



Report for Re-accreditation

Submitted to the National Assessment
and Accreditation Council (NAAC),
Bangalore.



**D. P. B. Dayanand College
of Education,**

**Ravivar Peth, Dayanand Nagar, Solapur.
(Maharashtra)**

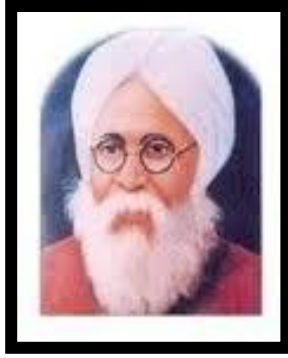


Swami Dayanand Saraswati (1824-1883)

Founder of Arya Samaj and Great Path-Maker of Modern India

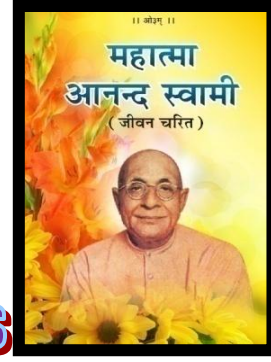
Ten Principles of Arya Samaj

1. God is the efficient cause of all true knowledge and all that is known through knowledge.
2. God is existent, intelligent and blissful. He is formless, omniscient, just, merciful, unborn, endless, unchangeable, beginning-less, unequalled, the support of all, the master of all, omnipresent, immanent, un-aging, immortal, fearless, eternal and holy, and the maker of all. He alone is worthy of being worshiped.
3. The Vedas are the scriptures of all true knowledge. It is the paramount duty of all Aryas to read them, teach them, recite them and to hear them being read.
4. One should always be ready to accept truth and to renounce untruth.
5. All acts should be performed in accordance with Dharma that is, after deliberating what is right and wrong.
6. The prime object of the Arya Samaj is to do good to the world, that is, to promote physical, spiritual and social good of everyone.
7. Our conduct towards all should be guided by love, righteousness and justice.
8. We should dispel Avidya (ignorance) and promote Vidya (knowledge).
9. No one should be content with promoting his/her good only; on the contrary, one should look for his/her good in promoting the good of all.
10. One should regard oneself under restriction to follow the rules of society calculated to promote the well being of all, while in following the rules of individual welfare all should be free.



**Mahatma
Hansraj Ji**

Our Founders and Forefathers



**Mahatma
Anand Swami**



**Our Patron Shri. Punam Suri Ji
President DAV CMC and Chancellor DAV
University**



**Our Source of Inspiration
Dr. V. K. Sharma, Local secretary**



Our Principal Dr. S. B. Kshirsagar

ब्रीद : ॥ तमसो मा ज्योतिर्गमय ॥

Motto: Lead me from darkness to light.

संकल्पः मानवी उत्कृष्टतेचा ध्यास .

Vision: Pursuit of Human Excellence

व्रतविधानः सामाजिक परिवर्तन आणि जगण्यायोग्य सुंदर
जगनिर्मितीसाठी सक्षम व वचनबद्ध शिक्षक घडविणे .

Mission: To prepare competent and committed teachers who transform society and make the world a better place to live in.

Our Value System

- a) To foster excellence in all spheres of life including teaching.
- b) To promote use of technology.
- c) To inculcate national values enshrined in the Constitution of India.
- d) To promote human dignity, scientific temperament and perseverance.
- e) To inculcate sincerity, regularity and punctuality enabling self discipline.
- f) To nurture professional ethics, code of conduct and commitments as a teacher.
- g) To contribute to national Development.

Objectives of the College

1.	To develop among student-teachers the essential competencies of a teacher in order to develop an attitude towards becoming a committed and performance oriented teacher.
2.	To enable the student-teachers to understand the philosophical and sociological foundation of teacher education.
3.	To equip the student-teachers through strong psychological foundation and with essential knowledge, skills and attitude so as to develop them as responsible teachers of the modern world.
4.	To promote social cohesion, improve communication and IT skills, widen vision of student teachers enabling them to adopt themselves in the situations they stand for in their lives.
5.	To create awareness about national values enshrined in the Constitution of India; core elements, duties and responsibilities of a teacher and foster human rights, and the dignity of individuals with a special emphasis on gender equality.
6.	To guide for observance of the principles of Arya Samaj and inculcate a sense of appreciation about contribution of great personalities with social reference to Swami Dayanand Saraswati.

The Purpose of Education

The purpose of education is to cultivate the whole man, develop a desire for goodness, an eagerness for knowledge, a capacity for friendship, an appreciation of beauty, a concern for others.

Individual growth has to be harnessed with social and ethical values through education, which is a lifelong process beginning at birth and continuing through maturity, adulthood and old age. Man has to grow throughout life.

**- Late Dr. Madhuri Shah
Ex. Chairman UGC &
International President,
World Education Fellowship.
1972-1989**

We have proud pleasure to state that

We at Dayanand College of Education

Follow this Philosophy of Life and Education

as stated above by Late Dr. Madhuri Shah.

Our Quality Policy

(Principles of Quality Management)

- 1. Merit Based Admissions.**
- 2. Rigorous Internal training Programme for developing teaching skills.**
- 3. Internal Quality Assurance Cell.**
- 4. Promoting Sincerity, Regularity and Punctuality Leading to Self Discipline.**
- 5. Strong Feedback mechanism for quality sustenance and quality improvement.**
- 6. Observance of Professional Ethics and Code of Conduct.**
- 7. Building strong Bonds of Association with Stakeholders.**
- 8. Open Transparent and fair System of Evaluation.**
- 9. Equalization of educational opportunity.**
- 10. Maximizing Learning Opportunities for becoming life-long learners.**
- 11. Building leadership and fellowmen ship capacities.**
- 12. Exposure to Practical life and job opportunity.**
- 13. Performance Based Reward System.**

* * *



Maharashtra State Government's Jagar Janivanche Abhiyan 2013-14 Solapur district level first award and Solapur University level first award Rs. One lakh and Rs two lakh respectively have been awarded to the D. P. B. Dayanand College of Education, Solapur in a magnificent function at Sydenham College, Mumbai on 20th August, 2014. The awards have been received by the Principal Dr. S. B. Kshirsagar, Jagar Janiv 2013-14 college Coordinator Dr. Smt. Bhoje P. R., Head Clerk Shri. S. M. Chhatraband and student alumnus of 2013-14 Miss. Kavita Nanaware; at the hands of Shri. Rajesh Ji Tope, Minister, Higher and Technical Education; Dr. Prakash R. Gaikwad, Director, Higher and Technical Education, Government of Maharashtra.

Empowered Organization

**An
Empowered Organization
is one in which
Individuals have knowledge, skill, ability
and
desire
to personally succeed
in such a way
that leads
to the
collective organizational success.**

**D. P. B. Dayanand College of Education at Solapur,
in this sense, is an Empowered Organization.**

Principal's Message

Education has always been instrumental in the process of individual and national development. The role and functions of a teacher are continuously changing in the present world. Perhaps, that is why, the expectations of the society from a teacher are more and more. In spite of the developments in technology, the teacher has been indispensable. Indian Education commission has rightly said:

"Of all the different factors which affect the quality of education and its contribution to national development; the quality, competence and character of a teacher are undoubtedly the most significant."

To develop the desired competencies, to infuse the sense of commitment and prepare a mindset of the teacher-trainees to consistently give outstanding performance in their lives is the challenging task before teacher education institutions. We, the members of Dayanand College of Education, Solapur; whole heartedly welcome this challenging task and strive to accomplish it. We have envisioned the goal of preparing teachers who will exhibit in their every act **'the Pursuit of Human Excellence'** and those who are **'competent and committed and able to transform society so as to make the world a better place to live in'**. It is matter of great pride that in our humble and focused efforts towards our vision and mission we have been dedicating our best resources for this noble cause. Perhaps, that is why, our college is the first preference for the entrants in the teaching profession. With deep regard to the strong, value based foundation laid by our forefathers; we, all members of Dayanand College of Education, rededicate ourselves for the cause of quality teacher education and welcome the 'Quality Revolution' in higher education institutes in India triggered by NAAC through its process of assessment and accreditation.

- - - Dr. S. B. Kshirsagar

Principal

* * *

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Introduction of the Institution:

A)The D. A. V. and Dayanand Institutions at Solapur.

Dayanand Anglo-Vedic College Trust and College Management Society (DAV CMS) is an esteemed and one of the oldest institutions in India which was established in 1886 and is dedicated for the noble cause of education. It was established by Mahatma Hansraj Ji, a man of noble character and unparalleled commitment. At the beginning the office was at Lahore in Pakistan before the independence of India. The society runs more than 730 registered institutions including Arts, Science, Commerce, Engineering, Law, Education & Pharmacy colleges; as well as public and private schools spread all over India. With its headquarters presently at New Delhi, the DAV CMS governs its daughter concerns through the President, Vice-Presidents, Secretaries, Directors, Regional Directors, Principals etc. Shri. Punam Suri Ji is the President of DAV CMS. He is also the Chancellor of the DAV University, Jalandhar.

Swami Dayanand Saraswati, an eminent social, religious, educational reformer as well as freedom fighter of his time, was the inspiring force in the establishment of Dayanand Institutions at Solapur. The Arya Samaj, established by Swami Dayanand Saraswati, was not a religion, nor a caste, nor a creed, nor a sect, but was a movement founded and led by Swami Dayanand Saraswati. Swami Dayanand Saraswati promoted Vedas and Vedic Culture. However, he protested against the ill and non scientific practices which were then practiced in India. Solapur was under the rule of Nizam Shah, the king of Hyderabad. During 1937, Sri. Ved Prakash Ji, who was the strong follower of Swami Dayanand Ji, was strongly opposed by the statesmen of Nizam Shah, in which Ved Prakash Ji had to lose his life. Arya Samajist tried to liberate Solapur and part of Maharashtra under the rule of Nizam Shah. This movement was also called as Hyderabad Mukti Sangram. Solapur was the centre of Arya Samajist' movement against the rule of Nizam Shah. The Arya Samaj and its philosophy have led great impact on DAV CMS and also on administration of its various institutions. The basic tenets of Arya Samaj have been enunciated in the form of 'the ten principles of

Arya Samaj' at the beginning of this Self-Study Report. These principles have laid a sound foundation and philosophy of DAV institutions. These basic tenets are observed, practiced in all daughter institutions of the DAV including the colleges at Solapur. Dayanand Institutions at Solapur made its debut with the establishment of D. B. F. Dayanand College of Arts & Science, Solapur on 17th June 1940 to celebrate the victory of Satyagrah of “ Hyderabad Mukti Sangram” launched by Arya Samaj.

The DAV and the Dayanand Institutions have acquired a premier position in the field of education through its values, culture, quality of education imparted and the benchmark practices established by them. The DAV CMS has received National Educational Excellence Award 2013 from the then Minister for Human Resource Management of India, Hon. Dr. Pallam Raju.

Spread over an area of 63 acres of land, Dayanand Institutions at Solapur has impressive and magnificent buildings, spacious classrooms, well-equipped laboratories and libraries, and also vast playgrounds with a pavilion to seat more than 3000 students, an open theatre called Pogul Muktangan with seating capacity 5000 or more. Dr. Sarvepalli Radhakrishnan, former President of India, Shri. Y. B. Chavan, former Deputy Prime Minister of India, Dr. C. D. Deshmukh, former Finance Minister of India, Great Indian Historian Yadunath Sarkar and Riyasatkar Sarabhai, late Shri Bhimsen Joshi, classical vocalist, Shri Mangesh Padgaonkar, a well known Marathi Poet & Writer, Hon. Sushilkumar ji Shinde, the Ex Home Minister of India, MLAs and MPs, eminent film maker Jabbar Ji Patel, Achyut Godbole an IT expert, and many more renowned personalities have visited Dayanand Institutions, Solapur on different occasions.

The foundation stone of Velankar Hall (Velankar Sabhagriha) was laid by Dr. Sarvepalli Radhakrishnan, the then Vice-President of India on 23rd March 1959. Hon. Sushilkumar Ji Shinde, the Ex Home Minister of India is an alumnus of D. B. F. Dayanand College of Arts and Science. Recently Swami Dayanand Saraswati Seminar hall have been inaugurated at the hands of Hon, Sushilkumar Ji Shinde on 13th January, 2014. New building of the Mahatma Hansraj Ladies Hostel was inaugurated at the hands of Smt. Pranitai Shinde, MLA, on 26th November 2013. All the sister concerns participate in such functions.

This institution has long heritage and potential that enabled it to lead at national and international level. The Dayanand Institutions at Solapur is run through its Local Secretary. Hon. Dr. V. K. Sharma, is the Local Secretary of the Dayanand Institutions, Solapur. Under his dynamic leadership and visionary work these institutions are achieving incredible laurels at State and national level. Dayanand Institutions, today, include the four colleges viz. D. B. F. Dayanand College of Arts and Science (established in 1940), D. A. V. Velankar College of Commerce (established in 1952), D. P. B. Dayanand College of Education (established in 1955) and D. G. B. Dayanand Law College (established in 1964). D. B. F. Dayanand Arts and Science College has been recently reaccredited with 'A grade' by NAAC and is the only college in this university which has received 'College with Potential for Excellence' (CPE) award of the UGC. Apart from these four colleges there are three secondary schools namely Dayanand Kashinath Asawa High-School (established in 1959), Rambhau Joshi High-School, Karkamb, near Pandharpur, about 70 km from Solapur (established in 1954), Pushpa Gupta Model School (established in 1981). There are two junior colleges, one attached with D. B. F. Arts and Science College and another with D. A. V. Velankar Commerce College. The Dayanand Asawa high school, basically has been established as a practicing school for D. P. B. Dayanand College of Education. The junior college classes are used for practice teaching for some P. G. students of the College of Education. A Hostel for Boys having facility for 350 boarders and two hostels for ladies having facility for 50 and 72 boarders are also part of Dayanand Institutions at Solapur. The total strength of the teaching and non-teaching staff of Dayanand Institutions is around 450 and nearly 10000 students are enrolled in all these institutions. Under the dynamic and able leadership of Dr. V. K. Sharma, these institutions are marching towards excellence. Dayanand Institutions have been doing excellent work in serving the cause of education not only for Solapur District but also for the surrounding areas.

With more than adequate and spacious natural setup infrastructure, the Dayanand Institutions, Solapur is spread over an area of 63 acres of land with impressive and magnificent buildings for classrooms, laboratories, museum, vast playground, open-air-

theater, Velankar auditorium and seminar halls. Many other infrastructure facilities such as bank, post office, xerox centre, canteen, gymnasium, museum, employees' society, dispensary etc are available. No donations in any forms are accepted from students or employees or entrants for any course or service. On the contrary, Dayanand Institutions at Solapur are known for quality services, dedicated staff members and for philanthropy; which, ofcourse, is in very relevance to its vision and mission!

* * *

B) D. P. B. Dayanand College of Education, Solapur –An Introduction and Executive Summary of the College.

Merit Based Admissions

Student Centered Teaching

Objective Centered Learning

Value Centered Activities

Goal Oriented Functioning

**Strength Based Work
distribution**

Commitment Based Performance

and Performance Based Rewards!

Are the basic tenets of foundation and working of the College!

D. P. B. Dayanand College of Education was established in 1955. The college is one of the oldest and renowned government aided college of education presently affiliated to the Solapur University, Solapur. It is run by the prestigious D. A. V. College Trust & Management Society, New Delhi. The college runs regular full time one year B. Ed. course of Solapur University. The college has UGC recognition under 2f and 12B. It has recognitions from the Government of Maharashtra and also of National Council for Teacher Education (NCTE), western regional office at Bhopal. Apart from this B. Ed. aided course, the college runs M. Ed. full time regular un-aided postgraduate course of Solapur University. The College has Ph. D. study research centre of faculty of Education of Solapur University.

The college also runs B. Ed. two - year distance mode in-service course of Yashvantrao Chavan Maharashtra Open University (YCMOU) of Nashik and also Diploma in School Management (D. S. M.) of YCMOU. The college is an Extension Centre of Government of Maharashtra for Solapur district.

Spread in a lushly - green natural campus with heritage buildings the college has infrastructure conducive for academic transactions. The college has rich library of more than 21000 books and references, which is being used by academicians and research scholars in the nearby areas. The library is computer automated. Apart from Online Public Access Catalogue (OPAC), it provides access to online journals and offline references too. Students and teachers access *Enlist* and *INFLIBNET* services. The college has been granted a grant of Rs. 36.9 lakhs from the UGC under 11th plan special assistance grant of which about 14.76 lakhs have been received and utilized for college development. Almost all the teachers of B. Ed. course are Ph. D. and the Librarian, who recently retired on superannuation, sought his Ph. D. degree from North Maharashtra University, Jalgaon. The M. Ed. teachers have also registered for Ph. D. The staff has participation in all academic, exam related and administrative matters of the university. All the 7 teachers of B. Ed. course have P. G. recognition and 6 of them have recognition as Ph. D. guides. The institution has many benchmark practices and very high academic status. Every year it gives away prizes to a number of students and teachers. Every year during the month of February / March the institution awards very prestigious three awards and prizes to three best reckoned teachers from Solapur district- one from primary, second from secondary and third from higher secondary teachers under the name and title *Dayanand – Dr. Mardikar Teacher Competency Awards*.

The college has abundant resources- human and non human, library and laboratory, modern and traditional. The Science lab has material and equipment provided by UNICEF. These resources are profusely used for various activities and programmes. The college organizes curricular and co-curricular and extracurricular activities including social service, Socially Useful Productive Works, personality and leadership development programmes, etc.

It organizes frequent Yajnya to inculcate value education and philosophy of Swami Dayanand Saraswati. It emphasizes gender equality, women empowerment and technology - enabled teaching learning. It organizes programmes to foster human rights and dignity of individuals. During January 2013 the college organized state level street play contest on the theme Mahila (Women). During 2011-12 the college, in assistance with the UGC, organized a state level conference on 'Human Rights and Education'. Every year conferences, seminars, and workshops on various issues are organized by the college. The college organizes campus interviews, job fare, and special guidance sessions for interview preparation. The college organizes special programmes for nurturing creativity and developing higher order thinking skills. The students and teachers have participation in local as well as state level, university level rallies, presentations, debates, contests, etc. The college largely contributes towards national development by organizing various camps, lectures, exhibitions, street plays, social service camps, blood donation camps, legal awareness programmes. The college had notable participation in creating awareness among voters and registration of voters during January 2014 to April 2014 parliamentary elections. This participation and organization of various events was an expression of our humble commitment for strengthening democracy and national values, which was appreciated by the district authorities also as it helped them to achieve their target during the parliamentary election times.

The academic processes of the college, especially the teaching learning and evaluation are of high quality and technology assisted - tapping utmost opportunities and exploiting students' and teachers' strengths and potentials in order to prepare them as competent and committed teachers as enunciated in the mission of the college. More than forty different methods and techniques are used for teaching, learning and evaluation as is mentioned in annexure 17. Classroom teaching is supported with group oriented and individualized guidance and counseling. ICT and other technologies are extensively used in day to day activities. The Wi-Fi enabled ICT facilitated digital services is one of the major strengths of the college, which, obviously helps it to lead at the top among other institutions. The college

has four pillared evaluation system in vogue. Records of feedback and appreciations from various stakeholders speak volumes of quality performance in almost all spheres of the working of the college. Teaching, guidance, social service, counseling, research, technology usage, consultancy, students' involvement are the areas where rarely some college of education can compete us. There is counseling cell functioning for last so many years. Students are benefited out of it. There is alumni association comprising of members who have high recognition and received laurels in the society. The post graduate research centre, established three years ago, is recognized by Solapur University, wherein more than thirteen students are pursuing their Ph. Ds. O far more than 30 researchers have received their M. Phils. / Ph. Ds. from the college centre. Apart from the well updated and functionally relevant vision, mission and objectives; the college has clearly identified, carefully developed and comprehensive quality policy & value system which are hallmarks of our ingenious intellect and capacity. We promote, follow and observe values and inculcate among students a sense of commitment right from the induction programme. The various activities not only boost the confidence of our students and teachers but also help to instill among them humility and righteousness enabling them to live life as a character oriented global citizen of the modern world while-working in the society as an ambassador of the college.

Apart from various clubs and committees, the college has functional 'Internal Quality Assurance Cell' (IQAC) and a 'Planning Board' both of which have involvement from planning till execution on developmental & academic matters. Since quality enhancement is a continuous process, the IQAC has become a part of the institution's system and it in its real sense works towards realizing the goals of quality enhancement and sustenance leading towards academic excellence.

