the Marathi medium, Urdu medium students can also join to our college. The English medium and Urdu medium schools are always in a contact of our principal and teachers. They provide information about vacancies. We guide the teacher trainees about vacant post in a concerned school.

**2) Empowerment of weaker section**

Today our students are not progressed to meet the need of 21<sup>st</sup> century. Many teacher trainees are from economically and socially deprived sections of society. They are empowered according to their needs to overcome the problems.

### **3) Three Language Formula**

Although ours is a English medium college we use three language formula (Marathi, Urdu and English) for classroom teaching. The main purpose behind this is to make all the teacher trainees understand fully, whatever the teacher is teaching to them.

### **4) Zero Period**

Since last eighteen years Prof.Vasim Shaikh is teaching mathematics in zero periods every day. This period is conducted every day at 10.30 to 11.15 in the morning on all working days .This period is extra period. Regular period is also conducted as per time-table. Main purpose behind this is to provide basic knowledge and practice to students. As a result of this activity, every year students achieved the place in merit list of North Maharashtra University, Jalgaon.

## **Criterion VI: Governance and Leadership**

### **6.1 Institutional Vision and Leadership:**

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

Iqra Education Society, Jalgaon was established in the year 1986, with an objective of providing quality education to the economically, educationally and socially weaker section of the society. The Iqra Education Society is one of the oldest educational organizations of Jalgaon and has done pioneering work in the field of education especially for minority and weaker section of the society.

#### **Purpose:**

The **purpose (or goals)** of the existence of the institution is:

- 1) To provide quality teacher education to all the pupil teachers irrespective of cast, religion and language.
- 2) To inculcate moral, social, cultural and scientific values among the pupil teachers.
- 3) To develop creativity and skills among the pupil teachers to enable them towards effective teaching.
- 4) To impart the skills of using latest technologies in the teaching-learning process.
- 5) To arouse the feeling of national and social responsibilities among the pupil teachers.
- 6) To prepare competent teachers for fulfilling the needs and requirements of minority schools / institutions.

#### **Vision:**

The **Vision** of the institution is:

“To create qualitative and competent teachers by imparting world class teacher education to all students, with special attention to minorities.”

**Mission:**

The **Mission** of the institution is:

“To impart knowledge, skills and new technologies among all students – specially minority students, to enable them to become knowledgeable and creative educators of the future.”

**Values:**

Our institution believes in the following values:

- 1) Creation of skilled student-teacher.
- 2) Creation of physically fit, mentally alert and democratic citizens for the nation.
- 3) Respect to universal brotherhood and peace.
- 4) Working on the principle of humanity.
- 5) Fostering scientific attitude among students.
- 6) Inculcating sensitivity to Environmental, population and gender issues.
- 7) Promoting Quest for Excellence.
- 8) Modesty, Honesty, Punctuality.
- 9) Practicing Democracy.
- 10) Imparting professionalism through positive work, culture and dignity of labor.
- 11) Faith in equity, fraternity, liberty, patriotism, national integration, tolerance towards all religions, non-violence, sensitivity, gender equity & respect to all national core value.

Above stated Purpose, Vision and Mission of the institution are made known to the various stakeholders in the following ways:

- 1) The vision, mission and goals of the college are written on the wall at the entrance of the college.
- 2) The vision, mission and goals of the college are also written on the walls of seminar hall.
- 3) The vision, mission, and goals are also published on the website of the college.



- 4) All the academic activities are undertaken as according to the vision, mission, purpose, goals and objectives of the college.

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

Yes, 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 vision, mission, goals and objectives of the college clearly show what the need of the society is, and how it is fulfilled by the institution.

The need of the society is to have proactive leaders who will lead the people properly for ever changing society in terms of knowledge, technology etc. Through our mission and goals our college tries to inculcate social and national responsibility among the students.

The students to whom the college seeks to serve are the future teachers. Preparing them for becoming quality teachers who prepare their students for facing the globalized world with proper value systems, technological knowhow, quest for lifelong learning etc. This is reflected in the mission, goals and objective of the college.

The demand of the school sectors is to produce well rounded teachers who efficiently train the school students in the changing global scenario. This requirement of the school sector is fulfilled by the mission, goals and objectives of the college.

**6.1.3 Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)**

The top management's commitment of our institution is to provide effective functioning of the institution according to the rules of UGC, NCTE & affiliating

university. The management performs the leadership role for effective and efficient transaction of teaching and learning process in the college.

Iqra Education Society, Jalgaon, functions as the parent society for the college. The parent society fulfills its educational commitments with the help of the managing council.

The composition of the managing council is as under:

<b>MANAGEMENT COUNCIL</b>		
1.	Dr. Ab. Karim Salar	President
2.	Adv. Aminuddin Shaikh	Vice-President
3.	Haji Abdul Gaffar Malik	Secretary
4.	Dr. Mohammed Taher Shaikh	Joint Secretary
5.	Mr. Shaikh Amin Shaikh Amir	Treasurer
6.	Dr. Iqbal Majid Shah	Member
7.	Dr. Amanullah U. Shah	Member
8.	Prof. Ab. Rashid Shaikh	Member
9.	Prof. Ab. Rauf Shaikh	Member
10.	Prof. Zafar Mohd. Shaikh	Member
11.	Late Mr. Mohd. Ibrahim Haji Gulam Nabi	Member
12.	Mr. Memon Ab. Majid Zakariya	Member
13.	Late Mr. Noormohammed Chaudhari	Member
14.	Mr. Gulam Nabi Bagwan	Member

There is continuous monitoring of the activities of the college by the management. The management board reviews all activities of the college. Monitoring and supporting is done by the management to ensure that the college is imparting high quality education, integrating social, spiritual, moral values and technology.

For practicing democratic administration, as per Maharashtra University Act-1994 (article- 85), our college has Local Managing Committee (LMC). As per the provision of the act college has sufficient representatives from management, teaching and non teaching staff respectively. These representatives also act as the link between the parent society and the college. Through the L.M.C, management accepts the suggestions for excellence given by all the representatives of teaching and non-

teaching staff of the college. Management provides sufficient and good infrastructure, qualitative human resources and funds for the development of the college. The management regularly visits and conducts meetings and monitors the functioning of the college as per the provision of University Act. The management works in a democratic manner, decision making is transparent and participatory. LMC meets regularly in the college and discusses the administrative and academic activities so as to make constructive suggestions for the betterment of the college. Decisions taken in the LMC are approved in governing board meeting of parent society.