Under IQAC, during the past two to three years the college has organized various activities to dispel gender disparity, to promote equality and create sensitiveness to national and local problems resulting into inclusive development, quality consciousness and sustainable development. Under the directions of government of Maharashtra, the colleges in

the state organized ‘Jagar Janiv Abhiyan’ for creating awareness within and outside of institution about gender related problems. The college was a part of this noble mission. The Principal was designated as coordinator for this mission for Solapur district by the Joint Director, Higher and Technical Education office successively for two years 2012-13 & 2013-14. The college leaded, participated, guided and also organized a spectrum of activities as per the expectations of and directions provided by the Government of Maharashtra. The college has received on 20th August 2014 state government’s two awards recently in a mega awarding function at Sydenham College, Mumbai. The first award is of one lakh rupees, memento and certificate for standing first at district level. The second award is of two lakh rupees, memento and certificate for standing first at university level in this abhiyan called *Jagar Janivanche Abhiyan*. This has been possible because of our dedicated team of highly qualified, experienced and devoted members of teaching & non-teaching staff who work with harmony. The college excels in every domain of its functioning which include teaching, research, extension and support services. Quality and relevance are the keywords of our performance. In brief, the college is a hub of social, academic and technology enabled services and activities and performs as a role-model establishing ideals for other teacher education institutions. All the activities and programmes of the college are relevant to the objectives of the college and focused on its vision: ***“The Pursuit of Human Excellence.”*** and the mission: ***“To prepare competent and committed teachers who transform the society and make the world a better place to live in”.***

* * *

Part A. Profile of the Institution

1. Name and address of the institution: D.P.B. Dayanand College of Education, Solapur.
2. Website URL: www.dcesolapur.org
3. For communication: -Address: Dayanand Nagar, Ravivar Peth, Solapur, Pin: 413002

Office:

Person	Name of the person	Telephone Number with STD Code	Fax No	E-Mail Address& Mobile No
Head/Principal	Dr. S. B. Kshirsagar	0217-2373237, 2374400	0217-2728900	dcesolapur@gmail.com sbkshirsagar47@rediffmail.com 09271208799
Vice-Principal	----- -	----- -	----- -	-----
Self - appraisal Coordinator	Dr. Smt. P. R. Bhoje	0217-2373237, 2374400	0217-2728900	dcesolapur@gmail.com padmashribhoje1@gmail.com 08605148104

Residence:

Person	Name of the person	Telephone Number with STD Code	Mobile Number
Head/Principal	Dr. S. B. Kshirsagar	-----	07276051171
Vice-Principal	-----	-----	-
Self - appraisal Coordinator	Dr. Smt. P. R. Bhoje	-----	07769836759

4. Location of the Institution:

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres:

63 acres

6. Is it a recognized minority institution?

Yes

No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
June	1955

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

Solapur University, Solapur

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

Month & Year

2f

MM	YYYY
Jan	1969

Month & Year

MM	YYYY
Mar	2010

12B

10. Type of Institution

- | | | |
|---------------|--|-------------------------------------|
| a. By funding | i. Government | <input type="checkbox"/> |
| | ii. Grant-in-aid | <input checked="" type="checkbox"/> |
| | iii. Constituent | <input type="checkbox"/> |
| | iv. Self-financed | <input checked="" type="checkbox"/> |
| | v. Any other (specify and indicate) | <input type="checkbox"/> |
| b. By Gender | i. Only for Men | <input type="checkbox"/> |
| | ii. Only for Women | <input type="checkbox"/> |
| | iii. Co-education | <input checked="" type="checkbox"/> |
| c. By Nature | i. University Dept. | <input type="checkbox"/> |
| | ii. IASE | <input type="checkbox"/> |
| | iii. Autonomous College | <input type="checkbox"/> |
| | iv. Affiliated College | <input checked="" type="checkbox"/> |
| | v. Constituent College | <input type="checkbox"/> |
| | vi. Dept. of Education of Composite
College | <input type="checkbox"/> |

vii. CTE

Viii. Any other (specify and indicate)

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

Yes

No

If yes, has the institution applied for autonomy?

Yes

No

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary	---	---	Certificate	---	---
		---	---	Diploma	---	---
				Degree		
ii)	Primary/ Elementary	---	---	---	---	---
		---	---	---	---	---
iii)	Secondary/ Sr. secondary	B.Ed.	Graduation	Degree	One year	Marathi
		B.Ed Vacational	Graduation In-service Tr.	Degree	Two years	Marathi
iv.	Post	M.Ed	B.Ed.	Degree	One year	Marathi

	Graduate	Ph. D.	M. Ed. SET/NET/ PET	Degree	Two year	Marathi/ English
v.	Other (specify)	Diploma in School Mgmt. (DSM)	Graduate Inservice Teacher	Certificate	One year Vacation al	Marathi

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

Level	Program me	Order No. & Date	Vali d up to	Sanction ed Intake
Pre-primary	---	---	---	---
Primary/Elementary	---	---	---	---
Secondary/ Sr.secondary	B.Ed. Course	WRC/113140/123/2009/58927dated 10.8.2009	---	80
Post Graduate	M.Ed. Course	WRC/APW08131/125253/113140/140/ 2010/71812 date 29.10.2010	---	35
Other (specify)	---	---	---	---

* * *

Part 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

Ye	√	No	
----	---	----	--

(In addition to these the college has Value System and Quality Policy also)

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

If yes,

Yes	√	No	
-----	---	----	--

a) How many programmes?

4

b) Fee charged per programme

B.Ed. YCMOU

32610

M. Ed. Regular

39920

D. S. M.

3375

Ph. D.

8430

3. Are there programmes with semester system

Yes

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

Yes	√	No	
-----	---	----	--

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

2

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

D.Ed.

B.Ed. Regular aided

7 Mehods & 7 Electives

M.Ed. (Full Time)

5 in first term, 5 in second term

M.Ed. (Part Time)

Any other (B. Ed.)

9 Methods, optional 4

6. Are there Programmes offered in modular form

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

Number	---
--------	-----

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

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

Number	03
--------	----

8. Are there Programmes with faculty exchange/visiting faculty

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

Number	---
--------	-----

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

- Heads of practice teaching schools

Yes	√	No	
-----	---	----	--

- Academic peers

Yes	√	No	
-----	---	----	--

- Alumni

Yes	√	No	
-----	---	----	--

- Students

Yes	√	No	
-----	---	----	--

- Employers

Yes	√	No	
-----	---	----	--

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

Two years

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

Yes	√	No	
-----	---	----	--

Number	01
--------	----

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

Yes	√	No	
-----	---	----	--

Number	04
--------	----

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

Yes	√	No	
-----	---	----	--

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

Yes

√

 No

--

* * *

Criterion-wise Inputs

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 | <input type="checkbox"/> |
| b) Common entrance test conducted by the
University/Government | <input checked="" type="checkbox"/> |
| c) Through an interview | <input type="checkbox"/> |
| d) Entrance test and interview | <input type="checkbox"/> |
| e) Merit at the qualifying examination | <input checked="" type="checkbox"/> |
| f) Any other (specify and indicate) : counseling | <input checked="" type="checkbox"/> |

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

[50% of marks in qualifying graduation exam (i.e. counted out of 50) and 50 marks out of common entrance test for admission in college or B. Ed./ M. Ed. courses. The Common Entrance examination being conducted by Government of Maharashtra.]

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

- | | |
|---|------------------------------------|
| a) Date of start of the academic year | July1, 2013 (academic year start), |
| Teaching started on | 9 th August, 2013 |
| b) Date of last admission | 13-9-2013 |
| c) Date of closing of the academic year | 25 th May 2014 |
| d) Total teaching days | 181 day |

e) Total working days 238 day

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.	32	46	78	20	32	52	12	14	26
M.Ed. (Full Time)	3	6	09	3	5	08		1	01
M.Ed. (Part Time)	---	---	---	---	---	---	---	---	---

4. Are there any overseas students?

Yes		No	√
-----	--	----	---

If yes, how many?

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

- a) Unit cost excluding salary component B. Ed. 4702.42
- b) Unit cost including salary component 212310.96
- c) Unit cost including salary component -M. Ed. 39930
- d) Unit cost DSM 1500
- 10000

e) Unit Cost B. Ed. YCMOU

f) Unit cost Ph. D.

8070

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.	77.06%	54.89%	54.89%	45.44%
M.Ed. (Full Time)	59.33%	59.33%	69.08%	40.00%
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.	55.58%		44.42%
M.Ed. (Full Time)	60 %	---	40 %
M.Ed. (Part Time)	---	---	---

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

1	2
---	---

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

1	1
---	---

11. Practice Teaching at School

a) Number of schools identified for practice teaching

2	8
---	---

b) Total number of practice teaching days=

4	8
---	---

c) Minimum number of practice teaching lessons given by each student

2	4
---	---

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

No. of Lessons In simulation

No. 11

No. of Lessons Pre-practice teaching lessons
--

No. 4

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.	600 (43%)	800 (57%)
M.Ed. (Full Time)	400 (40%)	600 (60%)
M.Ed. (Part Time)	-----	-----

16. Examinations

a) Number of sessional tests held for each paper (per semester)

0	1
---	---

b) Number of assignments for each paper (per semester)

0	2
---	---

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

ICT resource	Yes	No
Computers	√	
Intranet	√	
Internet	√	
Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	

Teaching Aids and other related materials	√	
Any other (specify and indicate)		
Library Software SOUL	√	
Intel Teach to the future CDs & ICT books	√	
NCTE CD Set	√	
Office Software	√	
Smart Board	√	
TV	√	
LCD Projectors	√	
Wi Fi Printer	√	
Other Printers	√	
OHP	√	
Public Address System	√	
Epidiascope	√	
Slide Projector	√	
Laptop and Computers		

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

Yes	√	No	
-----	---	----	--

Number	4
--------	---

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

Yes	√	No	
-----	---	----	--

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

Compulsory Optional

* * *

Criterion-wise Inputs

Criterion III: Research, Consultancy and Extension

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

Number	7	70	%
--------	---	----	---

2. Does the Institution have ongoing research projects?

Yes	√	No	1
-----	---	----	---

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
UGC	25,000	2 Years	---

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

1

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

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Any other specify and indicate:
 - Research centre admits JRF scholars

- Leave and adjustment in time table
- Participation in Special seminars on research
- Administering data collection tools in college
on students, teachers
- Providing Labs and equipments to the researchers
- Guidance to college researchers and outsiders also
- Hostel accommodation whenever and wherever essential

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

Yes No

[College provides financial support to carry research projects under Avishkar and at college level researches, but not to M. Phil. Or Ph. D. research scholars. Junior Research Fellowship (JRF) is recently granted by UGC to JRF research scholar. Minor research projects are financed by UGC at our college centre.]

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	√		21
National journals – refereed papers	√		26
Non refereed papers			09
Academic articles in reputed magazines/news papers	√		16
Books	√		09
Any other (specify and indicate)	√		02
Edited Book			

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

Yes	√	No	
-----	---	----	--

Num	3
-----	---

[Paper presentation awards 3, Teacher Research Fellowship award 1, Teachers having received professional / career award 4]

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

	Faculty	Students
National seminars	69	7
International seminars	14	4
Any other academic forum	69	25

11. What types of instructional materials have been developed by the institution?
(Mark `✓' for yes and `X' for No.)

Self-instructional materials

Print materials

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

Digitalized (Computer aided instructional materials)

Question bank

Any other (specify and indicate)
Set of examples / sums with answers

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

Usually no charges are levied for consultation.

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

11300

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

Local level	√
State level	√
National level	√
International level	X

* * *

Criterion-wise Inputs

Criterion IV: Infrastructure and Learning Resources

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

2081.39 Sq. Mt.

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
teaching aids | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

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

35+

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

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

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?

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

Yes No

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching	3	2	1	1
Non-teaching	1	-	7	-

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching (B. Ed.)	1	1	-	-
Non-teaching		-	1	-

[For M. Ed. one post of Assistant Teacher and one post of Associate Professor is vacant as per university rules but not as per NCTE rules mentioned in the Gazette of India.]

11. a. Number of regular and permanent teachers

	Open		Reserved		(Gender-wise)
	M	F	M	F	
Lecturers	2	1	0	1	
Readers	---	---	1	1	
Professors	M	F	M	F	
	---	---	---	---	

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

	Open		Reserved	
	M	F	M	F
Lecturers		1	2	
Readers	M	F	M	F
Professors	M	F	M	F

c. Number of teachers from	Same state	11
	Other states	---

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	---
B.Ed.	8:80
M.Ed. (Full Time)	2:7
M.Ed. (Part Time)	---

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	M	F	M	F
	M	F	M	F
	1	-	7	-
Temporary	M	F	M	F
	1	-	0	-

b. Technical Assistants Permanent

M	F	M	F

Temporary

14. Ratio of Teaching – non-teaching staff B. Ed.

7:8

M. Ed.

2:1

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure) Rs. 9623771.00

58.11 %

16. Is there an advisory committee for the library?

Yes

√

No

17. Working hours of the Library

8.00 a m to 4.00 p m

On working days

8 hours

On holidays

-

During examinations

10 hours

18. Does the library have an open access facility

Yes		No	√
-----	--	----	---

19. Total collection of the following in the library

a. Books

21175

- Textbooks

4243

- Reference books

797

b. Magazines

5

e. Journals subscribed

29

- Indian journals

-

- Foreign journals	
f. Peer reviewed journals	9
g. Back volumes of journals	46
Number of Journals with back volumes	23
h. E-information resources	
- Online journals/e-journals	28
- CDs/ DVDs /VCDs	43
- Databases	01
- Video Cassettes	76
- Audio Cassettes	117

20. Mention the

Total carpet area of the Library (in sq. mts.)	1500 sq.ft.
Seating capacity of the Reading room	40

21. Status of automation of Library

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

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

Circulation	Yes	√	No	<input type="checkbox"/>
Clipping	Yes	√	No	<input type="checkbox"/>
Bibliographic compilation	Yes	√	No	<input type="checkbox"/>
	Yes	√	No	<input type="checkbox"/>

Reference

Information display and notification

Yes	√	No	
-----	---	----	--

Book Bank

Yes	√	No	
-----	---	----	--

Photocopying

Yes		No	√
-----	--	----	---

Computer and Printer

Yes	√	No	
-----	---	----	--

Internet

Yes	√	No	
-----	---	----	--

Online access facility

Yes	√	No	
-----	---	----	--

Inter-library borrowing

Yes	√	No	
-----	---	----	--

Power back up

Yes	√	No	
-----	---	----	--

User orientation /information literacy

Yes	√	No	
-----	---	----	--

Any other (please specify and indicate)

Display of:

Advertisements of Jobs /Opport.

Yes	√	No	
-----	---	----	--

Articles of teachers

Yes	√	No	
-----	---	----	--

News Related to college activities

Yes	√	No	
-----	---	----	--

General, Gender related, Technology related articles

Yes	√	No	
-----	---	----	--

23. Are students allowed to retain books for examinations?

24. Are students allowed to retain books for examinations?

25. Furnish information on the following

Average number of books issued/returned per day

56

Maximum number of days books are permitted to be retained

by students

Reference 8 days, Book bank –till examination is over

by faculty

One academic year

Maximum number of books permitted for issue

for students

B. Ed. :8 book bank books till end of year, 2 reference books for 8 days

for faculty

M. Ed. :4 book bank books till end of the year, 2 reference book 8

Average number of users who visited/consulted per month

40+

Ratio of library books (excluding textbooks and book bank

facility)to the number of students enrolled

1: 73

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

6.88 %

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

	I year 11-12		II year 12-13		III year 13-14	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	35	1632.00	69	4164.00	18	1427
Other books	338	57077.00	157	21074.00	119	26020
Journals/ Periodicals	20	6541.00	16	7058	21	7360
Any others specify and indicate Books donated	373	1630	226	4164	137	1427
VCDs donated	---	---	---	---	02	175

Criterion-wise Inputs

Criterion V: Student Support and Progression

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

Programmes	Year 1 2011- 12	Year 2 2012- 13	Year 3 2013- 14
D.Ed.			
B.Ed.	4	3	4
M.Ed. (Full Time)	1	2	1
M.Ed. (Part Time)	NA	NA	NA

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

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

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

12

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 2011-12 to 2013-14			PG M.Ed 2011-12 to 2013-14			M. Phil Ph. D. 2011-12 to 2013-14		
	I	II	III	I	II	III	I	II	III
Pass percentage	91.89%	91.89%	93%	96.56%	100%	100%	Ph. D.3	M.Phil4 Ph. D. 8	M.P hil2 Ph. D. 1
Number of first classes	50	45	42	15	15	5	---	---	---
Number of distinctions	02	08	02	03	02	---	---	---	---
Exemplary performances (Gold Medal and university ranks)	---	---	---	---	---	---	---	---	---

[M. Ed. University Gold medal student during April /May 2011examination, awarded

during 2012.]

6. Number of students who have passed competitive examinations during the last three years

(provide year wise data)

YEAR	I	II	III
NET	1	02	1
SLET/SET	1	05	3
Any other (specify and indicate) TET, PET	---	---	7

7. Mention the number of students who have received financial aid during the past three years. (B. Ed. + M. Ed.)

Financial Aid	Year I 2011-12	Year II 2012-13	Year III 2013-14
Merit Scholarship	-	-	-
Merit-cum-means scholarship	64	57	46
Fee concession / Freeship	18	10	11
Loan facilities	-	1	-
Any other specify and indicate(Minority) (EBC)	1 ----	--- 11	--- 19

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

2

Women

3

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

Sports fields

Yes	√	No	
-----	---	----	--

Indoor sports facilities

Yes	√	No	
-----	---	----	--

Gymnasium

Yes	√	No	
-----	---	----	--

12. Availability of rest rooms for Women

Yes	√	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes		No	√
-----	--	----	---

14. Is there transport facility available?

Yes	√	No	
-----	---	----	--

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

Yes	√	No	
-----	---	----	--

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	---	---	---	√	---	3
Inter-university	---	---	---	√	---	2
National	---	---	---	---	---	---
Any other (specify and indicate)	---	---	---	---	---	---

(Excluding college day celebration)

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

	Participation of students (Numbers)	Outcome (Medal achievers)
State	-	-
Regional	-	-
National	-	-
International	-	-

18. Does the institution have an active Alumni Association?

Yes	√	No	
-----	---	----	--

If yes, give the year of establishment

2004

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 (B. Ed.)

	Year 1 2011-12 (%)	Year 2 2012-13 (%)	Year 3 2013-14 (%)
Higher studies	38.75%	26.25%	23.75%
Employment (Total)	48*	49*	45*
Teaching	40*	42*	40*
Non teaching	1.25*	2.5*	3.75*

[* These are approximate figures based on oral and incomplete information.]

[The number of students who have joined further study is 33, 31, 21, 19 for academic years 2010-11, 2011-12, 2012-13 and 2013-14 respectively.]

23. Is there a placement cell in the institution?

Yes No

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

1	2	3
2011-12	2012-13	2013-14
5	6	6

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-wise Inputs

Criterion VI: Governance and Leadership

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

Yes No

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

Governing Body/management	LMC
Staff council	Once in a month
IQAC/or any other similar body/committee	Around 3 in a term
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Twice in a term
Planning board	

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

Loan facility

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

Medical assistance

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

Staff Accidental Insurance

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

Other (specify and indicate)

Medical Reimbursement

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

Employees Cooperative Society

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

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

Group Insurance of Credit Society

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

2011-12	2012-13	2013-14
---	---	---

5. Furnish the following details for the past three years

- a. Number of teachers who have availed the Faculty Improvement

Program of the UGC/NCTE or any other recognized organization

Nil

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

National	---	---	6
International	---	---	---

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

		2
--	--	---

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

---	---	9
-----	-----	---

- e. Research development programmes attended by the faculty

		8
--	--	---

- f. Invited/endowment lectures at the institution

---	2	0
-----	---	---

Any other area (specify the programme and indicate)

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

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 (specify and indicate) Peer Observation by Fac

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

06

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

Grant-in-aid	15337200
Fees	191800
Donation	-
Self-funded courses	-
Any other (specify and indicate)	
B. Ed. YCMOU	430000
DSM	87000
M. Ed.	319440
Ph. D.	66700

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget	2012-13	2013-14
% spent on the salary of faculty	9012600	13661600
% spent on the salary of non-teaching employees	2218900	2531900
% spent on books and journals	13700	25200
% spent on developmental activities (expansion of building)	-	-
% spent on telephone, electricity and water	51000	64500
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	24200	35300
% spent on maintenance of equipment, teaching aids, contingency etc.	27100	101600
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	60000	15000
% spent on travel	800	2600
Any other (specify and indicate)	-	-
Total expenditure incurred	11408300	16437700

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

Surplus in Rs.

130100

-

-

Deficit in Rs.

-

66400

125200

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

Examinations/Evaluation/

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

Assessment

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

Any other (specify and indicate)

Evaluation & Examination

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

Teaching and Learning

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

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

Admissions

Social Service

Yes	√	No	
-----	---	----	--

Aviskar Research Festival

Yes	√	No	
-----	---	----	--

Educational research

Yes	√	No	
-----	---	----	--

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

Yes No

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

Yes No

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-wise Inputs

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?
(Academic year 2013-14)

	Category	Men	%	Women	%
A	SC	8	10	9	11.25
B	ST	0	00	1	1.25
C	OBC	6	7.5	8	10
D	Physically challenged	0	00	1	1.25
E	General Category	12	15	14	17.5
F	Rural	19	23.75	23	28.75
G	Urban	12	15	26	32.5
H	Any other (specify)				
	VJNT	4	5	7	8.75
	SBC	2	2.5	7	8.75

4. What is the percentage of the staff in the following category?
(B. Ed. aided Full timer, Excluding CHB)

	Category	Teaching staff	%	Non-teaching staff	%
A	SC	2	28.5	4	50
B	ST	---	---	---	---
C	OBC	---	---	---	---
D	Women	3	42.8	---	---
E	Physically challenged	---	---	---	---
F	General Category	5	71.4	1	12.5
G	Any other (specify)NT	---	---	3	37.5

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

Category	At Admission		On completion of the course	
	Batch I 2012-13	Batch II 2013-14	Batch I 2012-13	Batch II 2013-14
SC	18.75 %	21.25%	18.75 %	21.25 %
ST	---	12.5%	---	12.5 %
OBC	33.75 %	17.5 %	31.25 %	13.75 %
Physically challenged	1.25 %	1.25 %	1.25 %	1.25 %
General Category	26.25 %	32.5 %	25.0 %	31.25 %
Rural	42.5 %	52.5 %	40.0 %	51.25 %
Urban	57.5 %	47.5 %	56.25 %	45.0 %
Any other (VJNT)\	15.0 %	13.75 %	13.75 %	11.25 %
SBC	3.75 %	11.25 %	3.75 %	10.0 %

* * *

Criterion-wise Analysis:

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 college has well identified motto, vision, mission, objectives, value system and quality policy. These are in detailed mentioned on page 4, 5 and 7 at the beginning. The College & the Dayanand Institutions at Solapur has identified its motto right from its inception. The motto is:

ब्रीद : ॥ तमसो मा ज्योतिर्गमय ॥

Which means ***‘Lead me from darkness to light’***.

The D. P. B. Dayanand College of Education, being a part of the DAV Institutions at Solapur; has proudly and honourably accepted this motto, which, in its functionality, greatly coheres with mission and vision of the college. The vision of the college is:

संकल्पः मानवी उत्कृष्टतेचा ध्यास .

Vision: “Pursuit of Human Excellence”

The mission of the college as restructured is:

व्रतविधानः सामाजिक परिवर्तन आणि जगण्यायोग्य सुंदर जगनिर्मितीसाठी सक्षम व वचनबद्ध शिक्षक घडविणे .

That means the Mission is “To prepare competent and committed teachers who transform society and make the world a better place to live in”.

The college has rigorously worked and reframed six objectives.

1.	To develop among student-teachers the essential competencies of a teacher in order to develop an attitude towards becoming a committed and performance oriented teacher.
2.	To enable the student-teachers to understand the philosophical and sociological foundation of teacher education.
3.	To equip the student-teachers through strong psychological foundation and with essential knowledge, skills and attitude so as to develop them as responsible teachers of the modern world.
4.	To promote social cohesion, improve communication and IT skills, widen vision of student teachers enabling them to adopt themselves in the situations they stand for in their lives.
5.	To create awareness about national values enshrined in the Constitution of India, core elements, duties and responsibilities of a teacher and foster human rights, and the dignity of individuals with a special emphasis on gender equality.
6.	To guide for observance of the principles of Arya Samaj and inculcate a sense of appreciation about contribution of great personalities with social reference to Swami Dayanand Saraswati.

The college has identified seven values which are stated on page 4. Apart from this the college has quality policy the details of 13 points of quality policy are

mentioned on page 7. The objectives are focused, correctly framed and totally relevant to the Vision and Mission. The Vision, Mission, Objectives, Value System, Quality Policy are the characteristics of the college which address the various expected concerns such as Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment. The other concerns addressed include

- Competencies essential for becoming teachers of the present age,
- attitudinal development becoming committed and performance oriented teacher,
- excellence in performance,
- observance of the principles of democracy, and Arya Samaj
- foundation of teacher education and for to be teachers
- developing essential skills for becoming responsible teachers of the modern world,
- IT skills, social cohesion, awareness about values-core elements, duties and responsibilities of a teacher,
- human rights, dignity of individuals, gender equality,
- contributions of great personalities including Swami Dayanand Saraswati.

The members of the college have great esteem for the vision and mission. The mission, vision objectives are:

- displayed at various places on display boards,
- promulgated in documents including brochure, college annual magazine,
- are also available on the college website *dcesoapur.org*
- dealt with meetings of alumni,
- are addressed during the inaugural speech and in induction programme,

- Occasional speeches by the Principal to the students, teachers and other stakeholders.

The total functioning and also organization of the various activities is in relevance to and with prime focus on Vision, Mission, Objectives and Values.

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

The various steps in curricular development process are:

- The university initiates the process by seeking feedback from faculties, students, experts for modification of curriculum, syllabi of courses.
- Various stakeholders suggest changes and expectations.
- Curriculum framework of NCTE is along taken into account.
- The decisions in this regard are first discussed in BOS and Faculty, and are approved through academic council.
- Wherever essential the university constitutes committee for introduction of / additional subjects / papers and finalizes the decision as per procedure in vogue.

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

The thrust on national issue of environment is ensured in curriculum through theory and practicum / project on:

- Elective course on environment education,
- Addressing environmental issues such as eco system, sustainable development, energy management, energy crises, conservation of natural resources,
- Various types of pollutions,

- Awareness about environmental problems, remedial measures on environmental problems,
- Population explosion, Disaster management,
- Climate change, global warming, acid rain, ozone layer depletion, green house effect,
- Laws of conservation of plants and animals, laws of pollution control,
- Environmental ethics, environmental movements and projects,
- Waste management,
- Strategies and methods to teach, address environmental concerns.

The thrust on the issue of value education is ensured through:

- There is special optional / elective paper on value education in our university (but that is not opted in our college)
- There is special optional / elective course that addresses values related to environmental issues
- Study on aims of education in Vedic, Buddhist, Islamic, Jain philosophies
- Aims of education / life
- Modern aims of education w.r.t. draft curriculum by Knowledge Commission
- Educational values, concept and classification of values
- Need and significance of values
- Indian Constitution and values enshrined in it
- Democratic citizenship, secularism and democratic values
- Human rights and education
- Need of international understanding and peace
- Philosophy of Idealism, Naturalism, Realism, Post Modernization
- Ethics and responsibilities of teacher, accountability of teacher
- Teacher's commitments (to learners, society, profession, excellence & basic values)
- Study of values (an indirect study) through contribution of Indian educational thinkers such as Mahatma Gandhi, Swami Vivekananda, J

Krishnamurthi, Rabindranath Tagore, Karmaveer Bhaurao Patil.

- Various values and inculcation of values, Mashelkar's Panchsheel

At college level values are inculcated through conference on HRE, water management seminar, Gender equality related activities including street plays, rally on women related issues, weekly paripath, special day celebration, legal literacy camp, lectures on rights of women, lectures on female foeticide, observance of birth and death anniversaries of great personalities, special functions and lectures on 15th August and 26th January on topics like national integration, India's freedom movement, Indian Constitution and democratic citizenship, etc.

The thrust on national issue of ICT is ensured through:

- Compulsory IT paper for B. Ed. semester I, and a paper for M. Ed., special topics covering 80 % of the curriculum in B. Ed. YCMOU paper I
- Compulsory Practicum on IT, test on IT

In addition to this the college addresses IT issue through:

- IT Projects
- Online admissions, online examination forms filling, online registration for scholarships/ free ships.
- Digital University and Digital College, smart classes, WI FI networked labs, Digital Language laboratory (DLL), use of laptop by students and teachers for their teaching
- Use of digital gadgets - digital camera, audio recorder, movie making
- Using computers and LCD projectors for day to day teaching
- Lectures to students on MS Excel, MS Word, MS Power point, Internet
- Students use internet sources for micro lessons, practice lessons, models of teaching, special day celebration, etc
- Students group seminars,
- Internship presentations

- Email Submission of students' assignment in IT paper
- Analysis of data of psychology experiments

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

Yes, the institution makes use of ICT for curricular planning which is as follows:

- Referring syllabi on internet
- Work distribution using MS word
- Calendar of activities
- Time table, workshop time tables
- Day to day teaching
- Digital audio and video recording of lectures, interview, speeches, functions
- Use of Ms excel, Power point , MS word for research and data analysis
- Training for using smart movie for presentations and during various activities
- Email service for sharing, assessment and feedback on assignments.
- Video conferencing (planned)
- Uploading information on college websites for referral

1.2 Academic Flexibility

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

In order that teaching becomes a reflective practice we follow following experiences:

- Reflective thinking and sharing during and after students seminar
- CPD programmes
- After Avishkar research festival participation-narrating experiences about what did we do, how did we do, what needs to be improved and how?
- After participation of students in Student Parliament at MIT Pune
- After participation of students in quiz, debate and various competitions
- During internship presentation

- During tutorials
- Feedback sharing and guidance after practice lesson

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?

This is done through:

- Organizing practice lesson at various schools
- Using different teaching methods
- Activities under subject clubs
- Elective subjects
- Options in practical work
- Choice of participation in seminars
- Field experiences using internship, science center
- Projects (as per choice) -projects on historical subjects, geographical spots, environment,
- Flexibility in choice of research topic
- Choice of topics for Avishkar Contest
- Choice of roles in planning curricular activities, co-curricular activities
- ICT projects, preparation of teaching aids,
- Making power point presentations

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

We have so far introduced add on courses or cafeteria courses, however, we have been organizing very comprehensive one day- two days (8 to 9 hours a day) activities and seminars on;

- Interview preparation and facing selection committee interviews
- Reading skill as an additional skill
- Extra practicum and guidance sessions for enhancing ICT skills

- Rally
- Guidance through Counseling Cell, through role playing, Models of teaching
- Mock Viva, Mock Interview
- Various day celebration
- Using language lab
- Birthday and Death anniversaries of national leaders and characters
- Social service camp and family survey, vice camps
- Cultural Programmes for orientation of village people.
- SUPW
- Lectures of experts and experienced teachers for professional development
- Weekly *Paripath* (Assembly)
- Daily writing of Marathi, Hindi, English on display boards by the students
- Curricular and extra-curricular activities
- Poster exhibition, poster presentation during Legal Literacy rally / camp
- Organization of conferences/ workshops/ seminars
- Speeches of guest lectures
- Orientation of farmers, rural people and ladies during social service camps
- Organization of workshop every year on construction and telling story (in association with *Sane Guruji Kathamala*, Solapur)
- Specially developed Personality Development Programme (one full day)
- Specially developed Leadership development Programme (Two days)

1.2.4 How does the institution ensure the inclusion of the following aspects in the curriculum? (Also list out the programmes/courses where the above aspects have been incorporated).

- I. **Interdisciplinary/Multidisciplinary:** Topics and issues in Psychology, Sociology, History, Philosophy, Science, management, computers, Projects by students on historical spots such as Fort at Solapur, *Siddheshwar* temple, *Hotgi Math*, *Revan siddheshwar* Temple, Visit to museums, Solapur Fort.
(B. Ed. and M. Ed. regular courses curricular, co-curricular and extra-

curricular)

- II. Multi-skill development:** ICT skill use and orientation, micro teaching, Classroom teaching, role playing, simulation, dramatization, personality development and leadership development programmes, Special day and subject day celebration, Job fare and campus Interviews.

(B. Ed. and M. Ed. regular courses curricular, & extra-curricular)

- III. Inclusive education:** Visit to Mamata blind and deaf students' school, visit To inclusive school for students of special needs, Co education, ramp for physically handicapped, earn while learn scheme for poor and needy students, students of various categories and deprived sections provided scholarships / free ships.

(B. Ed. and M. Ed. regular courses extra-curricular)

- IV. Practice teaching:** Micro teaching workshop, planning of practice lessons, guidance for internship planning, guidance for observation of lessons.

(B. Ed. and M. Ed. regular courses curricular)

- V. School experience / internship:** Guidance for planning of practice teaching, internship, bulletin hours, organization of cultural programmes during internship, writing reports, keeping records, study of facilities in schools, interviewing head masters and experienced teachers, interaction with office staff, execution of psychological tests and data analysis.

(B. Ed. and M. Ed. regular courses curricular, co-curricular and extra-curricular)

- VI. Work experience / SUPW:** Introduction in induction programme, Demo lectures, and preparation of various articles such as Rahkis, Sky lamps, files, folders, pockets, greetings and writing reports thereon. Certificates awarded every year for best prepared articles under every activity in SUPW/ Work experience.

(B. Ed. and M. Ed. regular courses curricular, compulsory for B. Ed.)

- VII. Any other** (specify and give details)

- Physical education and Physical efficiency test (B. Ed. & M. Ed.)
- Social Service (B. Ed.)

- Medical Checkup (B. Ed. & M. Ed.)
- News Letter newly introduced / ongoing (B. Ed. & M. Ed.)
- Visit to Printing / news paper press (M. Ed.)
- Visit to photo lab (M. Ed.)
- Trip (B. Ed. & M. Ed.)
- Preparation and exhibition of teaching aids (B. Ed.)
- Preparation and inauguration of Wall papers (B. Ed. & M. Ed.)

1.3 Feedback on Curriculum

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

- Regularly annually feedback from students, in college prepared proforma is taken from students
- The principal interviews at least 20 students during a year and notes written feedback with signatures
- Employer's feedback is very rarely received. Our Local Secretary's feedback was received while framing objectives, mission and vision.
- Feedback from alumni about transaction of curriculum is received but not strictly on curriculum.
- Parents and other stakeholders feedback on college working and transaction of B. Ed. and M. Ed. courses is noted in written occasionally.
- Feedback from current students of B. Ed. and DSM YCMOU courses is also noted occasionally / frequently.
- Feedback from students in oral form (sometimes) through valedictory / closing function of academic courses is also received

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

- We have mechanism of formally taking feedback of students (B. Ed. and M. Ed.) on teaching of teachers, service of non teaching staff, support services, curriculum, practical conducted, laboratory facilities. These formats of

feedback from students are provided in Annexure 8 & 9 respectively those of B. Ed. and M. Ed. courses.

- Feedback from students on curriculum, teachers' teaching, college facilities, students expectations are regularly received, analyzed and utilized. This has promoted among teachers and employees a consciousness about student as a consumer of our services and greatest force which is present and future of our organization.
- We have conducted researches on Evaluation of Teacher by Students (ETS) which sometimes is called Students' Evaluation of Teacher (SET). The feedback of these evaluations is conveyed to the concerned members.
- The college has data on feedback by alumni, parents, peers, other stakeholders including school teachers and the management.
- These various feedbacks are shared with the teachers.
- In our innovative practice of observation of lectures/ demo lessons/ demo lectures during micro teaching, models of teaching, evaluation workshop the individual teacher's lectures are observed by other peer staff / colleagues; who note feedback on teaching and convey individually to the respective teachers. This has helped to improve the teaching competence of the teachers. The teachers bring about necessary changes in their next teaching / performance/ conduction.
- Students are asked to provide feedback after certain events / programmes like internship presentation, club activity. Respective teachers discuss with students and the principal about it.
- We have been taking students suggestions very positively. The principal personally notes students' feedback through face to face meeting and interaction. Apart from written formal feedback at the conclusion of academic year, at least 10 percent of the students are personally interviewed by the principal every year. The records of these feedbacks are maintained in the office. Most of our students express their feeling of gratitude, contentment for the college and teachers being so complaisant and the college atmosphere being conducive for teaching and learning, with many healthy practices.
- Some teachers are assigned duty to analyze quantitative feedbacks wherefrom students' preference for teaching of teachers is understood
- M. Ed. level research on Feedback / Students' Evaluation of Teachers is conducted, the researcher personally conveyed feedback to individual teachers.

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

Contributions / involvement of staff in Curriculum design and development:

- Our teachers have been participating in various workshops on curriculum designing and curriculum reconstruction organized by this college and other colleges.
- Our staff has prepared curriculum for cafeteria course on Communicative English, computer course for students, a computer course for clerical staff.
- The former principal Dr. H. N. Jagtap was member of Academic Council and Dean of Education Faculty of Shivaji University and also of Solapur University during / till 2009-10.
- Dr. V. K. Bamane and Dr. Smt. B. B. Pathan Associate Professors of the college are Ex Acting Deans of the Solapur University. Dr. V. K. Bamane has prepared Ph. D. course curriculum during his tenure as officiating dean.
- Dr. A. S. Ghadage, an Ex Associate Professor, was Chairman of the Board of Studies of Education Faculty of Solapur University.
- At present our Principal Dr. S. B. Kshirsagar is also the Chairman (for two years) of the Ad-hoc Board of Studies in Educational Measurement and Evaluation and member of Faculty of Education. He is also ad-hoc member of Academic Council of the University.
- Along with the other authorities including the Dean of the faculty of the University, Dr. S. B. Kshirsagar has been a member of syllabus revision committee for M. Phil. and Ph. D. courses. We, in association with the university, have formulated new theory course work common for M. Phil and Ph. D. courses instead of a system of four theory courses for Ph. D. and three theory courses for M. Phil. as prevailed till 2013-14.
- The B. Ed. and M. Ed. curriculum, though structurally changed annual pattern to semester pattern from July 2010; the curricula have been revised thrice in last four years and also recently from July 2014.
- Teachers have been participating in curriculum framing / syllabus

reconstruction workshops, meetings and presentations. The contribution of our teaching staff in developing, reconstructing curricula / syllabi is quite significant. They have worked as chair persons / resource persons in such meets. The teaching staff is well experienced and so well versed that they can advise, adopt and adapt to such changes.

1.4 Curriculum Update

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

- The curricula of the B. Ed. and M. Ed. courses were freshly accepted / thoroughly revised from July 2010.
- The curricula are updated almost every year and additions and supporting changes are suggested even for 2013-14, 2014-15 before the commencements of the academic years by the university.

Details of the major changes in the content / curriculum / syllabi are:

- Before 2010, annual pattern of examination was used but after June 2010 semester pattern is being followed. The previous B. Ed. curriculum had 1200 marks however the present one is for 1400 marks.
- In previous pattern there were 90 marks for final lesson examination and 10 marks only for oral examination / viva-voce, however now a days final lesson examination is conducted for 100 marks and 50+50 marks are exclusively for viva-voce conducted by the university at the end of every term.
- The concept of Models of Teaching was introduced in previous pattern also, however, two compulsory lessons on it have been a part of new pattern only.

- Many new / additional concepts such as education for peace, constructivism, Emotional Intelligence, Multiple Intelligence, Concept of Life Skills, etc have been prominently introduced in the new curriculum making it more relevant to the present needs and keeping pace with the developments in academia and social, national and international contexts.
- In previous pattern students had to undertake 20 lessons in the academic year (apart from micro teaching lessons). This number now has been enhanced to 24.
- Another important change has been about Content Cum Methodology of School subjects, for which, in the previous pattern no marks were assigned but in present pattern 20 marks have been assigned.
- In earlier pattern 30 marks were reserved for microteaching, but now 50 marks are meant for microteaching. This has given due weightage to core training programme which is important for developing teaching skills.
- Continuous and Comprehensive Evaluation has been strengthened more in the present pattern which though prevailed in the previous one.
- In previous pattern B. Ed. students had to choose one of the options from ICT and Environmental Education. But, now- a- days a full paper on ICT has been compulsory in first term, while environmental education paper has been one of the electives for second term.

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

The strategies are:

- No overhaul changes can be done as an affiliated institution in the curriculum. But, our teachers suggest(ed) changes in meetings organized at our college during 2009 and thereafter in other colleges in our university in various syllabus reconstruction / reform meeting organized by the university.
- Feedback of teachers, students, external members /faculty experts from other universities is taken care in BoS / Faculty meeting and decisions in

these matters are first finalized under BOS, Faculty and finally in Academic Council.

- Feedback from practicing schools about curriculum is so far not acknowledged in this context.

1.5 Best Practices in curricular Aspects.

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

Major quality sustenance and quality enhancement initiatives of the college in curricular aspects are:

- Re-identifying Mission, Vision and Objectives of the college.
- Clearly defining quality policy and value system of the college.
- Preparing and updating vision 2020 document and referring it timely to check whether college developments are taking place coherently and timely with the vision statement. (Vision 2020 statement is given in annexure 16)
- Establishment of Computer / ICT lab with Wi fi connectivity, changed strategy of using IT lab for practicals. Establishment & use of Language laboratory.
- Organization of Yajna and promoting knowledge, values and philosophy of Vedas and that of Swami Dayanand Saraswati.
- Preparing, launching and updating the college website dcesolapur.org & displaying information on curricular matter (like time table, calendar of activities)
- Use of Smart Classrooms for curriculum transaction and presentations.
- Strong Five pillared feedback (including one on curriculum) and four pillared evaluation.
- Organization of Sports event (Lawn Tennis Competition by college at University level)
- Organization of street play contest on the topic 'Women' at district level.
- Updating science, Mathematics, technology labs.
- Promoting teachers to participate in conferences, workshops, seminars and publish.
- Purchase of teaching aids for Hindi, Geography, Mathematics, Science, English – charts and models as aids for practice teaching.
- Purchase of LCD projectors and OHPs.

- Computerization of Library using SOUL software.
- A pool of collection of pool of power point and video presentations of teachers and students.
- College annual magazine.
- Improving Psychology lab with tests and material.
- Display boards in college campus / premises.
- M. Ed. course newly started during 2009-10 and NCTE recognition.
- Publication of reference books and articles and through online journals by the staff
- Computer hall cum seminar hall (Multi Purpose hall)
- Improvement in drinking water facility.
- Participation of staff in seminar, conferences and workshops
- Recognition of teachers as Ph. D. guides
- UGC sponsored State Level conference on HRE
- Promoting use of technology including that of the Internet.
- Promoting teachers to undertake research activities.
- Participation in Maharashtra Government's Jagar Janivanche Abhiyan.
- Promoting Research through establishment of P. G. Research Centre at our college. Recognition of the centre by the university & registration of Ph. D. students at college centre.
- Promoting UGC's Teacher Fellowship for UGC NET JRF research scholars.
- Absentee and leave card, attendance for all days and all lectures, biometric attendance
- Follow-up on phone and letters for irregular students
- Teacher –mentor diary groups
- Various committees and cells, clubs, subjects houses (*Subject Kul*).
- Not allowing students for appearing for examination in cases where percent presence of students in college is less than 75%.
- Inviting parents to meet principal on issues of absentee and irregularity.
- Financial assistance to needy students.
- Establishment of Clubs and committees.
- Celebration of Days of national and subject level importance.
- Earn while Learn scheme for deserving students.
- Counseling on personal problems and for dispelling students problems

- Measures for prohibition of ragging. Measures for prohibition of harassment / sexual harassment of women.