The composition of the Local Managing Committee (LMC) is as under:

<b>LOCAL MANAGEMENT COMMITTEE</b>		
1.	Dr. Ab. Karim Salar	President
2.	Prof. Ab. Rauf Shaikh	Chairman
3.	Haji Abdul Gaffar Malik	Member
4.	Dr. Amanullah U. Shah	Member
5.	Mr. Shaikh Amin Shaikh Amir	Member
6.	Prin. Dr. D. P. Sankhala	Secretary
7.	Prof. Farida M. Lehari	Teaching Representative
8.	Prof. V. T. Pathan	Teaching Representative
9.	Prof. Azim A. Shaikh	Teaching Representative
10.	Prof. V. H. Shaikh	Invitee Teaching Representative
11.	Mr. Anis C. Patel	Non-Teaching Representative

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

The management has entrusted the Principal with the task of leading the college to greater heights. Freedom is given to the Principal to take decisions regarding the conduction of various programs.

The management and the college define the responsibilities of the faculty and other staff as per university norms. At the beginning of the academic year and in case of new appointments these responsibilities are communicated by the management and the Principal to the staff members. The management is updated about the progress and programs of the college through LMC.

The principal ensures that the responsibilities are defined and communicated to the staff of the college in the following ways:

- 1) In the beginning of the academic year the Principal along with the staff prepares the academic calendar.
- 2) The Principal organizes meetings of staff on a regular basis to discuss and review the work in various academic activities.
- 3) Planning for the next academic year is done during staff meetings.
- 4) The Principal clarifies expectations to the faculty members and schedules are set for each task.
- 5) For smooth functioning, all the faculty members share their ideas to find the solutions.
- 6) At the end of the year work done in various departments are discussed. Members of the staff are asked to share the efficacy with which a portfolio was carried out. Suggestions and reviews are welcomed to improve upon the practice.
- 7) The management provides the resources and finances which are needed to accomplish the various tasks to maintain quality.

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

The management and the head of the institution promote continuous feedback system. The analyzed information is used in a constructive way to improve upon the practices of the college. Regular feedback is taken by the principal from every department. Feedback about faculty members is obtained from the teacher trainees.

Monthly staff meetings, term and annual meetings, parent teacher meeting and review meetings provide valuable feedback. Practice teaching schools and alumni give feedback through discussions.

LMC meetings, help in providing feedback to the management about various activities of the college.

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

The barriers in achieving the vision, mission and goals of the institution are identified from the following sources:

- 1) Information and feedback received from the students.
- 2) Reports and feedback received from the staff.
- 3) Parents reports regarding the functioning of the institution in respect to the teaching, training and learning of their wards.
- 4) Feedback from the heads of practice teaching schools.
- 5) Feedback received from the alumni association in their meetings.

The barriers found if any are discussed in staff meetings and steps to overcome them are decided and executed. Review meetings are also arranged after every activity to identify and solve the problems if any. For e.g. when some students are unable to understand the teaching language, the teacher uses tri-lingual approach during teaching-learning process.

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

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

- 1) The management encourages democratic environment, student centered approach and participatory management approach in running the institution. The academic freedom is given to the Principal and staff of the college.
- 2) All the faculty members are involved in the different activities organized by the college throughout the year.
- 3) The management promotes and encourages the staff for their professional growth.

- 4) The management motivates staff to participate and attend various orientation programs, refresher courses, seminars and workshops at state, national and international level.
- 5) The Society felicitates faculty members on annual, social, cultural and teacher's day function for their achievement thus encouraging them.
- 6) Academic freedom is given to the faculty members for their professional growth.
- 7) Management officially addresses the faculty members and students in various functions organized by the college throughout the year motivating them to achieve higher goals in education.
- 8) Management also provides their valuable suggestions and financial support for conducting various activities in the college time to time.

**6.1.8 Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.**

Principal is the head of the institution. She looks after the academic functioning of each department. The college has risen to greater heights under the leadership and guidance of the Principal. The Principal gets constant support, guidance and encouragement from the Management board. The entire curricular and co-curricular activities are organized under the governance of the Principal.

- **Curriculum-** For the governance and the management of the curriculum, as per the norms of the affiliating university, the Principal allocates the workload related to the curriculum to the concerning faculty of different departments in staff meeting conducted at the beginning of the session. When curriculum is modified or revised; series of workshops are conducted by the affiliating university to identify the changes and details of the courses. The Principal and all the faculty members also play an important role in reformation of curriculum. The Principal works as a recourse person for workshops held at different B.Ed. Colleges affiliated to university and also sends staff member to participate in these workshops. According to the requirements of revised curriculum, changes are made in the required resources of the college. E.g. Proper distribution of

workload, purchase of new equipment, stationary, books, reference books, journals, technological aids, material essential for subject labs etc. Time table is also restructured according to the various areas given in the new curriculum.

- **Administration-** Principal distributes duties regarding academic programs among the teaching and non-teaching staff department wise. Equal workload is given to the faculty (teaching and non-teaching) so that they all can come to know well in advance about their duties and responsibilities and can perform their duties and responsibilities in a healthy and friendly environment more effectively.
- **Allocation and Utilization of resources-** The College gives stress on optimum utilization of resources available in the college. Registers for issuing and return of all teaching-learning materials, science laboratory apparatus, technological aids, etc. are maintained by respective in-charge.

## 6.2 Organizational Arrangements

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

- List of the different committees:

Sr. No.	Name of Committee	Teacher Representative	Functions/ Information
1.	Admission Committee	Dr. D. P. Sankhala Prof. V. H. Shaikh	1) To provide the information about admission criteria for B.Ed. course.  2) To look after for admission related activities.
2.	Micro teaching / Practice Teaching	Dr. D. P. Sankhala Prof. F. M. Lehari	To Plan and organize micro teaching program.

3.	Social Work	Dr. D. P. Sankhala Prof. V. T. Pathan	To plan and organize the social service program.
4.	Staff Academic Enrichment	Dr. D. P. Sankhala Prof. I. N. Songare	To plan and organize the discussion and lectures on various topics for staff enrichment.
5.	Tutorials and Examination	Dr. D. P. Sankhala Prof. A. A. Shaikh Prof. V. H. Shaikh	To plan and organize tests, tutorials & internal exam activities.
6.	Gymkhana/ Sports Committee	Dr. D. P. Sankhala Prof. A. A. Shaikh	To plan and organize various sports and games in college and participate in intercollegiate and university level competitions.
7.	Research Cell	Dr. D. P. Sankhala Prof. A. A. Shaikh	To motivate the teachers to conduct research related activities.
8.	Class Attendance	Dr. D. P. Sankhala Prof. I. N. Songare	To arrange the classroom according to subjects, to maintain the discipline of the college and to take care of daily attendance of the students.
9.	Staff Meeting Record	Dr. D. P. Sankhala Prof. I. N. Songare	To organize the staff meeting regularly, conduct academic discussion and maintain the minutes of the meeting.
10.	Computer Lab and Internet	Dr. D. P. Sankhala Prof. I. I. Shaikh	To provide the access for computers and internet facility to students and staff. To conduct



			computer practical according to syllabus.
11.	Alumni Association	Dr. D. P. Sankhala Prof. V. T. Pathan	To organize the meetings of alumni regularly and to discuss various activities for the improvement of quality in the college.
12.	Parent Teacher Association	Dr. D. P. Sankhala Prof. V. T. Pathan	To organize the meetings of P.T.A. regularly and to take feedback from the parents for development of the college & students.
13.	Cultural Activity	Dr. D.P. Sankhala Prof. V. T. Pathan	To organize the cultural activities throughout the year.
14.	Student Welfare committee	Dr. D. P. Sankhala Prof. I. I. Shaikh	To identify the suitable candidates and provide the guidance and academic support for their welfare.
15.	Library Committee	Dr. D. P. Sankhala Prof. A.A. Shaikh Prof. I. N. Songare Mr. Zafar Ali Manzur Ali	To provide regular access of library, reading room to students and staff and conduct the meeting for the development of library.
16.	Website Upgradation	Dr. D. P. Sankhala Prof. I. I. Shaikh	To look after website upgradation of college.
17.	Academic Audit committee	Dr. D. P. Sankhala Prof. V. H. Shaikh	To evaluate the student's and teacher's performance and

			provide suitable feedback for academic development of them.
18.	Grievance and Redressal cum counselling committee	Dr. D. P. Sankhala Prof. V. T. Pathan Prof. F. M. Lehari	To organize the meeting and discuss various complaints and provide correct direction.
19.	Magazine Committee	Dr. D. P. Sankhala Prof. F. M. Lehari	To provide the platform to students and staff to express their views, thoughts in writing for magazine.
20.	Anti Ragging and Sexual Harassment Committee	Dr. D. P. Sankhala Prof. F. M. Lehari Prof. A.A. Shaikh Prof. I. I. Shaikh	To control the misbehavior of the students and implement the U.G.C. regulations on curbing the menace of ragging in higher education institutions- 2009 and to keep control on sexual harassment.
21.	Training and arranging external Competition	Dr. D. P. Sankhala Prof. I. I. Shaikh	To motivate students & prepare them for various competitions.
22.	Purchasing Committee	Prof. D. P. Sankhala Prof. V. H. Shaikh	To make list of all items required for college in the beginning to purchase & keep their record.
23.	Teaching & Non teaching problem solving committee	Prof. D. P. Sankhala Prof. F. M. Lehari Prof. V. T. Pathan Mr. Anis Patel	To provide help for teaching & non teaching staff whenever they face some problems.
24.	Language Club	Dr. D.P. Sankhala	To conduct various curricular

		Prof. V. T. Pathan Prof. I. N. Songire	activities for enrichment of all language.
25.	Science and Mathematics Club	Prof. V. H. Shaikh Prof. I. I. Shaikh	To conduct various curricular activities for enrichment of Science and Mathematics.
26.	History and Geography club	Prof. F. M. Lehari Prof. A.A. Shaikh	To conduct various curricular activities for enrichment of History and Geography.

The following layout gives a detailed account of the meetings held and the decisions taken in various committees.

**1) Admission Committee:**

Number of meetings held in the year: 03

Major decisions taken in the meeting about:

- 1) College will admit the students through MVAMSA association's CET process.
- 2) For Conducting the CET exam smoothly the responsibilities and venue of examination is decided.
- 3) Guidance and counseling are provided about method selection to the admitted students.

**2) Tutorials & Examination:**

Number of meetings held in the year: 04

Major decisions taken in the meeting:

- 1) Tutorial will be conducted on every Monday in the first period.
- 2) Tutorial and exam in-charge will prepare time table for conducting tutorials throughout the year.
- 3) Instruction will be given to each faculty member to prepare their question papers before time and submit to tutorial and exam in-charge.
- 4) Concerning teacher will assess the tutorials and papers regularly.

5) The result of tutorial and exam will be declared on time.

**3) Gymkhana/ Sports Committee:**

Number of meetings held in the year: 02

Major decisions taken in the meeting:

- 1) The incharge will prepare and submit the list of materials required for different sports.
- 2) The incharge will prepare students to participate in inter college sports competition.

**4) Staff Meetings:**

Number of meetings held in the year: 12

Major decisions taken in the meeting:

- 1) The incharge will prepare academic calendar.
- 2) Each faculty member has to prepare and submit annual teaching plan of their subject.
- 3) Different academic and administrative committees are reformed and responsibilities are assigned to concerning faculty.
- 4) Celebration of different days and conducting different rallies throughout the year.

**5) Alumni Association:**

Number of meetings held in the year: 03

Major decisions taken in the meeting:

- 1) Alumni member will be called for various activities throughout the year.
- 2) Previous year toper students will be called for felicitation on Teacher's Day and Farewell Program.
- 3) Ex-students will be encouraged to become the members of alumni association.

**6) Parent Teacher Association:**

Number of meetings held in the year: 02

Major decisions taken in the meeting:

- 1) Parents will force the students to participate in all extra-curricular and co-curricular activities regularly.
- 2) Information about the results and performance of students in tutorials and tests will be provided to parents.
- 3) College and parents will take care of transportation facilities for girl students from city.
- 4) Suggestions on curriculum and other activities of the college will be collected from parents.

**7) Library committee:**

Number of meetings held in the year: 02

Major decisions taken in the meeting:

- 1) Stock verification should be made at the end of the year.
- 2) New books will be purchased as per the requirement of the current year.

**8) Grievance and Redressal cum Counseling:**

Number of meetings held in the year: 02

Major decisions taken in the meeting:

- 1) Residential facilities will be made available to girl students.
- 2) Discussion to increase lunch time.
- 3) Discussion on the problems of late comers.
- 4) Discussion on the complaints.