Major quality sustenance and quality enhancement initiatives of the college are based on the principles of Performance Management (PM) and Total Quality Management (TQM), which we use in day to day transaction of curriculum and college administration along with the following common set of five elements of PM

1. Setting performance objectives.
2. Measuring outcomes.
3. Feedback of results.
4. Rewards linked to outcomes.
5. Amendments of objectives and activities.

The system of 'Performance Management Cycle', which we use and which is a systematic and scientific way of managing performance of individuals of an organization, is exhibited in the following figure:

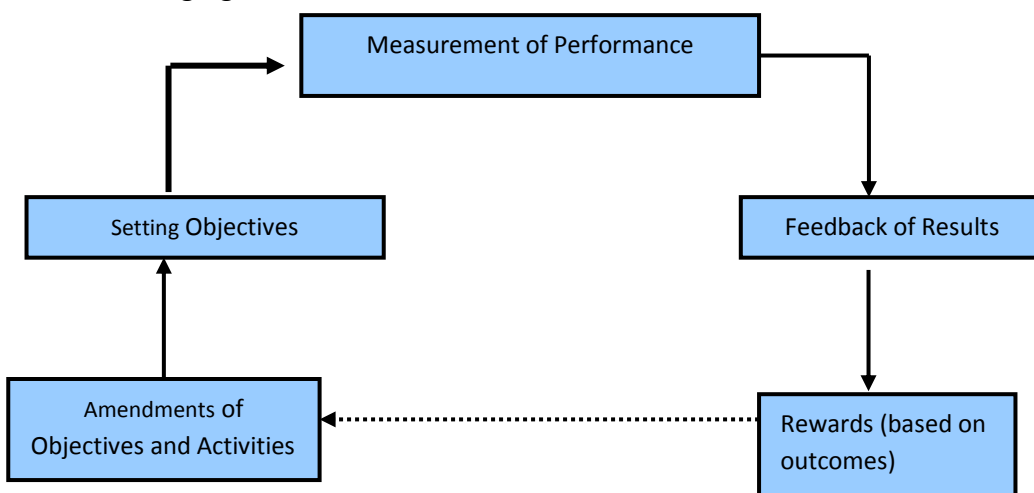


DIAGRAM 1: THE PERFORMANCE MANAGEMENT CYCLE USED IN DAYANAND COLLEGE

1.5.2 What innovations/best practices in 'Curricular Aspects' have been planned/

implemented by the institution?

- Absentee and Leave card, Biometric Record of Attendance & its follow-ups.
- Tutorial method & conducting tutorials- an innovative practice.
- Internship presentations and sharing of experiences
- Draft of Spoken / communication course in English, syllabus for ICT / Computer course for and non teaching students
- The teachers have participation in curriculum development, reformation committees.
- Academic calendar and work distribution to staff at the beginning of academic year.
- Contribution of teachers in framing of credit and grading system for the faculty of Education in Solapur University.

Best Practice C1.2) Absentee and Leave card, Biometric Record of Attendance & its follow-up:

- 1) ***Title of the practice:*** Absentee and Leave card, Biometric Record of Attendance & its follow-up for regularity, Sincerity and Punctuality of students.

2) *The context that required initiation of the practice*

The students of the college are to be teachers of tomorrow. Future developments of school students depend on the quality of these student-teachers. In B. Ed. and M. Ed. courses, every day differently contributes to the academic, psychological and skillful development of students. We cannot afford students being late in joining college or missing lectures or practicum. Those students who miss classroom interaction, demonstration lectures of teachers, special guidance sessions miss at large the learning of those things which, perhaps, cannot simply be acquired merely through reading books or referring notebooks. This affects badly in shaping the knowledge base of to be teachers. Further, their absence in classes impairs our very purpose of education. They remain inadequately prepared in those areas which they miss in teaching and practical. Consequently, it affects on realization of our mission and objective of developing among student-teachers an attitude towards becoming a committed and performance oriented teacher. Another concern is that the university has insisted for maintaining biometric attendance record of students and to send it to the university after every month. The government of Maharashtra has made it compulsory to

maintain biometric attendance records of employees apart from regular muster. Though this practice has been advocated from 2011-12, the college has been taking care of students' absentee for last more than ten years.

3) Objectives of the practice (50-60 words)

- To curb students' irregularity, insincerity.
- ii) To motivate students to be regular
- iii) To inculcate regularity, punctuality and sincerity among students so that they don't miss lectures / practical unless it is genuinely difficult for them to attend.

4) The Practice (250-300 words):

- ♦ After admission students are allocated roll numbers and their biometric machine registration is done during first two days of their joining / induction programme.
- ♦ Every student has to register on biometric machine time of joining college (i.e. joining time) and time of leaving college (time out) every day.
- ♦ Attendance of students in physical form is also registered in muster every day for all common lectures.
- ♦ Teachers of methodology subjects also report students' presence in their lecture records and practical.
- ♦ Students are provided by college a card called 'Absentee Leave Late Card' on which they themselves have to note their absentee, leave with permission, late marks.
- ♦ Apart from official permission for being absent for attending out of college functions, the students can remain absent for about 8 days in a term with prior permission.
- ♦ The absentee of students roll number wise is displayed on notice board. Students absent for three days or more without permission are summoned to see the discipline committee, and are instructed. In matters of recurrent absence and extremity they are fined. These absent students have very often to have to go through academic punishment. These academic punishments are of

the type- learning books and references, preparing projects, getting references, preparing charts,, writing on display boards, preparing power-point presentations, etc.

- ◆ In cases where a student recurrently remains absent, we report it to his parents as well to him that he may not be permitted to appear for examination, and that he/she has to bear consequences of his / her absence.
- ◆ Presence of students in college at least to the extent of 75% is essential as advocated by the university. For no other courses but only for education and physical education courses biometric attendance records are to be submitted to the university. So, students present / absent records in printed forms are sent to the university before 10th of the next month.

5) *Obstacles faced if any and strategies adopted to overcome them (150-200 words)*

- ◆ It is difficult to spare time and maintain records. Sometimes it crosses our expected time line of 5 to 6 days of every month for attendance of previous month. But still we do it almost regularly.
- ◆ Partly presence and partly absence is one of the problems in recording number of present days.
- ◆ When students do not register time out on biometric machine, it becomes incomplete data. Students after completing classes in college when go for practice teaching schools, their actual time of departure is different than that noted on biometric machine, as records of biometric machine display time in and time out of college.

6) *Impact of the practice (1000 words)*

This practice has enabled us to officially maintain records of students' presence and absence as well as late coming or early going. These records in soft copy and hard copy form are maintained. Though initially this practice is time consuming and rather irritating, ultimately this results in observance of regularity, sincerity and punctuality. Students cannot take it granted that their irregularity remains unobserved. On the contrary they have to be regular and punctual. So they become more attentive resulting in improving classroom attendance. Improvement in students' behaviour

also has been observed. Students are strictly informed that if the attendance is less than 75% then their term may not be granted. We have kept terms of some students on this cause. compliance to the attendance

7) **Resources required:**

- ◆ Biometric Attendance Registration Machine
- ◆ Printing facility for printing of biometric records
- ◆ Cards called ‘Absentee Leave Late Card’

8) **Contact person for further details.**

Shri. S. M. Chhatraband, Head Clerk. Phone: 09822615473

Dr. Smt. P. R. Bhoje, Asstt Prof. Phone 08605148104

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

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

The main evaluative observations/suggestions made in the first assessment with reference to curricular transaction are reported in annexure 18 titled ‘Report of Compliance of suggestions of Previous Peer Team’. Point numbers 1 & 2 fall under this criterion. The compliance of the two suggestions is also mentioned in this annexure 18 vis a vis the suggestions.

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

Major quality sustenance and quality enhancement initiatives of the college after first accreditation are:

- Re-identifying Mission, Vision and Objectives of the college.
- Clearly defining quality policy and value system of the college.
- Strengthening functions of IQAC
- Planning and execution of activities under IQAC

- Activities contributing to national development.
- Establishing vision 2020 committee. Preparing and updating vision 2020 document and referring it timely to check whether college developments are taking place coherently and timely with the vision statement. (Vision 2020 statement is given in annexure 16)
- Establishment of UGC committee. UGC assistance for college development under XIth and XIIth plan.
- UGC MRP
- Improved magazine and college brochure.
- Deploying security services.
- Participation in Avishkar and Anveshan at university and state level.
- Academic calendar of Activities.
- Renovation / improvement of office infrastructure.
- Functional Alumni Association.
- Establishment of Computer / ICT lab with Wi fi connectivity.
- Establishment of Language laboratory.
- Organization of Yajna and promoting knowledge, values and philosophy of Vedas and that of Swami Dayanand Saraswati.
- Preparing, launching and updating the college website dcesolapur.org
- Smart Classrooms
- Strong Five pillared feedback and four pillared evaluation.
- Organization of Sports event (Lawn Tennis Competition by college at University level)
- Organization of street play contest on the topic 'Women' at district level.
- Updating science, Mathematics, technology labs.
- Promoting teachers to participate in conferences, workshops, seminars and publish.
- Purchase of teaching aids for Hindi, Geography, Mathematics, Science & English –charts and models.
- Purchase of LCD projectors and OHPs.
- Computerization of Library.
- A pool of collection of power point and video presentations of teachers and students.
- Improving Psychology lab with tests and material.
- Display boards in college campus / premises.
- M. Ed. course newly started during 2009-10 and NCTE recognition.
- Recruitment of staff.

- Ph. D. degrees of staff.
- Publication of reference books and articles physical forms and through online journals by the staff.
- Computer hall cum seminar hall (Multi Purpose hall)
- New seminar halls (3).
- Maintenance of infrastructure. New Toilets Blocks. New Entrance gates.
- Improvement in drinking water facility.
- Participation of staff in seminar, conferences and workshops
- Recognition of teachers as Ph. D. guides
- UGC sponsored State Level conference on HRE
- Promoting use of technology including that of the Internet.
- Promoting teachers to undertake research activities.
- Participation in Maharashtra Government's Jagar Janivanche Abhiyan.
- Promoting Research through establishment of P. G. Research Centre at our college. Registration of Ph. D. students at college centre. Promoting UGC's Teacher Fellowship for UGC NET JRF research scholars.
- Uniform to students of B. Ed. and M. Ed. courses and also to teachers to have feel of professional pursuit.
- Diploma in School Management course (DSM) of YCMOU for in-service teachers.
- Extension activities of extension centre of the college.
- Absentee and leave card, attendance for all days and all lectures, biometric attendance
- Follow-up on phone and letters for irregular students
- Teacher –mentor diary groups
- Various committees and cells, clubs, subjects houses (*Subject Kul*).
- Not allowing students for appearing for examination in cases where percent presence of students in college is less than 75%.
- Inviting parents to meet principal on issues of absentee and irregularity.
- Financial assistance to needy students.
- Establishment of Clubs and committees.
- Celebration of Days of national and subject level importance.
- Earn while Learn scheme for deserving students.
- Counseling on personal problems and for dispelling students psychological as well as family problems, & on losing confidence.

- Measures for prohibition of ragging.
- Measures for prohibition of harassment / sexual harassment of women.

As stated earlier the major quality sustenance and quality enhancement initiatives of the college are based on the scientific principles of Performance Management (PM) and Total Quality Management (TQM), which we use in day to day transaction of curriculum and college administration. This has changed the total atmosphere of the college. That has also helped to boost confidence of our staff and also contentment of our students.

* * *

Criterion-wise Analysis:

Criterion II: Teaching-Learning and Evaluation:

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

- The fee-structure and refund policies, scholarships, free-ships, reservation policy, are all communicated to students, are available on the government's website and are scrupulously followed by the college.
- Student support services and facilities are communicated to students during induction programme.
- More than 56% of our students are girls / women. Women are one among the deprived sections who did not get equal opportunity of education. The following are the additional measures for creating healthy academic atmosphere conducive for accommodating students of diverse needs:
 - We have girls' rest room, adequate toilet facilities including drinking water, parking vehicles, sitting shades, special sections for sitting in library.
 - We assist them for State Transport bus pass concessions.
 - We have special called '*Mahila Laingik Chhal Pratibandh Samiti*' (Cell for prohibition of sexual harassment of women).
 - Security guards, other security measures including CCTV cameras.
 - Suggestion box.
 - We have committee for prohibition of ragging. (No ragging cases are observed in our college.)
 - Free-ships, scholarship facilities.

- Projects and research on choice of topic.
 - Earn while learn scheme.
 - Hostel facility.
 - Counseling facility.
- In the academic year among 80 B. Ed. students, we have 52.5% students who come from rural area, 67.5% students from various reserved categories and only 32.5% students from general category.
- Even when many students from general category are economically backward; we assume that we have great deal of opportunity of developing the underdeveloped. We feel fortunate of ourselves for serving with pleasure & gratitude our needy countrymen.

(It is also notable that, because of these facilitation, our college is the first destination for the students willing to join courses on education)

- We use the principle of diversity and equity in teaching learning and other services. Slow learners are assisted through extra guidance and extra practice.
- We have counseling cell and we provided special lectures on guidance and counseling, stress management etc. Staff plays significant role in maintaining unity and integrity with peace and harmony in diversity and equity in teaching learning process.
- Wi Fi networked campus, IT facilities, Smart Classrooms, various labs and workshops, practicum, SUPW – all providing a classroom and institutional climate that values diversity and creates awareness about utilizing strengths of each other for betterment of all.
- We use more than 40 methods, techniques and tools of teaching, learning and evaluation. (These methods and techniques are enlisted in annexure 17). Group activities, projects, seminars, special day celebrations enable us to serve better and cater to diverse needs of students and other

stakeholders also.

- Four boards for daily writing – English, Marathi, Hindi and general help to develop interest in languages in our students. We strived to develop language skills equally for Marathi, Hindi and English. In day celebrations we create value consciousness among students about leaders and people of national characters we have contributed for betterment of humanity. These instances enable us to think about mankind and go beyond all fetters of region, region, caste, and creed.
- We observe more than 30 days in a calendar year. These details have been given in the calendar of activities given in annexure 5. Two lectures for cultural and personality, creativity development and one lecture for *Paripath* (Assembly prayer) in a week are set in the college time table. (The copies of time table are provided in annexures 6 and 7.) On every Saturday third period is for *Paripath* and diary / mentor group meeting.
- Difficulties of students are very often addressed by diary group mentor teachers. Students express their experiences in their diaries as well as interviews which the principal takes. Every year more than 10% students (around 20%) are specially interviewed by the principal. The records of these interviews along with noted date and signatures of students are maintained in the office.
- We maintain daily diary of day to lectures and activities which is written by one or two student representatives every year. These records express how intelligently and judiciously we harness our human and non human resources to address the requirements of diverse needs of various students and stakeholders.
- Intelligent fast learners are motivated to achieve higher objects while slow learners are motivated to improve and enhance their learning styles and habits.
- Opportunities of learning of diverse students are reinforced through

teaching; curricular – co-curricular and extra-curricular activities; field experiences, practice teaching, micro teaching etc. All are motivated and supported to strengthen their strengths, maintain positive mentality, tune their habits, exploit resources and opportunities to cooperate and learn, and create an atmosphere for becoming lifelong learners, competent and committed teachers who transform society and make the world a better place to live in as is envisioned in our college Mission statement. This is what in real sense is catering to diverse needs at the same time adhering to mission.

2.2.5 [Is there a provision for assessing student’s knowledge/ needs and skills before the commencement of teaching programmes? If yes give details on the same.](#)

- We initiated a mechanism for conducting content knowledge of student teachers before commencement of teaching programme. However, it could not be executed because of admissions in two to three rounds.
- We use diagnostic and remedial approach to identify weaknesses in the teaching of B. Ed. YCMOU course.

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 students?](#)

- The campus is green and clean, the atmosphere healthy and conducive for teaching and learning.
- Discipline committee & disciplined and secure atmosphere with CCTV cameras.
- Private Security, Dress code, Security
- Library facility, book bank scheme,
- Being an oldest and esteemed college, has well set mechanism from admission to examination,
- We have legacy of high class results and established work culture.

- The college campus of 63 acres being comprehensive, wherein, four colleges viz Education, Law, Commerce, Arts and science are run, the total environment has a different and esteemed decorum with DAV culture and heritage buildings.

2.2.2 [How does the institution cater to the diverse learning needs of the students?](#)

- Fully judicious strategies are followed not only for admissions but also for recruitment and furthering professional opportunities of all employees. The atmosphere is inclusive for all sections of the society including the women.
- We have four women out of eight B. Ed. / M. Ed. teachers and five out of all ten teachers. We have Standing Committee B. C. cell which takes care of students and teachers from reserved categories.
- We are of the opinion that if at all this nation is to be developed as a leading nation in this modern world, we have to deploy right resources for inclusive development of all stakeholders including the students.
- We use the principle of diversity and equity in teaching learning and other services. Slow learners are assisted through extra guidance and extra practice.
- We have counseling cell and we provided special lectures on guidance and counseling, stress management etc. Staff plays significant role in maintaining unity and integrity with peace and harmony in diversity and equity in teaching learning process.
- Wi Fi networked campus, IT facilities, Smart Classrooms, various labs and workshops, practicum, SUPW – all providing a classroom and institutional climate that values diversity and creates awareness about utilizing strengths of each other for betterment of all.
- We use more than 40 methods, techniques and tools of teaching, learning and evaluation. (These methods and techniques are enlisted in annexure 17). Group activities, projects, seminars, special day celebrations enable us to

serve better and cater to diverse needs of students and other stakeholders also.

- Four boards for daily writing – English, Marathi, Hindi and general, help to develop interest in languages in our students. We strived to develop language skills equally for Marathi, Hindi and English. In day celebrations, we create value consciousness among students about leaders and people of national, social characters; those who have contributed for betterment of humanity. These instances enable us to think about mankind and go beyond all fetters of religion, region, caste, and creed.
- We observe more than 30 days in a calendar year. These details have been given in the calendar of activities given in annexure 5. Two lectures for cultural and personality, creativity development and one lecture for *Paripath* (Assembly prayer) in a week are set in the college time table. (The copies of time table are provided in annexures 6 and 7.) On every Saturday third period is for *Paripath* and diary / mentor group meeting.
- Difficulties of students are very often addressed by diary group mentor teachers. Students express their experiences in their diaries as well as interviews which the principal / teachers take. The teachers provide guidance and counsel the individuals as per their needs.
- Every year more than 10% students (around 20%) are specially interviewed by the principal. The records of these interviews along with noted date and signatures of students are maintained in the office.
- We maintain daily diary of day to lectures and activities which is written by one or two of student representatives every year. These records express how intelligently and judiciously we harness our human and non human resources to address the requirements of diverse needs of various students and stakeholders.
- Intelligent fast learners are motivated to achieve higher objects while slow learners are motivated to improve and enhance their learning styles and

habits.

- Opportunities of learning of diverse students are reinforced through teaching; curricular – co-curricular and extra-curricular activities; field experiences, practice teaching, micro teaching etc. Feedback is also recorded.
- All are motivated and supported to strengthen their strengths, maintain positive mentality, tune their habits, exploit resources and opportunities to cooperate and learn, and create an atmosphere for becoming lifelong learners, competent and committed teachers who transform society and make the world a better place to live in -as is envisioned in our college Mission statement. This is what in real sense is catering to diverse needs at the same time adhering to mission.

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

The activities in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process are:

- School experience- Practice teaching and internship
- Psychology experiments
- Organization and participation in CPD programmes.
- Individual differences-theoretical perspective
- Projects, Team work,
- We form diary groups / houses / school experience groups wherein students of different methods and different backgrounds work – learn-assist together to succeed.
- Practicum and field work with community based programmes
- SUPW, CCM workshop, Models of teaching workshop

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

This is judged through:

- Feedback of students
- Through observation by the principal
- Observation by peers/ colleagues
- Demo lessons, Micro teaching lessons, CCM workshop demo lessons, models of teaching –theory and demo lesson
- Presentations in lecture
- Resource person / referee for various contents.
- Research and publication of
- C part of PBAS.
- Publication of the teacher.
- Self-appraisal, Bio-data
- Through the commitment of the teacher that is exhibited in the day to day performance of the teacher.

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

The requisite practices are:

- Paripath, Morale on stories
- Ethics and accountability of teaching profession
- Teacher's role and expectations from a teacher.
- Democratic citizenship, democratic values
- Human rights, Value education
- Right to education
- Education of deprived sections
- Emotional Intelligence
- Legal Literacy camp, rally, poster presentation
- Concept of egalitarian society
- Global Citizenship

- National integration
- Peace education & Universal harmony
- Human rights
- Gender equality

2.3 Teaching-Learning Process

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

The students are engaged in active learning by means of use of the following:

- Evaluation workshop- year plan, concept and need of evaluation, aspects of evaluation,
- Practical followed by theory orientation
- By using (40+) various methods and techniques of teaching learning cited in annexure 17.
- Workshops- Micro teaching, models of teaching, CCM, SUPW
- Co-curricular activities
- Compulsory participation in weekly *Paripath* (assembly)
- Online and offline learning
- Simulation
- Role playing
- Brain storming
- Psychology experiment and testing
- Internship
- Role playing
- Question answers
- Library assignment
- Supervised study

2.3.2 How is ‘learning’ made student-centered? Give a list of the participatory learning activities adopted by the Institution and those,

which contributed to self-management of knowledge, and skill development by the students?

The learning of students is made student centered by using various methods and techniques cited as follows:

- Experimental method
- Brainstorming
- Seminar
- Inductive Deductive method
- Analysis and synthesis method
- Group Discussion
- Panel discussion
- Project Method and Project based Learning (PBL)
- Excursion Method
- Problem Solving Method
- Questioning Method
- Heuristic Method
- Cooperative Learning
- Use of Higher Order Thinking Skill (HOTS)
- Role play
- Simulation
- Reflective Thinking

In addition to the above list of the participatory learning activities adopted by the Institution and those, which have contributed to self-management of knowledge, and skill development by the students are:

- SUPW
- Survey, data collection and analysis
- Preparation of teaching aids

- Preparation of power point programmes and preparation of smart movie.
- Cooperative learning
- Rangoli Exhibition and Mehendi Contest
- Poster presentation on given themes
- Planning about internship and practice lessons
- Organization of group-wise cultural activities
- Subject day and special day celebration
- Poster exhibition, teaching aids exhibition
- Wall paper preparation and presentation
- Psychology Experiment and psychology test

2.3.3

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

The various instructional approaches used by the institution are:

- Constructivism
- Micro teaching in simulation
- Simulation lessons in B. Ed. YCMOU
- Team teaching
- Environmental approach
- Continuous and comprehensive evaluation and its workshop
- Formative and summative evaluation
- Multi disciplinary approach
- Programmed Learning
- Content Cum Methodology and its workshop
- Models of teaching and its workshop
- Project Based Learning (PBL)
- Computer Aided Learning (CAL)
- E learning

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

Yes, the institution has a provision for additional training in models of teaching. The institution conducts three to four days comprehensive workshop for all students and for all method subjects. This workshop includes the concept of model of teaching, difference between teaching methods and models, to develop competencies among students to prepare lesson plan of a model depending upon content to be handled. The students are supposed to prepare, execute and report two lessons on models of teaching. These for a major component of 2 lessons out of the 24 total practice lessons.

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

Yes, the student teachers use micro-teaching technique for developing teaching skills. Every student practices two lessons per skill. The following skills are practiced:

- Set Induction
- Explanation
- Questioning
- Stimulus variation
- Black board writing

Integration lesson / simulated lesson is also followed after micro teaching. In addition to the above skills, 'Loud reading' and 'Experimental demonstration' skills are also practiced.

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

Details of the process of practice teaching in schools organized by the college are as follows:

We follow decentralized system of lesson planning. The head of the lesson department allocates 12-13 students to a teacher along with schools and days. The most of the students allocated are of the method subject of the concerned teacher. The concerned teacher plan day wise and according to the time table of the school. The school provides the units to be taught. Usually this planning is done a week prior to the lessons. A teacher plans for observation of four to six lessons per day. A student conducts at the most one lesson per day. A student may observe maximum two lessons per day. The teachers observe singular lessons at the beginning. However, later on, they have to observe parallel lessons now a days, because of in adequate time available for lessons due to semester system and late admissions. Now a days schools are not available for practice lessons to the extent of time we expect to have. This happens especially in later phase of time. However, we are fortunate to have 30+ schools available for practice teaching and internship. We have very good rapport with the schools and most of the school teachers and head masters are alumni of our college.

2.3.7 [Describe the process of Block Teaching / Internship of students in vogue.](#)

Block teaching was mainly practiced during internship. However, Block teaching is not followed now a days. Now a days we conduct comprehensive internship programme of two weeks duration – one week in each term. Internship is conducted at 5 to 7 schools simultaneously for all students in various schools. Eleven to thirteen students are allocated to a teacher. The teacher along with students plans schedule considering the time table of

respective school and the activities to be carried. Internship is a compulsory component suggested under B. Ed. curriculum. Internship of M. Ed. students is scheduled for four days though it is compulsory / curricular component. Details about conduction of internship are given in b. Ed. curriculum guidelines on page 97-98.

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

The teachers of the college guide students to plan the schedule of internship. This schedule is conveyed to the schools. School staff cooperates for it but there is no involvement of school teachers in planning the schedule.

2.3.9 [How do you prepare the student teachers for managing the diverse learning needs of students in schools?](#)

We prepare the student teachers for managing the diverse learning needs of students in schools by:

- Guidance and possible remedies for effective conduction is provided to trainee students.
- Students are advocated to consider the individual differences among students.
- Students are guided and insisted to prepare and use various teaching methods and aids.

2.3.10 [What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?](#)

The major initiatives are:

- Preparing and using power point presentations.
- Using various resources such as Internet, CDs, DVDs

- Promoting use of standard software available in smart classes in schools.
- Students are motivated and inspired to adopt judiciously technology when they experience the use in our college.
- We opt students to use OHP, laptop and computers for practice teaching.
- We demonstrate use of various resources available for varied learning experiences to be given to school students.
- Students are guided and supported to optimally use digital as well as non digital resources.
- Teachers in school also assist our students to avail technology facilities for classroom teaching.

2.4 Teacher Quality

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

No. As per the school time table the group teacher prepares plan of lessons. A copy of it is displayed a week before lessons on the notice board and a copy sent to the school. Schools provide units for teaching. Students after study of the unit prepares lesson notes and seeks guidance of the concerned method teacher.

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

Usually 4 to 6 lessons are arranged on a school under the guidance of a teacher on a particular day. In rare cases 8 students conduct practice lessons on a school a day. Some students observe lessons at schools. There is no fixed strategy for it as a number of schools are available for practice teaching.

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

The observer teacher writes remarks and suggestions for improvement. The peer students observing the lesson also record their observations. Observer teacher gives feedback to the concerned students after the lesson or during guidance time.

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

- Students are guided by the head of the lesson department as well as the by the method teachers about policies and strategies for practicing lessons, before we commence practice teaching.
- They create awareness among students on the basis of their previous experiences.
- The teachers also convey students about expectations of school, facilities of the school and also the academic atmosphere of the school.
- Sometimes school teachers and head masters convey their expectations, policies and remarks to our teachers.

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

This is done through:

- Some of our teachers have been resource persons for training of teachers and head masters for revised curriculum, strategies, approaches, trends. These teachers guide school teachers as well our students about it.
- We follow revised text books and revised curriculum.
- The text books are helpful to guide our students and teachers about the revised curriculum, new trends, new approaches.
- We have ample technology facilities which we use and students

also do.

- The B. Ed. curriculum is updated regularly to keep pace with the changing methods and techniques.

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.)

The major initiatives and practices are:

- Most of our staff has completed requisite number of orientation and refresher courses. We promote to participate in such inservice courses.
- We promote our teachers to participate in professional development programmes and publish.
- All teachers are members of MSSTEA (a teacher association) and also of Subject Teacher Association.
- Promotions under CAS encourage our teachers to undertake professional and career development activities.
- We deploy Performance Based Reward System (PBRs) for our students and teachers.
- Teachers are promoted to organize seminars/ workshops/ conferences financed by the college, university, UGC.
- We promote and financially support our teaching staff to participate in Avishkar Mahotsav in teacher and M. Phil./ Ph. D. researcher category.
- We permit our teachers to acquire additional qualifications.
- We allow our teachers to participate in short term career development programmes organized by TIFR/ TISS / ASC/ University.

- Teachers have undertaken MRP from the UGC. So far four MRPs have been completed within last 8 years and one is ongoing.

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

Yes, the institution has preset well defined mechanism for motivating teachers.

- Late Krishnaji Shrinivas Vadagbalkar Best Teaching and Non Teaching staff award
- Late Shrikrishna Apparao Sutrave Prize for teaching and Non teaching staff
- Swanand Best Non Teaching staff award.
- Dr. H. N. Jagtap Best Teacher Award
- Late Yashwant Madwanna Best Teacher Award for senior college in-service teacher
- Our mother institute (Dayanand Institution, Solapur) also awards appreciation certificates to the teachers who undertake Major / Minor Research Projects.

2.5 Evaluation Process and Reforms

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

As such there are no barriers in the students learning for the facilities and total atmosphere of the college being conducive for teaching learning. Still some of the barriers/ problems students faced and were addressed are:

- Two years ago we had no separate computer lab for ICT practical. That time we shared the computer lab of our sister concern D. B. F. Dayanand College of Arts and Science.
- Teachers on CHB / visiting basis were appointed for M. Ed. course during 2010-11, 2011-12 so as not to cause any hindrance in teaching learning process.

- Personal counseling through counseling cell is provided to students to boost their confidence and further their learning.
- Some students from Urdu and non Marathi medium do not follow much is Marathi medium classes. Our teachers are advocated to be bilingual & take care of students of English / Urdu medium to teach the specific content in English also. Definitions, some important citations, titles are mentioned in English for the group of 5-6 English medium students.
- We whole heartedly guide our Non Marathi medium students for Psychology experiment, lessons, tutorials, subject / paper-wise practical.
- We have to guide Commerce and Political Science students for content enrichment by explaining him in English also.
- Those students who are not well acquainted with use of ICT are extended additional support and guidance and our labs are made available to them.
- Four years ago we had problems in having adequate classrooms for simultaneous conduction of regular and vocational courses. We, with the kind permission of Hon. Local Secretary could face this problem by annexing hostel blocks after renovation for some method subjects.

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

The details under various assessment /evaluation process are:

- The college follows formative as well as summative evaluation processes.
- Under Formative Evaluation we use Continuous and comprehensive evaluation process.
- Under summative evaluation university level examination/ term end / annual examination are conducted.
- Both formative as well as summative evaluation processes make the evaluation process valid and reliable.

- The B. Ed. regular course is of 1400 marks of which 700 marks are for external university term end examination (& subjects x 50 marks per semester x two semesters). 100 marks are for two viva conducted by the university at the end of each semester (50 x 2). Out of the remaining 600 marks 100 marks are for final external examination of practice teaching / lessons. (two lessons – one each of the two method subjects opted). The remaining marks 500 are internal work / practicum under theory courses and major training programme.
- Tutorials under each of the seven courses are conducted one each in every semester.
- The distribution of the internal / practicum marks is as follows.

Sr. No.	Internal work/ practicum	Marks
1	Micro Teaching	50
2	Class room Teaching – twenty four practice lesson (12 in each of the two selected subjects) including two lessons based on models of teaching and two lessons based on C.C.M.	120
3	Tutorials (two per paper. One per section)	70
4	Practical work related to seven theory papers (10 marks per paper)	70
5	Field work with Community Based Programme	20
6	Creativity & Personality Development Programme	20
7	Physical and health Education (testing)	20
8	Socially useful productive work	20
9	Internship of two weeks	50

10	Practical related to I.T.	20
11	C.C.M. work-shop	20
12	Models of teaching work-shop	20
	Total of Practicum	500

- The internal work / practicum, as stated above comprises of Physical efficiency test, Workshops, SUPW, Internal assessments, ICT practical, Practice lesson, Psychology experiment etc.
- Grades based on normal probability distribution are awarded for all students from O, A+, A, B+, B among all students in a class of the college.
- There is grading system followed by the university, the final grade being based on marks in the two semesters. Final grades awarded depend on marks in university examination and viva voce.
- The university deploys its mechanism in setting papers, conducting examination at various centers, and then assessing papers through Central Assessment Programme (CAP) conducted by the university.
- Right from the inception of the university in 2004, at least 10 times the CAP has been awarded to the college by the University for having deep faith and transparency in our functioning.

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

The assessment/evaluation outcomes are communicated to students and are used in improving the performance of the students and curriculum transaction in the following way:

- Outcomes of Evaluation of tutorials are conveyed to the students in face to face interaction followed by correction in it.
- Feedback on practical / internal works is provided by teachers when they

hand over assessed practical to the students.

- Feedback on lessons is usually provided by the teachers to the students immediately after the conduction of the lesson or the next working day.
- Feedback about working during internship is provided to the students at the conclusion of the day's work in the school.
- Feedback on assessment of psychology is provided to the students in psychology practical groups or sometimes individually whenever a student seeks / asks it.
- We sometimes conduct supervised study to make students understand the marking scheme, time required to write a particular answer, and to seek guidance if any needed by students.
- We request external examiners as well as the internal examiners to convey their feedback about students' performance in university viva.
- We also guide and conduct Mock Viva wherein the concerned teachers convey feedback to the students.
- Results normally are declared within 45 days after the last paper / viva is finished. Students get outcome of evaluation through online result / ledger and then through written mark lists.
- Student, if any has any reservations can put application & seek photo copy of his answer paper from the university and can ask for re evaluation after receiving photo copy.

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

ICT is used in assessment and evaluation processes as follows:

- Analyzing data on Evaluation of Teacher by students (ETS)
- Evaluation of ICT submissions / practical and feedback to students via E mail.
- Standardized processes and tools are acquired and studied through Internet (E. g. formats / parameters for ETS, lesson assessment, evaluation of students' presentations etc)

2.6) Best Practices in teaching, learning and Evaluation.

The institution has sustainable practices in teaching-learning and evaluation, which have the greatest impact on performance, leading to quality enhancement in Teaching, Learning and Evaluation and good institutional performance. Some of the novel –innovative practices being practiced are mentioned below.

Best Practice C2.1) Title of the Practice: Internship Presentation

1. ***Title of the practice:*** Reflective Thinking through Internship Presentation
2. ***The context that required initiation of the practice (100-200 words)***

Internship of trainees in schools has been identified as an important part of B. Ed. teacher training course. It is also understood as an activity of school experience. We are fortunate to have more than thirty schools associated with us wherein we conduct practice teaching and school experience. Normally a teacher along with a group of 12 to 13 students is allocated a school for practice internship. Two weeks' internship is advocated in our Solapur University's B. Ed. curriculum. We have been conducting one week internship in first term and one week in the second term. It depends largely on the teacher who leads the internship group. The enthusiasm, the interest, the attitude, the skills of utilizing available resources, the skill of interpersonal relation maintaining, skill of using digital gadgets of the group leader determines the effectiveness of the internship. We have observed that all teachers are not equally efficient nor can they motivate, support to students to exploit their potential for successful conduction of the internship programme. If an opportunity is provided to the students and the respective teachers to present what did they do, how did they do, which activities they organized, how interestingly they were involved in the internship, what experiences they had

during the internship and what way the internship serves the purpose of school experience; it is found that not only students but also teachers learn from each others' group presentation various ideas and they utilize these ideas in the next internship. Thus, the internship experience presentations provide a noble opportunity of knowing what the other groups did during their internship at the other schools.

3. Objectives of the practice (50-60 words)

- ◆ To provide a platform to express before other group students about the internship experience they had.
- ◆ To provide an opportunity to teachers and students to share the experiences.
- ◆ To enable the students and teachers to organize internship more interestingly and rigorously in the next phase/ term.
- ◆ To provide an opportunity to the students to compile photographs, videos, group information on activities and present it in the form of power point or video clip presentation before the students, the teachers and the principal.

4. The Practice (250-300 words):

Before conducting internship group-wise, all the students and teachers are informed that they will have to present their experiences during 'Internship Presentation' after the internship in first term is over. This will be conducted in the class room where all teachers and students and the principal will be present. For this they will be provided 12 minutes of time for each group's presentation followed by questions if any asked by the students or teachers. All students in group will prepare and share opportunity of preparing power point / video presentation however, only two students of a group will lead convey their experiences before the audience. The students and the respective group teachers should keep all records of attendance, notices, competitions,

assembly, activities, prizes etc available to the principal / supervisor/ expert who will observe the students presentations. Students are later notified day date, time and venue for presentation. The students group-wise present and share the experiences by means of oral /video/ power point presentation.

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

Actually there have not been too many obstacles that we had to face. Non willingness to do the new things, hesitation to practice something unusual, putting time and energy for something for which there are no marks, apprehension on the part of a teachers own capacities to compete with other teachers / groups, giving extra time than the usual work when timely stipulations of finishing internal practicum and regular teaching are constraints are some of the concerns or ideologies of some of the teachers. “This is not an essential activity and why should we waste our time in it”, were comments of some of the teachers when we began organizing this activity.

6. *Impact of the practice:* This practice has enabled to know which teachers were lethargic in organization of internship, which teachers assisted students in their groups wholeheartedly, which teachers can integrate technology and help students learn to prepare audio / video/ power point presentations, which teachers and which groups have enthusiastically and interestingly deployed available resources to organize various activities and give varied experiences to the school pupils. Substantial improvement has been observed in the working habits and style of the teachers. Teachers learn and share through these presentations how to organize various activities, competitions and handle the situations. Those teachers who were reluctant and lethargic in using digital camera, audio recorders, computers, technology aids are now a days learning and using these technology tools. They have understood the importance of these gadgets in acquiring, retaining and exhibiting experiences. This practice

has been found instrumental in making positive attitude of teachers towards integration of technology for day to day activities of teaching, learning, presentation etc. It has been one of the most important activities, wherein students critically reflect on the organization of and success in the internship programme.

7. Resources required:

- ◆ LCD Projector along with a laptop or computer.
- ◆ OHP wherever essential.

8. Contact person for further details.

Dr. Mrs. L. V. Bamane, Incharge of Practice Teaching and Internship.

Phone: 09860201199

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Innovative Practice 2.2) Conducting tutorials

1) Title of the Practice: INNOVATIVE PRATICE OF WRITING TUTORIAL

2) Need of the practice:

Our college has a systematic pratice of writing tutorials which is very useful for betterment of student - teacher performance in scoring merits in Solapur University. For writing tutorials in the classroom has the following objectives in first and second semesters of B.Ed. Course.

3) Objectives :

To enable the students to select proper contents for given questions.

1. To enable the students to develop self- study.
2. To enable the students the select specific question's answers.
3. To enable the students to develop critically thinking.

4) PROCEDURE OF CONDUCTING INNOVATIVE PRACTICE OF WRITING TUTORIALS.

Our college has systematic procedure of writing tutorials in first and second semesters in B. Ed. course.

1. Three questions list is displayed on the notice- board.
2. After displaying the three questions on the notice- board, two weeks are given for selecting and writing the answers of the questions.
3. After two weeks, teacher educators are correcting the answers of three questions and giving the correct instructions for better answer answers.
4. After correcting three questions' answers', tutorial writing date is announced in the classroom. The date is displayed on the notice board.
5. On fixed date, out of three questions one question is given to the students for writing the tutorial under the condition of examination.
6. After writing the tutorials, teacher educators are evaluating the tutorial and giving the marks out of ten. Proper encouragement and motivation is given to all students. This innovative practice of writing tutorials gives them more inspiration.

6) *Contact person for further details:* Dr. V. K. Bamane

Contact: 9421071229

Best Practice C2.3) Evaluation of Teacher by Students (ETS) and feedback on curriculum

1. ***Title of the practice:*** Evaluation of Teacher by Students (ETS) and feedback on curriculum.

2. ***The context that required initiation of the practice (100-200 words)***

There is a strong demand for improving quality of education and promoting accountability among the teachers. For this teachers' performance need to be evaluated. Teacher Evaluation is a process of drawing inferences or passing judgment over the effectiveness of a teacher in terms of his / her teacher-like behaviour and abilities demonstrable through his / her performance, leading to an all round growth and development of the personality of the students. Teacher evaluation stands for evaluation of teacher in terms of quality of the role played as a teacher, i. e. the extent to which the teacher may be adjudged as good or poor in fulfilling his / her duties and obligations as a teacher. Teacher evaluation should also mean measurement of the effectiveness of a teacher in terms of the roles and responsibilities entrusted to him / her as a teacher. Apart from being the most important stakeholders, students are best judges of teachers' performance. Students occupy a central position while teachers have to play a catalytic role for their all round development. Due to the student centered approach in education, evaluation of teacher by students, now a days, has become an indispensable component in appraising the performance of teachers. This is the major premise in the implementation of this practice. The other premises are want of feedback on curriculum, students' expectations, consumer perspective, NAAC's expectation, and psychological considerations, changing role and expectations from a teacher, development of commitments and accountability among teachers, in ETS. ETS, since serves as a mean of providing feedback to the teachers and the administrators for improving the system, thereby resulting in quality improvement and

professional excellence, has been identified and practiced as one of the most important exercise in the realization of our goals.

3. Objectives of the practice (50-60 words):

- To seek feedback of students on curriculum and to suggest changes to be done in the curriculum.
- To study students' level of satisfaction on curriculum transaction and institution's overall services.
- To know students' expectations in furthering quality of experiences imparted by the college.
- To provide feedback of students' evaluation to teachers in order to help the teachers to improve quality of their teaching.
- To enable the administration to know about teachers quality and ability from students' point of view.
- To provide information on the areas of concern so as to restructure the college strategies to meet students' expectations.
- To foster a spirit of positive competition among teachers about teaching.

4. The Practice (250-300 words):

At the end of the academic year when all practicum are over and internal marks are compiled, students are informed to assemble in the big classroom. Each one of them is provided with the formats of feedback on curriculum and Students' Evaluation of Teacher (ETS). A sample copy of this is given in annexure 21 under the title 'ETS and Feedback on Curriculum form'. They are first introduced about the format and the need and significance of ETS and feedback on curriculum process. There are three parts in all in the form. The first part is about quantitative evaluation of teachers' teaching wherein every student is supposed to give marks out of 10 for each of the 15 factors / parameters of teaching. These 15 factors' / parameters' format has been developed and standardized by the Principal Dr. S. B. Kshirsagar in his Ph. D. study on 'Evaluation of Teacher by Students' and is called Evaluation of Teaching Scale (EVTG Scale). Various 15 factors / dimensions enable students to evaluate quantitatively the quality of teachers teaching and interaction with

students. Every student evaluates performance of each of the teacher mentioned in the form by awarding totally marks out of 150 (15 parameters x 10 maximum marks for each). Sum total of marks and then average marks received as well as percent marks received by each teacher is computed using M. S. Excel. In the second part they have to write strengths (positive points) in column 3 and negative points in column 4 of teaching and teacher behaviour against the names of the teachers given in column 2. This forms qualitative evaluation of teachers work / teaching. The data are analyzed and feedback to individual teachers is provided in confidential. Teachers, now a days take it positively and deploy their strategies for improving their teaching rapport / interaction with students. The third part comprises of 17 questions on which students have to write their answers. These include feedback on curriculum, facilities provided by the college, school experience, staff, evaluation system, elective options, methods of teaching, practicum, things those liked and disliked by the students.