**9) Anti Ragging and Sexual Harassment Committee:**

Number of meetings held in the year: 01

Major decisions taken in the meeting:

- 1) Preparation of a flex board against ragging and its placement in a prominent position in the college building.
- 2) Every faculty member will take care of ragging and sexual harassment in the college.

**10) Purchasing Committee:**

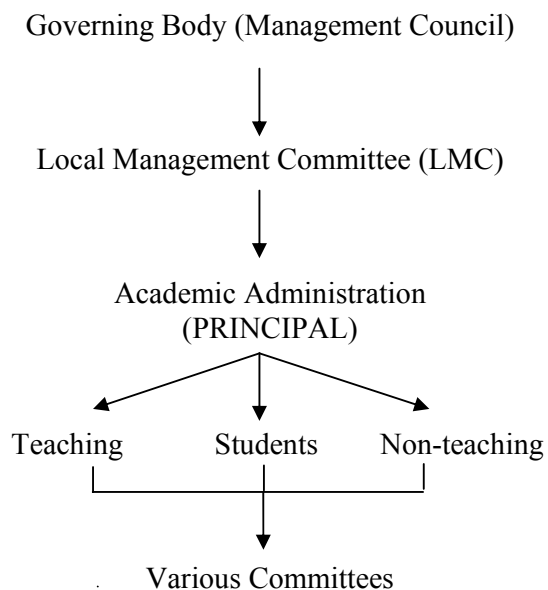
Number of meetings held in the year: 02

Major decisions taken in the meeting:

- 1) The in-charge will prepare and submit the budget for the year 2014-15.
- 2) Purchasing of science lab apparatus.
- 3) Purchasing of mathematics geometrical boxes.
- 4) Purchasing of cupboard for mathematical apparatus.
- 5) Purchasing of new books for library.
- 6) Any other purchase.

**6.2.2 Give the organizational structure and the details of the academic and administrative bodies of the institution.**

The organizational structure of the academic & administrative bodies of the institution is as under:



The details of the different committees formed by the college are same as given in the previous questions.

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

The administration of the institute is fully decentralized in the following manner.

- 1) The principal executes total democratic leadership style and believes in team work. For deciding any policy Principal and the faculty members jointly work together.
- 2) Major decisions related to administration are taken by the principal, with the help of senior faculty members.
- 3) Distribution of work is done according to the capabilities of the faculty members.
- 4) The concerned faculty has freedom to take decisions and implement the same.
- 5) Equal workload and freedom is given to everyone for taking decisions.
- 6) Total decentralization and freedom is given by the principal to all the faculty members to take decisions to smoothly conduct various activities of the college.
- 7) Administrative staff looks after the office administration under the guidance of the principal.
- 8) Librarian is responsible for procurement and custody of books, journals and their issues and other management of the library. Library committee helps in its functioning.
- 9) There is a mechanism of continuous interaction, feedback and co-ordinate meeting of staff members for this purpose.
- 10) The management provides full support in smooth administration process.

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

- 1) To collaborate with other sections/departments of the college, the principal conducts frequent meetings as per requirement with heads of different committees to take feedback for quality improvement. The difficulties in the execution of

related tasks are discussed and solutions are planned out for improving the quality of educational provisions.

- 2) To collaborate with the school the principal herself keep in touch with the heads of the schools and teachers by visiting the schools and invite the heads and the teachers for different purpose to the college and discuss various issues.

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

Yes, the college uses the data and information obtained from the feedback in decision-making and performance improvement.

The college collects the feedback from students, alumni, faculty members and also teachers from the practicing schools for finding strengths and drawbacks of the colleges. With the feedback obtained from the various feedback sources the information is collected regularly and shared with faculty members for improving the quality. The management and the principal take the necessary action to improve its processes and function.

The following feedback mechanism is used by the college for the academic improvement:

- **Local Investigation Committee (LIC) of the North Maharashtra University, Jalgaon** visits the college and gives guidance regarding the academic activities.
- **Feedback from the L.M.C** is used for improving the academic work as well as teaching-learning facilities provided by the college.
- **Feedback from the faculty members** in the form of problems and suggestions are discussed in the faculty meetings. The problems are discussed and the solutions are drawn out for smooth and better academic work.
- **Feedback from teacher trainees (Using Suggestion Box)** is also collected every month in written form and discussed in the meetings to improve the quality of the academic programs.
- **Feedback from Practicing Schools** is collected by conducting meetings with the head and the teachers of the concerned schools for smooth implementation and



execution, thereby enhancing the quality of training programs. Through these meetings an idea about the expectations of the school is obtained. The college tries to fulfill these to the maximum in the best possible way.

Thus, the college conducts feedback sessions at various levels, analyzes the information along with suggestions and constructive feedback is welcomed for maintaining the quality of the college.

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

The success of any college depends on how well activities were done in co-operation and co-ordination with each other. The college has an excellent rapport with management, faculty members and students.

The college takes initiatives in promoting co-operation, sharing of knowledge, innovation and empowerment of the faculty by following ways:

- Equal work distribution amongst the faculty members.
- Participation in State, National and International Seminars, Workshops, and Conferences.
- Participation in Orientation and Refresher Programs organized by the University.
- Appreciation of faculty members for their Paper presentations, Article writing, Awards and also for academic achievements.
- Sharing of knowledge and innovations takes place by organizing national seminars, workshops and conferences.
- The college has also established staff enrichment committee through which lectures and discussion on various issues are conducted for faculty members.
- During faculty meetings faculty members are given freedom to express the problematic issues faced by them and ideas to solve them are discussed.

Overall an attitude of co-operation and co-ordination is maintained among the staff of the college through the constant support, control and intervention of the Principal and management.

### **6.3 Strategy Development and Deployment**

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

Yes, the college has Management Information System (MIS) to select, collect, align and integrate data and information on academic and administrative aspects of the institution. MIS collects data and information about:

- The college and students.
- Admission procedure.
- Administrative work.
- Internal records.
- Accounts and salary.
- Time table and tentative planning.
- Examination mark lists and results.
- Records of the students (Roll nos. address, etc).

For collecting these data and information college uses manual as well as computerized MIS. In computerized system our college uses:

- Online Digital college portal software provided by the North Maharashtra University, Jalgaon on its digital university portal (website) for admission related work including, admission form filling, eligibility form filling, generating Identity cards for the students, generating online TC, etc.
- Digital college portal also provides all examination related work facilities including examination form filling, generating hall tickets, filling up internal assessment marks of the students online and many more.