Precautions are taken that these processes are conducted unbiased, without interaction among students, unbiased, anonymous, frankly, honestly, confidently without impairing to human dignity.

5. *Obstacles faced if any and strategies adopted to overcome them (150-200 words):*

Initially teachers were worried about the way it would be carried anonymously. Ego problems were also likely to creep in. They were assured of fullest transparency. Very often this exercise is carried at the end of academic year when teaching of the course is over, but then absence of the students is observed to be one of the major obstacles in getting fullest feedback. In order to get unbiased, transparent, feedback based on empirical observations without any biases and prejudices, the concerned teacher / principal conducting this

exercise had to orient the students rightly so that students do not exploit this opportunity in a vindictive manner tarnishing the very purpose of the exercise.

6. *Impact of the practice (1000 words)*

This innovation is being sincerely, seriously and regularly practiced in our college for so many years. Our institution is one which has understood the magnitude of its relevance. As stated earlier the teachers have curiosity and apprehension both about ETS. During the implementation of SET in this college we experienced that some of the teachers in his institution initially had resistance to SET, while some were suspicious about it. Some teachers vehemently welcomed SET while some were neutral about it. However most of the teaching staff members being experienced, confident, well versed with the syllabus, are now well acquainted to this practice. Getting evaluation from students has been recognized as one of the criterion of a good teacher. Good students' evaluation of teachers has been recognized as an honour of a teacher.

One of the psychological considerations in the use of ETS is of motivation. When the teachers are ranked in order of their preference in effective teaching by the students, the teachers emulate with each other with positive spirit. The teachers who are ranked highest through SET are likely to receive appreciation from teachers and principal. This will not only exhilarate the teachers but also boost the morale of the teachers who acquire knowledge, skills and work incessantly to excel. Teachers work hard and strive to retain higher position in the students' order of their teacher preference for effective teaching. These teachers have been receiving more and more recognition and appreciation of their achievement through students' evaluation. Thus, motivation through ETS has served as a drive to continually provide impetus to teachers to achieve best through teaching. This has really helped the principle to identify good teaching, improve quality and excel in almost every aspect of college functioning. It has been identified as one of the benchmark practices

which is being followed by other colleges. Other colleges seek guidance on this matter from our college staff / the principal in order that this practice becomes more transparent, useful, and bias-less.

7. Resources required:

Three paged evaluation and feedback form-copies for all students. An experienced teacher to introduce this technique to students and instruct them how they are expected to provide their feedback. Spreadsheet software such as M. S. Excel and an expert to enter data and analyze it.

8. Contact person for further details.

Principal Dr. S. B. Kshirsagar Phone: 09271208799
Email: sbkshirsagar47@rediffmail.com, dcesolapur@gmail.com

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

The best practices in the delivery of instruction, including use of technology are:

- 1) Internship Presentation
- 2) Evaluation of Teacher by students (ETS) ETS
- 3) Peer observation (Observation of lecture/Demos by colleague (peer) staff.

Of these the practices Internship Presentation and Evaluation of Teacher by students (ETS) are elaborately explained above.

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

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

The evaluative observations and suggestions under this criterion made by the previous NAAC peer team are explicitly cited along with their vis a vis compliance in annexure no 18 under points 3,4,5,6.

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

:The other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation which fall under **this criterion** are:

- Ph.Ds. of staff members
- Recognition of teachers as post graduate teachers and Ph. D.
- Organization of conferences, seminars, workshop

- The students and teachers are promoted to participate in various professional development programmes and present papers /Publicize.
- We have promoted using forty or more methods and techniques for teaching learning and evaluations, and we are extensively using those.
- We have established computer / IT lab which is being used students, teachers, researchers.
- We have facilitated Wi Fi connectivity to classrooms, labs and office.
- Facilitation of power supply during times of power cuts for using computer /internet connectivity is done.
- We have promoted using computer, laptop, OHP for micro teaching, practice teaching, students' seminars, research presentations, special day celebrations.
- We have established two smart classrooms for regular use of LCD / DLP projectors in day to day teaching.
- Students and teachers undertake projects / research projects for university level and state level research / project contest organized by the government of Maharashtra every year. They have won awards at university level and some of them have participated at state level.
- More class rooms and method rooms are made available for subject teaching and guidance.
- We have purchased teaching aids and lab equipments and facilitated students to make their practice teaching more interactive and effective.
- Semester system, Grading system, introduction of external university viva / oral examination at the end of terms, incorporation of multiple choice questions are some of the additional things under this criterion.
- We have established and sought recognition of PG / Ph. D. research centre, wherefrom more than 14 students are pursuing Ph. D. study and more than 15 students have so far received M. Phil. / Ph. D. degree.
- Two students have been participating in national Student Parliament event organized by MIT at Pune during January every year. Later these students share their experiences with the other students.

- Students and teachers extensively use digital facilities as computers, printers, scanners, audio recorder, photo and video cameras, internet facilities for teaching in college, schools and day to day work.
- Introduction of innovative practices and establishing those as a benchmark practices are few more additional matters which come under purview of this criterion.

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Criterion-wise Analysis:

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

3.1.1.

The following are the ways we motivate our teachers to take up research:

- We provide individual guidance to our newly joined teachers for framing research proposal, preparation of tools and standardization of tools, guidance for data analysis and report writing.
- Library facilities are provided to teachers as well as equipments for conducting experiments under research study.
- There are 7 teachers out of in all 10 teachers including librarian who have PG recognition, six of them are Ph. D. guides. We, very often discuss about researchers topics among our staff to provide more inputs to our researcher.
- We have UGC recognition under 2f and 12B of UGC act from which grants for teachers to undertake Major / Minor research are provided by UGC.
- We discuss with our Ex Principal Dr. H. N. Jagtap along with our Ph. D. researchers to discuss about title, tool, objectives, accurateness in psychological tests and experiments as well as tenability of research topics.
- We promote our teachers to clear NET JRF to avail JRF facility at our research centre. For it we conducted SET / NET guidance classes wherein our M. Ed. students and outsider benefit.
- We have research room available. Apart from the computer lab we provide computer and Internet facility available to the researchers.
- M. Ed. students also motivated for furthering their research.
- Teachers (and students) are provided guidance in person as well as in groups / classes to undertake research projects for participation in Avishkar contest.

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

The following are some of the thrust areas of research undertaken by teachers and

researchers in our college:

- Effect of ICT enabled teaching learning methods.
- Methodologies of teaching
- Problems of teachers / students in teaching / learning subject.
- Intelligence and Emotional intelligence, Social intelligence
- Evaluation / Assessment of schools
- Quality development
- Stress management
- Education of deprived sections
- Problems of women teachers
- Creativity development, Reasoning ability
- Competency based and commitment oriented teacher education.
- Surveys studies of schools for ICT integration and facilitation in schools and colleges.
- Scientific awareness, attitude, adjustment, aptitude, interest etc.

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

- Action research is an ongoing activity at our college centre.
- Further the researches usually undertaken at M. Ed. level are action oriented that is action researches.
- The college is extension centre of the Maharashtra Government's State Council for Educational Research and Training (SCERT) for Solapur district for more than 25 years. The primary and secondary teachers are / were supported financially to undertake research innovations and action researches. Now a days (from 2014) this responsibility of organization of these activities, which were conducted through our extension centre, has been handed over to District Institute of Education and Training.
- Still we occasionally conduct guidance lectures on action research.
- Action research is also a component for in service Diploma in School Management course of YCMOU at our college. We have a pool of action research reports at college centre conducted under DSM course.
- Recently Smt. Sarita Phadake, a primary teacher under our extension centre,

has been awarded a consolation prize given by the SCERT for research and innovation.

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

The following table depicts the details about seminars/ conferences/ workshops organized by our college during last five years:

Sr. No.	Title of seminar/ conference/ workshop	Date / Year of organization	Financial Assistance from	Level
1	Constructivism	06.12.2009	Solapur University	University
2	Human Rights and Education	20-21.10.2011	UGC WRO	State level
3	Guidance and Counseling: need and applications	26.03.2013	Solapur University	University
4	Mental Health & teacher	28.03.2013	Solapur University	University
5	Water Management for Sustainable Development	26.02.2014	Solapur University	State Level
6	Leadership Development Programme	15-16.03. 2014	Solapur University / College	University

The following table depicts the details about participation of teaching staff of college in seminars/ conferences/ workshops organized at various levels during last five years:

Sr. No.	Name of the teacher	International level			National level			State level			Local/ University Level			Total		
		Participation	Paper Presentation	Chairperson/ Resource person	Participation	Paper Presentation	Chairperson/ Resource person	Participation	Paper Presentation	Chairperson/ Resource person	Participation	Paper Presentation	Chairperson/ Resource person	Participation	Paper Presentation	Chairperson/ Resource person
1	Dr. S. B. Kshirsagar	1	1	---	7	5	4	6	2	---	10	5	4	24	13	8
2	Dr. V. K. Bamane	-	2	-	-	9	-	5	5	-	-	-	1	5	14	1
3	Dr. Smt. P. R. Bhoje	-	2	-	-	6	-	1	7	-	12	-	-	13	15	1
4	Dr. Smt. B. B. Pathan	-	1	-	11	11	-	-	11	-	-	1	-	9	4	-
5	Dr. V. B. Kidagaonkar	-	-	-	5	2	-	1	6	-	9	2	-	15	10	---
6	Dr. Smt. L. V. Bamane	-	2	-	-	9	-	5	5	-	-	-	1	7	-	-
7	Dr. K. J. Shinde	-	2	-	7	9	-	5	9	-	-	-	-	12	20	-
8	Shri. S. K. Suryawanshi	-	2	-	7	7	-	6	6	-	-	6	2	15	19	-

9	Smt. P. R. Chincholkar	-	2	-	4	4	-	5	7	-	-	6	-	9	19	-
10	Smt. A. S. Gaddam	-	-	-		-	-	-	-	-	-	-	-	2	-	-
11	Shri. G. M. Gaikwad	-	-	-	-	12	-	1	7	-	7	-	-	8	19	-

3.2 Research and Publication Output

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

- Models
- Charts
- Library Books
- CDs and DVDs
- Lesson plans on models of teaching
- Developing multiple choice questions
- OHP Transparencies
- Power point Presentations
- Content enrichment test questions
- Question Bank
- Projects
- Match the pair electric model
- Display boards / charts on research methodology
- Teaching aids 2 D , 3D
- Smart Movie
- Computerized programme on Programmed Learning
- Wall papers

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

We provide students stationary including transparencies, chart papers, markers, thermocol sheet, marker pens, sketch pens, colours, calligraphy nib set, photo cameras, video camera, OHP, LCD, smart boards, reference books, periodicals, dictionaries, project paper, papers, printing facility, ICT Lab facilities, Internet facility, Psychology tests.

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

- Power point presentations
- Video clips
- Programmed learning
- Display charts
- Audio Clips and audio records of speeches
- Digital boards during Avishkar presentations
- Digital boards / posters during water management seminar
- Smart Movie
- News letter / Brochure
- ICT test paper MCQ and answer sheet

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

- | | |
|-----------------------------------|----|
| a. Organized by the institution | 05 |
| b. Attended by the staff | 02 |
| c. Training provided to the staff | 02 |

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

- Golden Research Thoughts
- India Stream Research Journal
- Shikshan Samiksha
- Bharatiya Shikshan
- Shikshan Tarang
- Shikshnatil Marmadrishti
- Yojana (a monthly)
- Contemporary Research in India
- Beacon of Teacher Education

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

The details of awards won by the teacher are given in annexure 15.

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

Sr. No.	Name of the teacher	Minor Research Project topic	Finance by	Year /Completed
1	Dr. V. K. Bamane	A study of problems of SC and ST students' in teaching & learning.	UGC	Completed 2008
2	Dr. V. B. Kidgaonkar	A study of educational contributions of Rajarshi Shahu Maharaj	UGC	2009
3	Dr. Smt. B. B. Pathan	Problems of Muslim students.	UGC	2011-12
4	Dr. Smt. Lata Bamane	Problems of students in Ashram shala about Marathi learning.	UGC	On going

3.3 Consultancy

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

Yes the institution has provided consultancy in the following subjects / area:

- SVCS: about SUPW, NAAC Preparation, College Establishment.
- Parvatibaitad B. Ed. College: College Establishment
- Jai Jagdamba College of Education, Vairag: College Establishment, Development, Staffing.
- Mauli College of Education, Wadala: SUPW,
- Vitthal College of Education, Gursale, Pandharpur: College Establishment
- Shriram Shikshan Sanstha Paniv: NAAC, Quality Improvement
- Swami Samarth College of Education, Barshi: College Establishment, University affiliation
- Sachin T Patil B. Ed. College: College Establishment
- SSA B. Ed. College Solapur: Research guidance to staff for research progression to staff, SUPW.
- Administrative officers in primary education: Quality development programme under Pune division.
- Baliram Dada Bansode B. Ed. College, Chale: College Establishment, College development, staffing.
- Training of head masters of Solapur district under RMSA.
- Training of junior college / high school teachers for senior scale / selection grade.
- Training of primary teachers under SSA.
- Expertise provide by our staff to other teacher education colleges for various workshops in curriculum.
- Students and teachers in Solapur and nearby places: Personality development, leadership development programme, nurturing creativity, Job fare, campus interviews, NET SET preparation, etc.
- Colleges in Solapur: Guidance and consultation to various colleges under Jagar Janivanche Abhiyan on nomination of the principal by the office of Joint Director, HE, Solapur.

3.3.2 [Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps](#)

initiated by the institution to publicize the available expertise.

The areas of consultancy of the staff are:

- Teacher Competency Building Programme
- Personality Development and Leadership Development Programme
- Research including action research
- Quality improvement in schools and colleges
- Developing life skills
- Interview preparation and inter personal skills
- Models of teaching
- Statistical analysis
- Psychological testing
- Guidance and Counseling
- Hindi translation
- Calligraphy / Improving Handwriting
- Preparation of teaching aids
- Use of Ms office
- Stress management
- Work Experience / SUPW
- Test construction and standardization
- Nurturing Creativity

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

- Usually consultancy services are not rendered with a purpose of money generation. The colleges being an oldest college and a hub of academic, administrative, research pursuits; many teachers are alumni of our college. To provide guidance / consultation becomes our moral obligation.
- The college has deployed its resources to provide opportunities of

Personality development, Leadership Development, Nurturing Creativity, Interview preparation, Job fare, Campus interviews to teachers and students from our and other institutions.

- These programmes are organized with dual purpose. The first purpose is as stated above and the second of generating money (without exploitation) by charging nominal registration fee like 100 Rs to 200 Rs for a programme of one day. We provide participation material, logistics, and certificates from this amount. Some needy poor students are admitted free of charge and they assist in organization. These activities help us achieve our goal / objectives more than merely generating monetary resources.
- There has been demand from engineering colleges in the district to provide three / four days programmes called 'Teacher Competency Building Programme' for professional development and especially development of teaching competence. We could not serve towards this end for last two years. However, we have a plan and an opportunity of serving and also generating resources for the institution with honourable utilization of our expertise.
- The details of revenue generated and shared are through various extension activities, programmes, workshops are:

Sr. No .	Activity of Res Generation	Date/ Year of Org.	Chief Resource Person / organization /organizing person	Amount Generate d Rs	Approx Expenditure	To staff	To college fund/ Student welfare fund
1	Lectures on Preparation of college for NAAC,	2010 to 2013	Dr. S. B. Kshirsagar	3000 10000 10000	300 5200 2500	270 0 480	--- --- 7500

	College Development, Consultation to various colleges			1000 350	--- ---	0 --- ---	1000 350
2	Team Teaching Workshp	25.08.2010	Dr. S. B. Kshirsagar, Coordinator Dr. L. V. Bamane	2250	3854	---	---
3	Personality Development & Leadership Development Programme	19 & 20.03.2011	Dr. S. B. Kshirsagar	6425	7230	---	---
4	Job fare and Campus Interview	22.03.2011	Dr. S. B. Kshirsagar	2550			
5	Interview Preparation workshop	5.2.2012	Dr. S. B. Kshirsagar Coordinator Smt. P. R. Chincholkar	7625	3753	---	3872
6	Nurturing Creativity	12.02.2012	Dr. S. B. Kshirsagar, Coordinator Sh. S. M. Chhatraband	2150	1382	---	768
7	Interview Preparation	10.02.2013	Dr. S. B. Kshirsagar,	16050	14293	---	1757

	workshop		Coordinator				
8	Job fare and campus Interview	11.03.2013	Dr. S. B. Kshirsagar, Coordinator	5250	4861	---	389
9	Leadership Development Programme	15 & 16.03.2014	Dr. S. B. Kshirsagar, Coordinator Dr. Smt. P. R. Bhoje, Co Coordinator Smt. M. K. Deshpande	16925	Incomplete	---	?
10	Interview Preparation	09.05.2014	Dr. S. B. Kshirsagar		---	---	
11	SUPW, teaching aids preparation	2010-2014	Shri. S. M. Chhatraband	---	---	---	---

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

- We sometimes credit it to students' welfare and Cultural club
- This amount is used for helping poor / deserving students
- Sometimes remuneration of work to students under earn while learn is paid from this.
- In some cases it is given to the employees

- Some times the amount partly is donated to the Sanstha and partly used in meeting the necessary expenses.

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)

- Social Service and Family Survey
- Osteoporosis testing camp
- Blood donation camps
- Extension centre training to teachers in primary schools and secondary schools
- Primary and secondary schools teachers consult for academic and research related matters (including those of DSM and YCMOU courses)
- District Institute of Education and Training
- Teachers provide expertise to Zilla Parishad Education Department for training of teachers
- College teachers work as examiner for science exhibition at district level.
- College teachers as Chief guests / Resource persons for school functions.
- Guidance to parents / students for career development.
- Our science lab is used / teaching aids are used for science exhibition.
- Resource persons for in-service training of teachers in junior colleges
- Research guidance, Avishkar related matter guidance.
- Guidance to teachers for action research and projects.
- Legal awareness, gender equality, constitution day, population day rallies –social awareness

- Our teachers provide expertise in Models of teaching, Curriculum development.
- Blood Donation to blood banks, patients who require blood ask for blood of specific blood group in critical cases
- To the district administration for voter registration and voting awareness camps, surveys of families by our students.
- Our hostels were provided to police personnel during election time.
- Our teaching staff including the principal and non teaching staff worked during parliamentary elections in April 2014 -election duties, non teaching staff had election duties during state assembly elections in October 2014.
- Our teachers guide local schools for projects in quality improvement of institutions.
- Book writing, references, articles publishing / sharing.
- Head masters training under Rashtriya Madhyamik Shiksha Abhiyan by our teachers as resource persons.

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

- Legal advisors on our committee for prohibition of sexual harassment of women – Aparna Ramtirthkar
- Lectures on Human Rights, Rights of women- Aparna Ramtirthkar
- There are more than 30 schools with which we are associated with. We conduct practice lessons and internships. Without their cooperation this is not at all possible.
- We are greatly benefited by our association with other colleges in the premises, in the city and also by the invaluable cooperation of government offices including the Solapur University, Joint Director's Office, Social Welfare Department office for an innumerable services and support they whole heartedly extend to us.
- Our alumni assist us in our services, guide, cooperate participate in college functions. Dr. Smt. A. H. Jagtap, (our alumna and National teacher award winner) work and guide on various committees including the alumni association. Our alumna Smt. Sandhya Bhalerao guided students and inaugurated news and paper cutting exhibition on women atrocities and women rights.
- Sometimes doctors provide free of cost service to college students and also for medical checkups.
- Advocate Smt. Kyatam guided on Rights and legal provisions for women
- Dr. Saroj Bolde- Consultation provided to staff and students on health matters of women
- Dr. Archana Jagtap, Dr. Patil, Dr. Velhal- Medical Checkup
- Blood bank- Blood donation camp, Hb testing
- Smt. Chandrika Chauhan- Social Worker, guidance and inauguration of rally under Jagar Janivanche Abhiyan, committee member for

prohibition of sexual harassment of women.

- Sane Guruji Kathamala, Solapur- they provide training to students on construction and narration of stories (Katha).
- Local police stations help us in organization of rallies. Community participation in institutional development, institution-community networking, institution-school networking, etc are not merely the term or words for us. We owe a lot to the community. We are grateful to various persons, agencies, private and government agencies which have contributed, supported, guided, motivated us and helped us in realization of our vision, mission; and achieving our objectives. We owe a lot more to them than that we serve to them.

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

Our future plans and major activities of the institution we would like to undertake for providing community orientation & for students are:

- Skill oriented courses leading to more job opportunities to students which include ICT/ Computer based online / offline and MKCL's courses.
- Assistance for Social surveys to Dr. Metan, Research on use / reuse of tyres to State Transport bus depot, research on blood and blood related matters such as hemoglobin, blood pressure, diabetes etc.
- We would like to provide counseling facilities to students and people in society.
- Stress Management, Gender Equality, Social cohesion, Human rights, personality development, leadership development, entrepreneurship development, professional counseling, academic counseling, Efficiency

management are some of the areas wherein we can render our services to the society.