This digital college portal has all necessary facilities to select, collect, align and integrate data and information on academic and administrative aspects, so there is no need to use separate private software for this purpose.

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

The institute allocates proper human and financial resources for accomplishment and sustaining the changes resulting from the action plans and to achieve its mission, goals and objectives and thereby prepare the ground to attain the vision of the organization.

After preparing the action plans due attention is given to all requirements and resources to execute the action plans. Physical and human resources are also made available for the same.

The college makes financial provisions in annual budget as well as sends the requisition towards the management regarding resource development as and when needed.

Experienced and highly qualified teachers are appointed for all the courses run by the college through the management members. Thus the college has fully qualified and approved staff members.

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

The institution has sufficient human resources in the form of teaching and non-teaching staff to reach to the stated mission and goals. To achieve the vision, mission and goals the work is equally distributed among all staff members by forming various committees. The senior staff members are appointed as an in-charge of these committees and the junior staff assists the seniors according to the need.

The financial resources are only the fees collected from the students and funds provided by the parent society of the institution. The college makes financial provisions in annual budget as well as sends the requisition towards the management regarding resource development as and when needed.

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

Academic plan of the college is prepared by the faculty members under the guidance and consultation of the principal in the staff meeting. Reviews and suggestions on the previous year's academic plan are taken and current academic plan is finalized. It includes all the curricular and co-curricular activities in a very systematic manner so that tasks are conducted smoothly throughout the year.

In case of practice teaching lessons, the In-charge of practice teaching lesson visits the concerned Schools and conduct meeting with the teachers and head masters. During the meeting all the aspects related to practice teaching are discussed and final planning is made accordingly.

The management as well as the principal gives full support for arranging the activities effectively. The academic plan is thus developed in a democratic and decentralized manner.

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

The objectives are communicated and deployed among all the section of the staff members through staff meeting. The vision, mission and goals of the college are also written on the wall at the entrance of the college.

The mission and objectives are achieved by conducting various curricular and co-curricular activities. All activities revolve around the vision, mission and objectives of the college.

After communication employees are asked through work distribution in staff meetings to complete their work in stipulated time as assign to them. Later on feedback is taken from them.

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

The vision, mission and implementation plans are monitored and evaluated throughout the academic year. The principal closely monitors whether the activities are being held according to the vision and mission of the college or not. Few things are also evaluated by internal evaluation mechanism of the institution, the LMC and authorities of management and the university (such as LIC).

These implementation plans are revised as per the suggestions of different evaluating committees as and when needed.

### **6.3.7 How does the institution plan and deploy the new technology?**

The college plans and deploys new technology as follows:

- O.H.P, LCD, desktops, laptops, Xerox machine, digital video camera and internet facility is used for curricular transaction and office related work.
- ICT is used by Faculty members, teacher trainees and office staff in their day to day work.
- Few teachers use laptops, LCD projectors and OHP for presentations while conducting lectures.
- Few teacher trainees use LCD projectors, laptops and OHP during practice teaching lessons and internship programs to conduct technology based lessons more effectively.

## **6.4 Human Resource Management**

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

The college always gives importance to identify the needs of faculty and works towards their career progression. The college always gives priority to training and orienting the staff. The college takes all necessary efforts to keep the faculty updated and encourages them in their professional growth. It is done in the following ways:

- 1) The college deputed faculty members to attend seminars and workshops held by various colleges of education, other colleges and universities to equip the teacher-educators with latest knowledge and the latest trends in education.
- 2) The college gives permission to the faculty to attend orientation, refresher courses and faculty development programs for their professional development organized by the University.
- 3) The principal inspires teacher-educators to write and present papers on various topics at state, national and international level.
- 4) The college encourages the teacher-educators to pursue higher education such as NET, SLET, M. Phil., Ph.D., etc.
- 5) Teacher educators are encouraged to undertake action research projects for their professional growth.
- 6) The teacher educators are equipped with the latest technology such as laptop, LCD, internet facility etc. for making their daily teaching learning process more effective.
- 7) The management has made provision for all the faculty members to avail the resources of the computer section to upgrade their computer skills.
- 8) Teacher educators are encouraged to write and publish research articles for various reputed magazines and journals.

**6.4.2 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 college has adequate mechanism for performance assessment of faculty and staff. The college also uses this evaluation to improve teaching, research, and service of the faculty and other staff. It is done in the following ways:

- 1) Teacher-educators are evaluated through Self-Appraisal Report. At the end of the academic year teacher-educators reflect upon their performance by filling a Self-Appraisal Report.

- 2) The teacher-educators are appraised from the students' perspective also. A questionnaire is used to take feedback from the student- teachers about the performance and guidance provided by each teacher-educator.
- 3) The students also give feedback through the suggestion box. The suggestions are analyzed and necessary improvements are implemented.
- 4) The principal also appraises the teacher educator by continuous monitoring, observing and through the results achieved by each teacher-educator in the academic year.
- 5) The principal also analyzes the feedback given by the faculty members through Self-Appraisal Report and the feedback given by the students.
- 6) The principal interacts with every individual teacher educator and gives feedback. This helps in improving the teacher educator's professional competence.

**6.4.3 What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)**

Institution has following welfare measures for the staff and faculty:

- 1) Employees Provident Fund (EPF) scheme for all teaching and non-teaching staff.
- 2) Medical facility from the hospital and medical college run by the management.
- 3) Interest free loan facility for the members of society's loan scheme.

**6.4.4 Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.**

Yes, the college has recently organized one day National level Seminar on the topic 'Quality Enhancement in Higher Education' for skill up-gradation and training of the teaching and non-teaching staff.

The college also encourages staff development programs for skill up-gradation in the following ways:

- 1) The college conducts seminars and workshops for improving the competencies of the faculty members.

- 2) College invites experts and eminent personalities from different fields to conduct workshops and seminars for the student-teachers as well as for teacher-educators to sharpen their skills and enrich knowledge.
- 3) For making teaching learning process more effective, faculty members are trained to use the computer, LCD projector, OHP and other equipment's in the classrooms.
- 4) The non-teaching staff is also encouraged to study further. Office staff also attends workshops and seminars conducted by the university which help for their professional growth and development.
- 5) Staff members also attend workshops, seminars and competitions conducted by the university and other agencies for their professional growth.
- 6) Staff members also attend Intel teach programme workshops for the development of ICT Skills.