- We have been associated to schools wherein we want to provide our expertise in handwriting improvement, SUPW, preparation of sky-lamps, preparation of teaching aids, etc.
- We want to conduct PBL projects and contest in it at district level and then at state level.
- We have planned to provide training to teachers in Arts, Science, Engineering, Pharmacy, Management college teachers in various institutions for developing teaching skills and providing more orientation on pedagogic and professional matters to them as they normally have not gone through any pedagogy related courses like B. Ed., D. Ed., M. Ed.

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.](#)

Not any specific as such, but only services we have rendered.

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

The institution develops social and citizenship values and skills among its students through:

- Value Education lectures
- Weekly Paripath (assembly)
- Celebration of Birthday anniversaries
- Sincerity, Punctuality, regularity and discipline are imbibed through college daily routine.
- Occasional organization of Yajna and preaching of Vedas / Arya Samaj enable us to inculcate thoughts and ideals pronounced by Swami Dayanand Saraswati.

- Observance of days of national importance and special lectures on those days. (eg Independence day, Republic day, Constitution day).
- Values are also taught from theoretical and practical point of view as it is part of paper I curriculum of B. Ed.
- Study of core elements, ethics of teaching profession, commitments of teacher, challenges in education, egalitarianism, equalization of opportunities are some of the curricular and practical contexts which provide value orientation to students.
- Many theories like naturalism, pragmatism, idealism, Buddhism, Vedic Culture, Islamic period education, democratic values etc are curricular parts being taught in classrooms.

3.5 Collaborations

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

We have linkages with following national organizations:

- UGC WRO and Delhi office ---- UGC Fellowship
- NCTE Delhi and WRO Bhopal ---- B. Ed. / M. Ed. Recognition
- YCMOU University, Solapur University, Shivaji University. ---- B. Ed., M. Ed., Ph. D. DSM courses, affiliation
- DAV College Management Society, New Delhi ---- Institutional support and guidance
- Bahai Academy, Panchgani ---- for value education research and projects.

We have linkages with some persons at national level those are:

- Dr. Narender Reddy, Hyderabad, on Human Rights issues ---- State Level conference organized by the college on HRE, A key resource person / Keynote speaker.
- Dr. Suresh Naik, ISRO.

- Dr. Kale Raosaheb. VC, Gujrat Central University, Ahmedabad ---- guest visit and lecture to staff on 03.08.2010 on the topic 'Changing Trends in Higher Education in India in the context of Globalization.
- Dr. Vivek Sawant, Director, Maharashtra Knowledge Corporation Limited (MKCL).
- Dr. B. P. Bandgar, Ex VC, Solapur University---- University matters and research progression, Teacher's Day, Chief guest for inauguration of HRE conference.
- Dr. Dhanagare D. N., Ex VC, Shivaji University, Solapur Lectures cum special address on the retirement of our Ex Principal Dr. H. N. Jagtap.
- Manuel Joseph, M J creative Concepts.com, Mumbai---- Teacher awards and national drawing contest.
- Dr. Rehlan from BARC, Pune.
- Daniel Victor, Kerala ---- Don't Mess Around, an organization building human - to be collaborated with.
- Dr. S. P. Malhotra, Ex Pro VC, Kurukshetra University, Kurukshetra, Haryana about Objectives of state level conference on HRE during October 2011
- Dr. Pandit Vidyasagar, VC, Swami Ramanamd Tirth Marathwada University, Nanded ---- Chief Guest for Prize Distribution function and Guest lecture to teaching staff.
- Dr. A. N. Joshi, Ex Director faculty of Education, Yashvatrao Chavan Maharashtra Open University, Nashik
- Dr. S. K. Subramaniam, Group leader, National Remote Sensing Centre (NRSC), Hyderabad
- Dr. Chandel N. P. S., Agra ---- consultation with curriculum, research, UGC funding for advanced research centre at our college.

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

No. Not yet.

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

- Curriculum Development: of M. Phil and Ph. D. syllabus
- Teaching: Sane Guruji Kathamala for story telling, narration skill development of students.
- Training:
- Practice Teaching: Practice teaching and internship of B. Ed. and M. Ed. course students.
- Research: Bahai Academy's Value Education Portfolio, Project and research on value education, expert's lecture.
- Consultancy: D. G. B. Dayanand Law College for Legal literacy, female foeticide and other legal issues.
- Extension: Innovations
- Publication: Laxmi Book Publication, Indian Streams research Journal.
- Student Placement: Indian Model School, Model Public school, Shankarrao Mohite English Medium School, Green Finger's School for Job Fare & Campus Interviews.

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

We have linkages with more than 38 schools. Of these we presently use 30 schools for practice teaching and internship. We also provide service to them.

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

No. The faculty is engaged with school related activities for schools and for colleges; but, not to that extent for designing and delivery of practice teaching. However, under feedback mechanism we collate feedback from school teachers and head masters also. The feedback form is given annexure 12.

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

The faculty has very good association with the local schools as they were associated with local quite schools long before. Most of the teachers in schools are alumni of our colleges. Our staff & teachers are invited as guests, chief guests, speakers, etc at schools and other colleges. All senior teachers work on various committees of the university.

3.6 Best Practices in Research, Consultancy and Extension

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

The major measures are:

- Establishment & affiliation of research centre for PG courses including Ph. D. in Education.
- Staff undertaking Ph. D. study and Ph. D. guide-ship.
- Fourteen students at present are pursuing Ph. D. from our college research center.
- Teachers completed MRP. They are promoted to undertake major and minor research projects from UGC and ICSSR.
- Research projects of teachers, students and M. Phil. / Ph. D. researchers for Avishkar Research Contest at university and state level participation and awards won by faculty.
- Facilitating Junior research Fellowship to researcher who pass NET with JRF in Education.
- Library and internet facility for researchers.
- Guidance for SET/ NET/ TET examinations.
- Consultancy without charges for establishment of education courses and colleges, quality improvement.
- Consultancy for assessment and accreditation by NAAC with and without charges.
- Consultation to schools and school teachers.

- Under extension activities Job fare, campus Interviews, Interview Preparation workshop, nurturing creativity workshop.
 - Personal counseling through Counseling Cell.
 - Women empowerment, Family Surveys, Lectures / presentations on female foeticide and women atrocities as an extension activity during two days social service camp.
2. **What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?**

The major innovations / good practices under this criterion are:

- a) Job fare and campus interviews
- b) Interview Preparation workshop
- c) Dayanand Dr. Mardikar Teacher Competency awards.

Out of these three practices the third practice is described in the format for innovative / good practices herebelow.

Best Practices & Innovations in Research Consultancy and Extension.

Best Practices C3.1) Research Proposal presentation

1. ***Title of the practice:*** Research Proposal presentation
2. ***The context that required initiation of the practice (100-200 words):***

The M. Ed. course work includes preparation and presentation of research proposal in the first term and the students have to conduct research and present research report in the form of dissertation in the second term. Teachers from our institute have been guiding these researches. We found that, sometimes, due to inadequate experience the new teachers are not that capable in guiding these researches. Further there are differences in outlook towards conceptual matters related to the components in a research proposal. We felt need of utilizing the long experience and research acumen of experienced teachers so that the M. Ed. researches are based on scientific background, wherein the major seven characteristics of scientific process are used. For this purpose we organize research proposal presentations of M. Ed. research students before the members of faculty of the college.

3. ***Objectives of the practice (50-60 words):*** We have envisioned the following objectives for this innovative practice:

- Through common discourse with teachers to provide conceptual assistance to the M. Ed. students in preparing their research proposals.
 - To utilize research acumen of experienced teachers so that the M. Ed. researches become more scientific and creative.
4. ***The Practice (250-300 words):*** For this we plan date, time and schedule of research proposal presentation. The respective students after seeking guidance from research guides prepare their research proposals and are ready for presentation using LCD or OHP along with oral presentation. Students present their proposal before all the staff members. The staff members suggest corrections with respect to sample, sampling method, tools, title of the research, functional definitions, objectives, assumptions, hypotheses, analysis of data etc. The students, the guides and the teachers feel free to discuss and share their ideas and suggestion for improving their researches. After getting concrete suggestions for alterations if any in the methods, techniques, tools, notions, process of research; the students note down and make changes accordingly. Then the students prepare their proposals and present finally. Twenty marks are meant for proposal and its presentation.
5. ***Obstacles faced if any and strategies adopted to overcome them (150-200 words):*** No much more obstacles we faced in this practice except that
- Sometimes it is difficult to get unanimity in the suggestions of the faculty on a particular issue/ subject/remedy.
 - It consumes a lot of time for research proposal presentation. When research proposals of 25 to 30 students were to be presented, this task could not be completed in one or two periods and we had to assemble again and again.
 - When all eight to ten teachers assemble for this task we need to engage other classes in some activity being run by some other person/ member.
 - There arise controversies in the suggestions of the teachers. In such cases we, after discussion chose that strategies that are feasible within the time frame and resources available without sacrificing scientific outlook in the research.
 - The concerned students, sometimes, have to make a lot of changes in their research proposal resulting changes in research design, scope, and functional aspects, which they have to do.
6. ***Impact of the practice (1000 words):***We experienced the following impact:
- Research students get right guidance for their researches. They feel happy and satisfied.

- The students understand how important the collective guidance is and how it improves the research from scientific point of view.
- Students are able to further seek guidance from other teacher who perhaps is not guide of the student for that research. They also perceive the strength and depth of knowledge and research acumen of various faculty members.
- Different resources available in the college in the form of psychological test, science tools, research tools, standardized tools are being used after suggestion from the faculty. Students find that research is not an activity to contemplate in isolation and complete. On the contrary they understand how group ideas and suggestions can be innovative / creative, fruitful, important in improving the quality of research.
- This has been one of the best experiences of sharing knowledge for improving learning and research.
- This practice has enabled to enhance scientific outlook and thereby overall quality of research.

7. **Resources required:** Classroom setup with seating arrangement for staff and students, LCD projector, computer, OHP as per necessity are the physical resources required. Two to three hours of time and our esteemed and experienced faculty we used. These resources of human beings cannot be described in exact words.

8. **Contact person for further details:**

Smt. Pallavi R. Chincholkar, Contact no. 09421044094

Shri. S. K. Suryawanshi, Contact no. 09175289279

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

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

There is only one point of suggestion under this criterion suggested by the previous NAAC peer team and that point is point number 7 about major and minor research projects and action research. This is given in detail in annexure 18.

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

The details of answer to this question are given under 3.6.1. To avoid unnecessary repetition those are not restated here. Please refer 3.6.1.

* * *

Criterion-wise Analysis:

Criterion IV - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Yes the institution has infrastructure as per NCTE norms. Our institution has a comprehensive campus of 63 acres wherein all four colleges function. The institution has infrastructure facilities much more than NCTE expectations. The infrastructure facilities are not only adequate but quite sufficient to run teachers education courses of B. Ed. and M. Ed. The master plan of the institution is attached in annexure 20 (b).

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

We have augmented three method rooms one of which is also treated as research room. During 2011 May - June we have augmented about 5 rooms in all of which three are method classrooms. These room we call as hostel blocks being to hostel augmented.

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

The infrastructure facilities available for conducting co-curricular and extra curricular activities is:

- Lecture hall (Step Hall) with smart class called E2
- Lecture hall & science lab, Mathematics lab E3
- A store room, a library store room
- Psychology lab / method room E1

- Computer Lab E4
 - Hostel block guidance rooms H1 and H5
 - Hostel Block method rooms H3, H4
 - Hostel Block Research room H2
 - Method room cum guidance rooms for micro teaching
 - Library and reading hall, Library store room
 - Girls' rest room / Ladies room
 - Maharshi Dayanand Seminar Hall
 - Mahatma Hansraj Seminar hall
 - Velankar auditorun cum indoor games hall
 - Pogul Mukatangan (Open theatre) where flag hoisting programmes and Yajna are organized
 - Deshpande Stadium
 - Gymnasium and sports / play grounds: Lawn / Clay tennis, Basket ball, Foot ball, running tracks,
 - Open terrace for conducting Suryananaskar and Pranayam practices
- CCTV and security are available in the campus. Apart from these the following facilities are available:
- Canteen
 - Filtered / cool drinking water
 - Vehicle parking open and roofed
 - Post office with core bank / core connectivity
 - Employees Society
 - Punjab National Bank and its ATM
 - Dispensary
 - Yajna Shala

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

institutions of the parent society is:

- Lecture hall (Step Hall) with smart class called E2
- Method room cum guidance rooms for micro teaching
- Maharshi Dayanand Seminar Hall
- Mahatma Hansraj Seminar hall
- Velankar auditorium cum indoor games hall
- Pogul Mukhtangan (Open theatre) where flag hoisting programmes and Yajna are organized
- Deshpande Stadium
- Dispensary
- Room 15, 16
- Gymnasium and sports / play grounds: Lawn / Clay tennis, Basket ball, Foot ball, running tracks,
- Canteen
- Filtered / cool drinking water shed
- Vehicle parking open and roofed
- Post office with core bank / core connectivity
- Employees' Society
- Punjab National Bank and its ATM
- Dispensary
- Yajna Shala
- hostels

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

- Three sources of water viz well water, bore well water and corporation water are available. Ample water is available. There is scarcity of water in Solapur city during hard summer but we have abundant water available in all seasons.

- The campus is clean, green and provides an atmosphere very conducive for academic transaction and services.
- Regular cleaning and upkeeps of washrooms, water tanks, enable us to maintain healthy and hygienic campus.
- Eco friendly and natural campus with botanical gardens creates liveliness.

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.**

- There is a gents' hostel with 160 rooms including two seated and three seated rooms with total accommodation of 320. There is a prayer hall cum recreation hall with TV DVD player facility. Drinking water, toilets, garden, seating arrangements (sit outs) in garden etc are available. There gymnasium equipment available in the gents' hostel. Compressor / filling air in vehicle facility available.
- There are two ladies hostels of the institution. Hostel H1 and Hostel H2 say. H1 was built during 1959 and is called Smt. Kasturbai Walchand Girls' hostel of Dayanand Institutions. It has accommodation capacity of about 54 girls. At present three girls of Education College reside in this hostel. TV cum recreation hall with Set Top Box, filtered / cooled drinking water facility, toilets, sit outs, are available. There are 18 rooms including the TV hall and excluding staff / rector's quarter. Wooden / steel cots, fans, lights etc facilities are available. Ample Bore well, well and corporation water available in all campus,
- The hostel H2 is new hostel available from July 2013 for girls' accommodation. It is about 2 Km away from college campus. Three girls of B. Ed. resided there during 2013-14. It is called Mahatma Anand Swami Ladies hostel. It has three seated accommodation

rooms accommodating 54 girls. At present 27 girls of all four Dayanand Colleges reside there.

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 the allocation and unspent balance if any.

Budget Allocation and Utilization

Budget allocation / Utilization Head	Year				
	2009-10	2010-11	2011-12	2012-13	2013-14
Building Construction Rooms	12000	39700	16300	16300	16300
Laboratories	19715	15732	18136	18610	18235
Furniture	-	-	-	196694	1237
Equipment	69200	33900	24420	14900	19047
Computers	1545	-	1065	750	2588
Transports / Vehicles	1200	1325	2330	1825	2558

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

Optimal utilization is ensured through:

- There are time table committees in all colleges which ensure need based utilization on permanent and functional occasions.
- There is store and maintenance department which also manages resources.
- The responsibilities of arrangements are allocated to specific staff who plan and look after proper utilization.
- The common infrastructure like Maharshi Dayanand Seminar Hall, Mahatma Hansraj Hall, Velankar hall utilization is so organized that nor overlaps are experienced and these are extensively used by all sister concerns.

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

Environmental issues associated with the infrastructure are addressed through the following:

- Daily cleanliness
- Occasional maintenance
- Clean and Green botanical garden and premise
- Occasional events of plantation of trees and herbs

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 (materials collection and media/computer services)?**

The institution had qualified librarian Dr. M. G. Kamble in our Library and Information Centre, who retired on super annuation on 31st May 2014. At present Mrs. A. S. Gaddam, an approved librarian on CHB is appointed from 23rd June 2014 as per directions of the Joint Directors office. She is B. A. , M. Lib & I. Sc., but has not cleared SET / NET. She has appeared for NET examination in Dec. 2014.

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 is the list of library resources available in the library:

- Books 21175 (including text books 4243 and reference books 797),
- Magazines 5,
- Subscribed journals 29,
- Peer reviewed journals 9,
- Back Volume 46,

- number of journals with back volumes 23,
- Online journals about 28,
- CDs-DVDs-VCDs 43,
- only one data base,
- video cassettes 76,
- audio cassettes 117.

The library is equipped with SOUL software. All books and references are registered digitally using SOUL. The library is partially automated and transactions are being registered with digital scanner. There are two computers in and a printer cum Xerox available in the library. The library data is carefully updated and saved. The library computers are attached to the Wi Fi central connectivity of the college. The following facilities are provided through library:

- Circulation,
- Clipping
- Bibliographic Compilation
- Reference
- Information display and notification
- News papers and periodicals
- Book bank
- Library Reading hall
- Photo copying (limited pages)
- Computer and printer
- Internet
- News paper articles / cuttings about technology updates and women related / gender biased matters are displayed on library's and college notice boards.
- Online access facility
- Inter library borrowing for selected persons / teachers from the Central Library of D. B. F. Dayanand College of Arts and Science

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

and functioning of library committee.

Yes, the institution has in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions. This is done through the discussions and meetings of the Librarian with the principal. There is library committee with composition - Principal as chairperson, Librarian as member, a senior teacher as a member, a non teaching staff as a member and two student representatives as members. At least two formal meetings are organized in a year / term and occasional reviews and updates are taken

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

Yes, the library is computerized but not digitalized. Computerized automated in the sense that SOUL software is used and library data entry of all resources/ books is over. Day to day Transactions using scanner are done. User end nodes for reference purpose and Internet facility are available.

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

Yes, the institution library has Computer, Internet and Reprographic facilities. There is free access to staff only but not to students and researchers. The use of books and text books is more during micro teaching time and times when curricular workshops are organized. The staff and students visit and access the resources occasionally and as per necessity. The frequency of use and visit is on an average two days in a week. This is lowered because we provide 30 to 40 books on an average to permanent teachers and they have been keeping these books with them all over the year / term. The students also are provided books on book bank basis so that they have been keeping most of the books with them till the end of the

term. Secondly Networked facilities provide direct access serving the needs of the client. Still records of day to day access / visits of students, teachers and external members are maintained on daily and written basis with signatures of the concerned.

- 4.3.6 [Does the institution make use of Inflibnet/Delnet/IUC facilities? If yes, give details.](#)

Yes, the institution makes use of Inflibnet and N list facility. We have rare access to online journals through library due to networked facilities available in the campus. We were on the way to develop data bank of all important courses' question answers available for students on computers and in portable form. But this drive has been lowered as the new syllabus of B. Ed. and M. Ed. was about to be introduced from 2014-15, but now it is being introduced from 2015-16

- 4.3.7 [Give details on the working days of the library? \(Days the library is open in an academic year, hours the library remains open per day etc.\)](#)

The details on the working days / timings of the library are:

Monday to Friday 8.00 a.m. to 4.00 p.m. Book issues to students till 1.30 p.m. Saturday 8.00 a.m. till 1.00 p.m., book transactions and library reading hall till 12.30 p.m., Sundays and holidays closed.

- 4.3.8 [How do the staff and students come to know of the new arrivals?](#)

Usually the books and other material resources purchased are suggested by the staff. Further there is Current Arrival Service (CAS) available in library through which students and teachers are informed about new arrivals. Apart from this the Xerox copies of front pages of new arrivals are put onto the library notice board enabling the clients know it.

- 4.3.9 [Does the institution's library have a book bank? If yes, how is the book](#)

bank facility utilized by the students?

Yes. Book bank facility could be provided to students because our college being a professional college has in all intake for about 230 students including the regular distance mode / vocational courses. The library books 21000 + capacity enable us to provide our students books for a term.

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

No such facilities for to the visually and physically challenged persons are available.

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 institutions ensures the optimum use of the facility.

The details of ICT facilities available in the institution:

Total No of computers : 37+

Internet Connectivity: BSNL Broad band and through personal data cards of faculty

Library:

Software: SOUL

Equipments: Computers 2, Printer cum Photo copier cum scanner 1, Bar code readers 2, Barcode Printer 1.

Hardware: LCD Projectors : 04

Smart Classes with software: 02

Scanner: 01

Wi Fi Inkjet Printer: 01

Colour Laserjet printer: 01

Laserjet B/W : 04 (two of them have scan /
Xerox/photocopy facility

Digital cameras: 04

Video camera: 01(digital)

Audio Recoreders cum players provided to teachers: 08

Pen Drives provided to office staff and teachers : 10+

Internet Routers: 04

Digital Language Lab

Digital Language Lab Software: DLL of Biyani Technology

Technology used for reduction in cost: N computing with working 10 working nodes, and one teacher's control node. One networked computer of high configuration as

4.4.2 [Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included](#)

Yes, there is a provision in the curriculum for imparting computer skills to all students of B. Ed. M. Ed. including the inservice teacher education course of YCMOU's B. Ed. There is a compulsory course of IT in semester I of B. Ed. regular, and compulsory practical with internal test of 20 marks. Skill related to use of MS Excel, Word, Power Point, Email, Web access, using online and offline resources for preparing lesson plans are the minimum required to be practiced by B. Ed. students. For M. Ed. advanced level of courses / papers on IT and ET are there in each semester. They are expected to access and use online and offline resources for research. They supposed to practice data analysis using MS Excel.