**6.4.5 What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?**

The staff appointment is made as per the norms and regulations of the North Maharashtra University (Jalgaon), Maharashtra State Government, NCTE and UGC.

- 1) The staff vacancy is got approved from the LMC and the University.
- 2) Since our college is a minority college, the college has been relaxed from the rules and regulations for reservation for faculty recruitment as per provision of Article 30-A of Indian Constitution.
- 3) Then the advertisement is prepared and gets its approval by the management and the university.
- 4) The approved advertisement is given wide publicity through the local, state level and national level news papers.
- 5) The approved advertisement is also published on college and university websites.



- 6) After the stipulated date the list of the qualified candidates is prepared, the teacher selection committee is framed as per the UGC norms by the university.
- 7) The day of interview is fixed giving 21 days advance notice to the committee members and candidates.
- 8) Interviews are conducted by the selection committee formed by the university consisting of the chairman of the committee, Principal of the college, members of the management and subject experts on the fixed day.
- 9) In the interview the candidates are interviewed for their content knowledge, logical reasoning, analysis and synthesis, research knowledge, publications, etc.
- 10) The candidate with highest marks in the interview is selected for the post.
- 11) The data of the newly appointed staff is sent to the University for their approval.
- 12) The salary given and the service condition offered to the staff are as per the rules of the state government, UGC and NCTE norms.

**6.4.6 What are the criteria for employing part-time/ Adhoc faculty? How is the part-time/ Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).**

There is no such post on part time basis for the college as per the rules of the North Maharashtra University, State government and NCTE. But in case when the qualified person is not available during the interview process for regular vacant post, then the faculty can be appointed having the required qualification on contract basis by the management as per the rules of the North Maharashtra University, Jalgaon. There is no marked difference in the workload and other specifications. The salary given and the service condition offered to the staff are as per the rules of the affiliating university and the apex body.

**6.4.7 What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).**

The policies, resources and practices of the institution that support and ensure the professional development of the faculty are:

- 1) The college encourages the faculty members for participating in various seminars, workshops, conferences held at state, national and international level for research paper presentation.
- 2) The college is giving opportunities to the faculty members for attending the orientation programs, refresher courses and faculty development program organized by university and academic staff college.
- 3) The college encourages faculty for advanced studies leading to M. Phil. and Ph.D.
- 4) A faculty is left free to have the membership and participation in local, state, national and international association.

**6.4.8 What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).**

The staff is given with the facility of staff room, method room and spacious lecture hall. Each faculty has given a work table with separate locker facility and a rolling chair for comfortable seating. Pure drinking water facility (water cooler with Aqua guard) is made available to the teachers. LCD and OHP presentation facilities are provided in the lecture hall. Separate toilet facilities are made available to the staff. Computer facility with internet is also available to the staff.

**6.4.9 What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?**

The major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints are follows;

- 1) Notice Board.
- 2) Website of the college.
- 3) Brochure of the college.
- 4) Office and Principal.
- 5) Staff meeting.
- 6) Management Council meeting.
- 7) Local Managing Committee meeting.
- 8) Parents Meeting.
- 9) Alumni Meeting.

The complaint can be made in the following ways:

- 1) Written complain to the office.
- 2) Grievances Redressal Cell.
- 3) Sexual Harassment Cell.
- 4) Suggestions Box.

**6.4.10 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 principal ensures that workload is equally distributed and every teacher educator is given opportunity in handling several departments.

Some of the policies and practices are as follows:

- The principal and staff members read the syllabus loudly in the meeting and understand the internal and external workload of the syllabus.

- The workload for the curricular activities like teaching, guidance, observation of lessons, practical work and internal assessment is equally distributed among all the faculty members.
- During various functions and other curricular and co-curricular activities all the staff members are involved and work is delegated.
- In the beginning of the academic year, the annual plan of all the curricular and extra-curricular activities are prepared.
- All these activities are monitored and implemented by various departments. Care is taken by the principal that no teacher-educator is over burdened with work and that work is distributed equally.
- The principal gives opportunity to every teacher-educator to attend seminars, workshops and present papers at state, national and international level.
- Due to equal distribution of workload, teacher educator can devote adequate time for preparation of their teaching activity. They are engaged in research, publication, school and community work and also in other professional development programs.

**6.4.11 Does the institution have any mechanism to reward and motivate staff members?**

**If yes, give details.**

Yes, the college has mechanisms to reward and motivate its staff members. Motivation provided by the principal and the management plays an important role in providing encouragement to the faculty (teaching and non-teaching).

The institute motivates the staff in the following ways:

- 1) The principal at the institutional level appreciates good work done by the faculty members in the staff meetings as well as in various functions and programs organized by the staff members.
- 2) Faculty members who have successfully achieved higher degrees are felicitated by the society on the occasion of Teachers Day Celebration.
- 3) The achievements and note worthy performances of teacher educator are displayed on the notice board and the same is also published in the newspapers.

- 4) The special achievers are also felicitated in the annual gathering in the presence of management members.

## **6.5 Financial Management and Resource Mobilization**

### **6.5.1 Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.**

No, the college does not get financial support from the government. The revenue is generated from the fees collected from the students. The fee is taken as per the approval given by Shikshan Shulka Samiti, Mumbai (Government of Maharashtra).

### **6.5.2 What is the quantum of resources mobilized through donations? Give information for the last three years.**

No donations are collected from any sources.

### **6.5.3 Is the operational budget of the institution adequate to cover the day-today expenses? If no, how is the deficit met?**

No, the operational budget of the institution is not adequate at all to cover the day-to-day expenses. The parent society fulfills all the requirements of funds for the institution to overcome the deficit.

### **6.5.4 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).**

Only fees from the students are budgetary resource to fulfill the mission and offer quality programs. The institution is in deficit since last few years. The parent society fulfills all the requirements of funds for the institution to overcome the deficit.

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Income</b>	27,76,875	26,44,611	31,75,063	30,92,882	29,08,189	44,85,158
<b>Expenditure</b>	27,76,875	26,44,611	31,75,063	30,92,882	29,08,189	44,85,158
<b>Deficit</b>	-	-	20,82,394	8,73,902	5,39,930	19,08,324
<b>Surplus</b>	5,86,110	7,9163	-	-	-	-

For Budget allocations over the past five years for various resources, and depicted through income-expenditure statements, the income-expenditure audit reports are enclosed with this SSR.

**6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).**

Yes, the accounts of the colleges are audited regularly. There is an internal audit system of the account.

- The accountant of the college keeps the records of all the receipts and payments daily.
- By checking receipts and payments monthly balance is cross checked by the accountant.
- The society has appointed a chartered accountant who does the internal audit.
- A thorough financial checking is done by the internal auditor. (The audit reports are enclosed with this SSR).

The accounts are audited regularly by the following two agencies.

**1. Internal Auditing:** The internal auditing is arranged by the society. The auditors appointed by the management, audit the accounts of the college. The internal auditors give guidance to the clerical staff of the college on writing the voucher properly, receiving the receipt against cheque payment, TDS deduction etc.

**2. External Auditing:** The external auditing is done by Mr. Maniyar and Company, Jalgaon. After 31st March the college submits the document pertaining to accounts,

which are already audited by the internal auditors to the external auditor. They come to the college and verify all the documents. This procedure goes on for one month during April. The audited statement with audit rectifying report is submitted to the college. The audited statement and audit rectifying report is presented in the local management council for the approval. The approved report is then presented in the Management Council for the final approval. The queries if any by the auditors are rectified. For the last five years there is no query by the auditors. The budget prepared by the college is presented before the LMC meeting. The members of the LMC discuss the budget properly and make suggestion for addition, omission etc. The improved budget is then presented in the Managing Council meeting for the final approval.

**6.5.6 Has the institution computerized its finance management systems? If yes, give details.**

No, accounts are maintained manually. The payment sheets are made on computer.

**6. 6 Best practices in Governance and Leadership**

**6.6.1 What are the significant best practices in Governance and Leadership carried out by the institution?**

The best practices in governance and leadership carried out by the institution are:

**1) Democratic and Decentralized Administration:**

The administrative and academic functioning of the institution has been decentralized by constituting different committees each lead by senior faculty. The meetings of these committees are conducted from time to time. The follow up is taken as per the requirements.

**2) Felicitations of the staff by the Management:**

For encouraging and motivating the staff members, the management felicitates the staff members for their valuable services. The management felicitates the staffs who have any prominent and noteworthy activities in the following field.

- 1) Having achieved higher degree.

- 2) Selection on the university body.
- 3) Publishing books, international paper presentation, devising syllabus for any innovative course.
- 4) Receiving awards.

The Principal forward the names of the staff members who are found to be done excellent work in the above.

After scrutinizing the names the management felicitates such teacher educators in the general body meeting of the management.



## **CRITERION VII: INNOVATIVE PRACTICES**

### **7.1 Internal Quality Assurance System**

#### **7.1.1 Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.**

Internal Quality Assurance Cell (IQAC) is not established in our institution. We have formed various academic and administrative committees for ensuring internal of quality of our institution. Quality enhancement of the college is basically assessed through the feedback given by the students, alumni, stakeholders, practice teaching school headmasters, principal and staff, quality improvement committee, LMC and LIC.

#### **7.1.2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.**

The institution evaluates the achievement of goals and objectives in the following way:

- The institution has established student teacher association to receive the reactions from students.
- Students' complain box has been maintained in the college to receive some complains and expected academic needs of the students.
- The monthly meeting is regularly arranged in principal office.
- The local management committee look after the progress of the college.
- The oral suggestions from the pupil teachers, alumni, parents and teachers are also accepted.
- Theory part is evaluated through tutorials and written examination. If the pupil teachers are found poor in these exams, the personal guidance and extra coaching is given to them by teachers.
- Intellectual development of the students is evaluated through their participation in various competitions such as debate, elocution, youth festival. Inculcation of

social values and discipline of the students is judged through behavioral observation shown in rallies, trip etc.

### **7.1.3 How does the institution ensure the quality of its academic programmes?**

The institution ensures the quality of academic program through the following way:

1. Staff Meeting – Staff meeting is conducted for evaluating the quality of academic programmes. The principal takes follow up in meeting about the various programmes.
2. Parent Teacher Association – With the help of parent teacher association, the college ensures the quality of academic programme.
3. LMC (Local Managing Committee) – The meetings are arranged to review the activities of the college. The members discuss each and every aspect with teaching and non-teaching staff.
4. Various committees are established by the principal to implement academic and co-curricular activities.
5. The college has prepared a time table which is implemented from the beginning of academic session.

For the quality of academic programmes, the college has following mechanism.

1. Formal and Informal meeting.
2. Visit of management to college and interaction with principal and staff.
3. Staff meeting with principal.
4. Exam and tutorials.
5. Visit of LIC.
6. Seminars and Workshop.
7. Quality improvement committee.
8. College result.
9. Feedback from the students.

10. Suggestion from the parents.
11. Alumni.
12. Suggestion from heads of practice teaching school.
13. Suggestion from the teacher of adjoining institution.

In this way with the help of these activities the college ensures the quality of its academic programs.

#### **7.1.4 How does the institution ensure the quality of its administration and financial management processes?**

The college has an effective system to ensure the quality of its administration and financial management processes.

##### **The quality of Administrative Management:**

The college ensures the quality of its administration management with the help of following mechanism.

- Managing body of the society.
- Principal.
- LMC
- LIC
- Quality improvement committee.
- Suggestion from the students.
- Suggestion from the parents.
- Alumni.
- Suggestion from practice teaching school.
- Staff meeting with principal.

##### **The quality of Financial Management –**

The college ensures the quality of its financial management with the help of following mechanism.

- About the remaining fees the principal through the clerk inform the pupil teachers.
- Cash book and ledger book are updated on a regular and daily basis.
- All the financial dealings are done on time and recorded.
- All the financial dealings are kept transparent.
- All the tax works are done according to the government rule.
- Smooth interaction between principal, management and accountant.
- Every year LIC checks the financial matters.
- Government and minority scholarships are made available to the pupil teachers.

#### **7.1.5 How does the institution identify and share good practices with various constituents of the institution?**

The institution identifies and shares good practices with various constituents of the institution in the following way:

##### **Sharing good practices with teachers:**

- There is sound coordination between Principal and Teaching staff.
- The committees are formed for smooth administration.
- Interaction among principal, teaching and non teaching staff.
- LMC and management meetings.

##### **Sharing good practices with the pupil teachers:**

- The pupil teachers are informed about curricular and co curricular activities at the beginning of the year.
- The pupil teachers are informed about the achievement of the college.
- The pupil teachers are involved while taking important decisions about extracurricular activity.

**Sharing good practices with Parents:**

- College invites parents for parent teacher meetings and for personal meeting with principal to discuss about progress of the students.
- Parents are also invited as a guest for different extracurricular activities in the college.

**Sharing good practices with sister institutes:**

- College arranges curricular and co curricular activities with sister institutes, e.g. national festivals, religious program, inter collegiate sport competitions etc.
- Healthy relations with other sister institutions.
- Participation in examination process.
- Combined cultural program.

**7.2 Inclusive Practices**

**7.2.1 How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?**

- The pupil teachers are admitted in the college who are physically handicapped having disabilities.
- The facilities are provided to these students as per the rules and regulations of the university and government.
- The pupil teachers are motivated to participate in various programs and competitions.
- The pupil teachers are motivated to speak in different languages i.e. Hindi, Marathi, English and Urdu.
- The teachers use a variety of methods which help in catering to inclusion e.g. cooperative learning.
- Institution provides financial support to economically and socially backward students.
- The disabled students of other institution are called for motivational program.

**7.2.2 What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?**

- The pupil teachers are guided about inclusive education in the classroom by the teachers.
- There was one subject in old syllabus before 2013 that was course II and now in current syllabus there are two papers which are B1 and A4 which deal with this topic.
- While conducting practice teaching lessons, the pupil teachers come to know that there are some the pupil teachers in the class who have some disabilities.

**7.2.3 Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.**

The various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation are as under;

- Learning environment of the college promotes equality among the pupil teachers.
- The pupil teachers come in contact with various personalities through practice teaching lessons, internship, workshop etc.
- Religious festivals are celebrated in our college.
- Some social service programs are arranged for positive interaction with society.
- Educational trip is arranged in a year.
- Sports and cultural competitions are arranged among the pupil teachers and with sister institutions.
- The organization of rallies in a year also play very important role in this context.
- The college has its own medical college in the campus so there is facility of free medical checkup.

- Through student welfare department every year college sends the pupil teachers for participation in Youth Festival.
- Through student welfare department the college organizes the program of Yuwati Sabha for girls. Special lectures are arranged for developing awareness about women's health through this program.

**Active engagement in learning and self-motivation.**

For active engagement in learning the following methods are applied;

- Seminars and Group discussions are arranged for active engagement in learning and self motivation.
- Use of ICT in teaching learning process promotes active involvement of the students and it also motivates the students.
- There are projects in each compulsory subject and the teacher trainees actively involved in it.

**7.2.4 How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?**

There is a school in Iqra campus that is Iqra Residential Public School where students come from diverse background and exceptionalities. The student teachers develop proficiency for working with them. During the practice teaching and internship, during social service activities, the students and teachers get an opportunity to develop proficiency for working with children from diverse background and exceptionalities.

**7.2.5 How does the institution address to the special needs of the physically challenged and differently abled students enrolled in the institution?**

- Extra time is provided for writing in the examinations.
- Front benches are reserved in the class room and seminar hall.
- Special arrangement of schools is made for practice teaching lessons.
- Facilities are made available at the ground floor.
- Ramp facilities are available for physically handicapped students.

**7.2.6 How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?**

The institution handles and responds to gender sensitive issues in the following manner.

- Women empowerment programme.
- College organizes the program Yuwati Sabha for girls. Special lectures are arranged for developing awareness about women's health through this program.
- Institution has established sexual harassment committee.
- Grievances redressal committee and anti ragging committee have been established in the college.
- Rallies are arranged for awareness about gender sensitive issues.
- Poster making for rallies and bulletin board.

**7.3 Stakeholder Relationships**

**7.3.1 How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?**

The college ensures the access to the information on organizational performance to stake holders in the following way;

- The college has its web site which contains all the information regarding the academic and administrative process.
- The college conducts Parent teacher and Alumni associations meetings in the college.
- The advertisements are published in the news papers about admission process for B.Ed. course.
- The stakeholders get information about the programs in college through news papers.
- The management gets information about program through agenda.
- The teachers are given the information in the staff meetings.



- The students are communicated the information through notices.
- The information is given to the North Maharashtra University and other institutions through letters.
- The college publishes magazine every year which is a permanent record of all the activities held throughout the year.

### **7.3.2 How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?**

The institution shares and uses the information/data on success and failures of various processes through the following way;

- The feedback from LIC committee identifies Success and Failure at Academic and Administrative level.
- Oral feedback from the student teacher and stake holders gives information about success and failure of the programme.
- Feedback forms are filled up by the students.
- In staff meeting, it is discussed between teachers and principal and if failure is found or students are dissatisfied, the proper decisions are taken in the staff meeting.
- The students express their view at the end of the year in farewell function.
- Students' complain box has been kept in the college to receive some complains and expected academic needs of the students.
- Merit list of the students of each year is displayed on the notice board.

**7.3.3 What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?**

The following feedback mechanism are used to collect data-

- The college uses feedback forms from students.
- Regular meetings are conducted in the college for feedback from staff.
- Suggestion box is kept in the college for feedback from the students.
- Feedback from parents.
- Feedback from Local Managing Committee.
- Feedback from LIC.
- Oral feedback is accepted from stakeholder.
- Feedback from ex-students through alumni meeting.

So in this way after collecting data through the above mechanism, the efforts are taken for improving quality.

**C. MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION**

<b>Mapping of Academic Activities of the Institution</b>		<b>IQRA COLLEGE OF EDUCATION, JALGAON</b>																																			
Weeks		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
Admission and Orientation		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	
Theory		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	
Tutorials/ Seminars		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	
Sessional Work - Tests & Assignments		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	
Practical Work		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	
Preparation of Internship: Demonstration / Observation of lessons/ micro teaching/ simulations		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	
Practice Teaching/ Internship		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Co-curricular Activities		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Working with community/ project work		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
End-Term Examination		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█

Note: A week is of six working days and a day is of six clock hours  
 The table should cover the entire academic session and may be extended as per the requirement

**D. DECLARATION BY THE HEAD OF THE INSTITUTION**

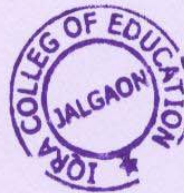
I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge. This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced. I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

*Mrs. Devarandev*

Signature of the Head of the Institution  
with seal:

**Principal**

Iqra College of Education  
Iqra Nagar, Shirsol Road, Jalgaon.



Place: Jalgaon

Date: 1 Aug 2015