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 extent to which the institution incorporates and makes use of the new technologies/ICT in curriculum transactional processes is amazing.
- Teachers regularly use computer and LCD projector for day to day teaching, Internet access for referencing, projects, presentations, wall papers etc.
- We have a pool of more than 300 presentations, video clips, lesson plans prepared by our students and teachers.

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

The major areas and initiatives for which student teachers use /adopt technology are:

- Practice teaching
- Developing lessons plans for micro teaching, workshops
- References for practicum
- Presentations of national leaders and great personalities while celebrating birth anniversaries
- Preparing wall paper
- Preparing projects
- Power point and Video presentations during internship presentations
- ICT Practical hard copy & soft copy
- Students' Seminars

4.5 Other Facilities

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

- The instructional infrastructure is optimally used for teaching,

learning, evaluation during viva and research proposal presentations etc.

- It is used multipurpose- for theory, practical, administration, Social Service related presentations, audio and video records for reusing resources.
- A few classrooms are shared (eg E2, Micro teaching rooms)
- During August 2013 we were about to launch some skill based courses of proposed by government of Maharashtra and supported by MKCL. But because of some non technical reasons we had to postpone it. We want to best use the networked and ICT WI FI enabled infrastructure for furthering students capacities and generating resources for sustenance.
- Directly we do not have community intervention. However, huge and well equipped sports infrastructure is very often used by university's and government's sports activities. The private use by external agencies is almost not.

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

- The details about Cds, DVDs, VCDs are given in 4.3.2
- We have Public address system, Projection facilities using 4 LCD projectors and 3 OHPs, projection screen, video and photo cameras, roll up boards, wall paper desks, epidiascope, slide projector, slides of slide projector, cassettes audio and video, display cum black boards, teaching aids of all school subjects- charts, models, lab material, experiment material, etc.
- Record of use of material is available. We ascertain timely transaction of giving and returning material to facilitate optimal yet effective use by all stakeholders.
- Our staff non teaching staff member Mr. Chhatraband used to

demonstrate through video presentations by using 16mm film projector available at our sister concern years ago.

- We organize exhibition, organize workshops for preparation of A/v aids and organize their competitions, certify best performers.

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

The various general and methods Laboratories available are:

- Psychology lab
- Science lab
- Mathematics lab
- SUPW lab / facility
- Technology lab
- ICT / Computer lab
- Language lab

Laboratory Material resources (and expertise) including power supply in the times of power cuts are shared by our sister concerns in a very symbiotic manner for assisting each other and serving our students and community.

The institution has largely enhanced the facilities in last four and half years with the support and guidance from our management as well as financial support from the UGC and the Government. We, two years ago, had Instrument Maintain Facility (IMF), the expert staff of which was paid salary / remuneration by UGC under respective plan schemes. Majorly, various digital non digital equipments were repaired, maintained by the IMF. Now a days we have trained our staff and sometimes we have to use hired services. So far we wanted to undergo Annual Maintenance Contracts with private agencies about AMC. That option is also available and we shall have to opt it in circumstances indispensable.

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

- Velankar auditorun cum indoor games hall
- Maharshi Dayanand Seminar Hall
- Mahatma Hansraj Seminar hall
- Pogul Mukhtangan (Open theatre) where flag hoisting programmes and Yajna are organized
- Deshpande Stadium
- Gymnasium and sports / play grounds: Lawn / Clay tennis, Basket ball, Foot ball, running tracks,
- Canteen
- Post office with core bank / core connectivity
- Employees' Society
- Punjab National Bank and its ATM
- Dispensary
- Yajna Shala
- Music instruments as harmonium, tabla

4.5.5 Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

Yes, the classrooms are equipped with latest technologies for teaching such as Smart Classooms (Room E2 and E4), Computer Lab / ICT lab (room E4) with 25 networked computers, room E1 as Language laboratory with N-Computing technology having 10+1 nodes of access.

4.6 Best Practices in Infrastructure and Learning Resources

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

There are three important practices 1) Use of various methods / techniques of teaching such as team teaching, supervised study, brainstorming, etc. Of these methods team teaching is used almost every year. 2) Preparation of students' project on news paper cuttings and using those for teaching and learning. This innovative practice is organized by our teacher Dr. V. B. Kidagaonkar. 3) Use of Digital audio recorder and its use in teaching and learning. For this practice all B. Ed. teachers are provided with Digital Audio Recorders on which teachers and students record lectures, practice teaching and micro teaching lesson, speeches of teachers, students and guests. Students and teachers reuse these sources. We have utilized some specific digital audio records to our students during Jagar Janivanche Abhiya. Some of the important speeches of teachers and guests are (being) uploaded to college website. Some are shared by teachers and other external members.

4.6.2 [List innovative practices related to the use of ICT, which contributed to quality enhancement.](#)

[Some of the innovative practices related to the use of ICT, which contributed to quality enhancement are:](#)

- Use of audio recorders for recording speeches, lectures etc.
- Pool of power point and video presentations of students and teachers around 150 or more available with our college.
- Use of computers and internet by students for PPT / Video presentations for celebrating special days, club / group activities, internship presentations, observance of national days.

4.6.3 [What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?](#)

These practices are mentioned in 4.6.1, 4.6.2 above.

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

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

There are in all 11 suggestions made by the previous NAAC peer team. Out of these suggestions no 3, 4, 9, 10, 11 are related to this criterion of infrastructure and learning sources. These evaluative observations made under *Infrastructure and Learning Resources* in the previous assessment report are related to establishing the labs for language, work experience, physical sciences, social studies and equip the existing labs as per NCTE norms, training of students for using computers in preparing their lesson plans and in teaching different school subjects using computers, computerization of Library should be taken up immediately. The details on compliance of this are given in annexure 18. To avoid repetition these are not again mentioned here.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to *Infrastructure and Learning Resources*?

The other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to *Infrastructure and Learning Resources* are as follows:

- Establishment of IT / Computer lab
- Establishment of Digital Language lab
- Enriching psychology lab and extending its use for testing psychology traits of school students.
- Social Service camps and surveys of families and orientation of village people on topics with a purpose of reaching the unreached through extension activities.
- Regular Medical checkups, Hemoglobin testing, Blood donation camps.
- Wi-Fi net working of campus
- Computerization of library
- Establishment of Mathematics lab
- Purchase and use of teaching aids for Mathematics, Science, Geography, English Hindi and Marathi subjects for teaching in college and practice teaching.

- Providing training for preparation of teaching aids, use of ICT.
- Annexing hostel block rooms for method and research, micro teaching
- Black boards and furniture in newly annexed blocks
- College garden restructuring and compound
- Renovation of office, repairs of water tank and terrace
- Wooden Black Boards 9 in number prepared and being used. Three boards for every day information, news, quotes, thoughts writing by our students.
- Establishment of various subject clubs, Groups called Kul, and committees, supporting to them infrastructure needs of subject method teachers and students.
- Establishment of PG / Ph. D. research centre, allocating rooms H1 and H2 for this.
- Providing internet and library facility to researchers, guides and external members also.
- More number of books to students from library under book bank and borrow schemes.
- Repair, polishing, colouring of furniture, boards, cupboards.
- Installing biometric machine for day to day attendance of staff and students.
- Providing computers, audio recorders to every staff. Providing digital cameras group-wise to teachers during internships.
- Providing printing/ scanning/ photocopying facilities to various sections and students for projects and internal ICT practical, viva preparation.
- Display boards in office and premises such as national anthem, Preamble of the Constitution of India, Mission - Vision - Objectives, Value System, quality policy, RTI, Value Education and value Inculcation.
- Enhancing learning source through self generated and UGC funded resources.
- Preparation of new brochure. Annual magazine.
- Developing and launching college website.
- Display of paper cuttings, articles, technology inventions on notice boards. Preparing and inaugurating *Bhitti Patrak* (Wall paper) while celebrating special days.

- Preparation of greeting, files, folders, pockets, rachis, sky lamps under SUPW/ work experience.
- Projects of students using news papers, waste material, old magazines and using those for teaching and learning by sharing.
- Using resources of sports / gymnasium, history museum, auditorium for activities for students and teachers such as *Pranayam, Yogasanas, Suryanamaskar*, physical tests / games.
- Use of INFLIBNET and IT resources for teaching and research.
- Construction of *Yajna shala* by the Sanstha. At least one and possibly two to three times celebration of *Yajna / Havan* for promoting thoughts of Maharshi Dayanand Saraswati and culture and values in Vedas.
- Organization of camp for voter registration and voting promotion.
- Providing opportunities of Job through Job Fare and campus Interviews; Fostering attitude of lifelong learning through extension activities; Boosting confidence through one day/ two days Personality Development and Leadership Development Programmes; Nurturing creativity through workshops on creativity, Developing ICT skills and inter personal skills through student centered and day to day activities.

4.6) Best Practices in Infrastructure and Learning Resources:

Good practices leading to continuous improvement of infrastructure and learning resource development for optimum learning.

1) Use of digital audio recorders for recording lectures, speeches and discussions and using these records for students and other members.

2) Job fare and campus interviews

1. ***Title of the practice:*** Interview Preparation, Job fare and Campus Interviews.

2. ***The context that required initiation of the practice (100-200 words):***

The college has placement cell. News papers cutting and advertisements are displayed on students' notice boards. In addition to this, present students as well as alumni are interviewed and nominated for teachers' post whenever a school or college approaches our college for vacancies of teachers in their institution. In order to boost students' confidence, develop an attitude of preparing for interview

before actually appearing for interview and for developing necessary skills of presentation in interviews among our students, teachers and alumni; the college has been organizing one day 'Interview Preparation' programme of 7 to 8 hours for last about four years. This is followed by Job fare and campus interviews. In order that students get acquainted with schools, their requirements, facilities provided by schools, schools' academic atmospheres enabling them to choose right schools for their career as teachers and also to provide an opportunity of facing interview, for getting job opportunities in schools as teachers for which the college educates them, is the main purpose in organization of this innovative activity.

3. ***Objectives of the practice (50-60 words):***

- To provide job opportunity to our trainee teachers.
- To provide qualified teachers to schools who put requirement before us.
- To prepare positive mindset of preparing for job interviews.
- To provide a platform to schools so that they present before our students and teachers school information and facilities to teachers and students in the schools.
- To foster positive interaction between our college and schools (as stakeholders).
- To orient students about job opportunities, job skills and selection procedures enabling them to improve their skills and get a good job.

4. ***The Practice (250-300 words):*** The College has established a mechanism for strengthening placement opportunities of our students. Every year, for last about four years, we organize one day guidance programme called *Mulakhatichi Tayari* (Preparation for Interview). In this programme we orient the participants from writing application to joining and furthering in their profession. We also train them physically, mentally and psychologically for facing an interview. We conduct mock interviews and provide feedback for improvement. Attendance cum participation certificates along with written material is provided to the participants.

Usually in the month of January to march, when most of the internal works of the college course work is over, we study what vacancies of teachers that are

available in various schools in Solapur district and nearby places. We invite the schools for Job fare and campus interviews. On the specified day the school teams of Teachers and Principals present before our students and teachers about their schools. These power point / computer presentations include vacancies of teachers, strengths and facilities, salaries and chances of promotion etc. Then the teams of teachers and principals interview registered participant and give them offers of joining as teachers in their schools. Sometimes the selected candidates are re-interviewed in the school and then appointed.

5. ***Obstacles faced if any and strategies adopted to overcome them (150-200 words):***
Usually English medium schools approach us for filling vacancies of teachers in the schools / junior colleges. So very often and quite naturally they wish to have students proficient in English. However Marathi medium students who can teach and communicate in English and subjects other than English such as Marathi, Hindi etc or Mathematics, Science and Social Science also get an opportunity of service.
6. ***Impact of the practice (1000 words):*** This practice has following impact:
 - Students as job seekers get jobs even before they complete their B. Ed. / M. Ed. course.
 - We enjoy opportunities to serve the schools and strengthen bilateral relations with schools which are our important stakeholders.
 - Schools get good quality teachers.
 - It passes a message to community and students that the college has been providing Job Fare and Campus Interviews in the interest of the students.
 - It has helped to add laurels in the repute of the college.
7. ***Resources required:*** around 2000 Rs against hospitality of the teachers and principals who come for conducting interviews. LCD projector for power point presentations of schools, public address system, etc in an auditorium.
8. ***Contact person for further details:*** Dr. Smt. P. R. Bhoje and Mr. S. K. Suryawanshi. Phone numbers 8605148104 and 9175289279 respectively.

Criterion-wise Analysis:

Criterion V - Student Support and Progression

5.1 Student Progression

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

The students' preparedness is assessed and ensured through:

- Micro teaching performance of students
- Common Entrance Test score of students
- Participation of students Institutional activities
- Admission merit of students
- Personal Interviews conducted by the staff during induction programme.
- We verify internal records and practicum, reports of individual students at the conclusion of semester by means of teachers.
- We conduct mock interviews for all B. Ed. students before they face semester end viva conducted by the university.

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

- Campus environment is healthy, eco friendly, conducive to academics.
- Motivation to excel, support for self development, activities building confidence, performance based reward system provide opportunity and scope for satisfaction and sustained efforts of students to excel.
- Teachers' feedback /appreciation help students to improve performance.
- We appreciate winner students in various competitions within and outside our college.

- We issue appreciation letters / certificates to students on participation in specific events / activities as SUPW, Teachers's Day teaching competition, etc.
- Three boards writing daily thoughts, reports & diaries of students; tutorial & Practicum assessments- transparency and fairness in evaluations and friendly interaction; participatory decision making ensure freedom and equal opportunity still harnessing individual capacities. Students' feedback and alumni feedback are evidences of these.

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

The gender-wise drop-out rate after admission in the last five **years** are:

The institutional measures for controlling the drop out are:

- Records of biometric and physical attendance, Practice of Attendance / Absentee cards
- Intimations on phone and letters to parents
- Oral and written intimations to students
- Counseling to their problems
- Attendance report display
- Education punishments/ nominal fine in exceptional cases
- Absentee card

5.1.4 What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

The additional services that are provided to students for enabling them to compete for the jobs and progress to higher education are:

- M. Ed. Entrance guidance

- SET /NET /TET guidance
- Motivating / support / guidance to pass NET and qualify for JRF
- Guidance to researchers pursuing M. Ed., M. Phi., Ph. D.
- We guide the students for facing college / school selection interviews so that they exhibit good performance in interviews and actual field.
- We provide qualified students/ teachers to schools and junior colleges, colleges on their demand.
- Interview preparation workshops.
- Job fare and campus interviews sessions.

The data on number of [students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years](#) is given in following table:

Year	I	II	III
NET	1	02	1
SLET/SET	1	05	3
Any other (specify and indicate) TET, PET	---	---	7

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

The details are:

	Year 1 2011-12 (%)	Year 2 2012-13 (%)	Year 3 2013-14 (%)
Higher studies	38.75%	26.25%	23.75%
Employment (Total)	48*	49*	45*
Teaching	40*	42*	40*
Non teaching	1.25*	2.5*	3.75*

5.1.6 Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

Yes. That is through:

- Updating alumni about developments in infrastructure and facilities.
- Guidance for presentation in school / for selection committee interview
- Teachers share presentation and study material with students
- Teaching aids are provided to students.
- Alumni approach to students for using library and laboratory services, guidance on matters relating to science exhibition and models for competitions.

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

Yes, the institution provide placement services through organization of Job fare campus interviews. To assist we provide advertisements for posts of teachers in daily news papers. Employment news also serves. When schools ask for trained and expert teachers we on conducting personal interviews suggest / nominate teachers to especially English medium schools.

The details of students in last three years who benefited through this are:

1	2	3
2011-12	2012-13	2013-14
5	6	6

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

- Now a days TET is conducted by the government for appointments is

government aided schools, hence placement opportunities in government aided schools are almost none. Still we provide guidance for TET and Job fare and campus interviews for posts of teachers in English medium schools.

- Our college is Marathi medium college where students of both Marathi and English mediums educate together. Mostly English medium schools approach us for teachers' post placement. So obviously English proficient students are selected. We boost confidence of Marathi medium students for posts of teachers of Marathi, English, Hindi in English medium schools.
- When English medium students appear for teachers' post in English medium schools, a single student is selected in more than one school. We then have to suggest / conduct reselection by schools.
- Sometimes married girls / women though selected through campus interviews do not join if the school is out of city or far away. Hence we organize school presentations at the time of campus interviews which enable students know facilities and culture of schools.

5.1.9 [Does the institution have arrangements with practice teaching schools for placement of the student teachers?](#)

Yes, but with English medium schools only.

5.1.10 [What are the resources \(financial, human and ICT\) provided by the institution to the placement cell?](#)

We charge students nominally, provide guidance about facing interviews, let the school teachers and head master present before all students information about school, pay scales, facilities, conditions. Register students who would like to face campus interviews. The logistics arrangements are provided through financial resources generated. ICT facilities, guidance by principal and teachers is also provided to the students / participants.

5.2 Student Support

5.2.1. How are the curricular (teaching- learning processes), co-curricular and extra curricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

- Academic calendar
- As per GR of government on celebration / observance of special days
- Work / responsibility distribution every year at the beginning of the year or at the conclusion of previous year
- From feedback of students about teaching of various courses mainly through Evaluatio of teacher by students and about responsibilities of teachers in conducting activities.
- Diary, reports, feedback at term end, personal interviews of students conducted by the principal help in effective implementation of curriculum.

5.2.2 **How is the curricular planning done differently for physically challenged students?**

- Physically handicapped students are allocated nearby schools. They are allocated classes at ground floor during practice teaching.
- Physically handicapped students are report to university while filling examination forms about extra time, if any, to be given to those students for writing papers in university examination.

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

Yes, the institution has mentoring arrangements. It is organized through:

- Dairy groups,
- lesson groups,
- internship groups by respective teachers

- Clubs and houses (*Kul*) activities
- Internship presentation and sharing of experiences by students of various groups.
- Creativity and Personality Development activities.
- Paripath
- Social service
- During and after Psychology Experiments.

5.2.4 What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

- Best teacher awards
- Performance Based Reward System (PBRS)
- Oral and written appreciations by the principal,
- felicitation by the principal of the staff in particular performance e.g. quiz elocution contest winning, Avishkar contest winners and mentoring teacher/ group leader.

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

Yes. It provides information about Vision, Mission, Objectives, Quality policy, Value system, fee structure, student charter, alumni, events, academic calendar, time table, yearly reports, reaching us – contacts, value based quotes,

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

No, we as such, have no remedial programmes. However, we have advocated the university and the government about re-admission of students, those who do not have 75% or more attendance. Though it is very exceptional, it would help us to some extent provide remedial treatment. Other provisions are done in classes and psychology experiments.

5.2.7 What specific teaching strategies are adopted for teaching

a) Advanced learners and (b) Slow Learners

For advanced learners: More challenging questions, promoting to achieve merit list position. His contribution welcomed, felicitated, put onto web and college official information.

For slow Learners: Statistics formulae explanation, more sums, guidance for remembering points using mnemonics, to write 5 / 10 times after correction, building confidence and consciously purporting that they can be differently abled, and that, that is by no means bad and they can improve by changing learning habits and through cooperative learning. Teachers and students are advocated to raise their tolerance level to accommodate all types of students avoiding any chances leading to superiority complex or inferiority complex among students.

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

- Counseling cell
- Register of counseling is maintained.
- Guidance and counseling through diary groups, clubs, houses (kuls) etc.

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

Yes. There is grievance redressal cell. Two events one about an M. Ed. students and one about B. Ed. student in matters of family and treatment by teacher were redressed.

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

- Continuous and Comprehensive Evaluation (CCE)

- Practice lessons, Workshops – micro teaching, evaluation and models of teaching.
- Mock Viva
- Cultural events and students’ presentations on observance of special days.

5.2.11 How does the institution ensure the students’ competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

- Expectations through Induction programme
- At the end of micro teaching
- Observation by teacher and peers and feedback to students
- Preparedness guidance by Lesson department head before commencing of practice lessons and before commencement of internship.

5.3 Student Activities

5.3.1. Does the institution have an Alumni Association?

Yes, we have a functional alumni association.

(i) List the current office bearers

The details are given in annexure 25

(ii) Give the year of the last election

We did not need to conduct alumni association election

(iii) List Alumni Association activities of last two years.

Registration, Meetings, sharing, preparation for NAAC, help to poor needy students.

Uploading to Website ‘Our Esteemed Alumni’

College developmental activities.

(iv) Give details of the top ten alumni occupying prominent position.

- Dr. Ashlata Jagtap
- Dr Bondarde K. M.
- Smt. Sandhya Bhalerao
- Dr. Nasima Pathan
- Gokul Maware
- Suman Shinde
- Rajendra Das (poet and writer)
- Dr. P. R. Bhoje
- Avdhoot Mhamane
- Shrikant More
- Shashi Bhushan Deshpande

(v) Give details on the contribution of alumni to the growth and development of the institution

- Sharing expertise
- Publication
- Guest lectures / Guidance
- Inquiry Committee appointed by Dayanand Institution
- Examiner Evaluator in YCMOU B. Ed. / DSM viva
- Mardikar Award scrutiny and selection committee

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

- Participation in university level competition
- Gymkhana & equipment are made available

- Charges of participation TA DA borne by college

5.3.3 How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session?

- Wall magazine called Shilpkar
- College magazine
- Display of students' poems, charolya (four lined poems), slogan on notice boards
- News letter
- Conference presentation
- Awards / certificates won by our M. Ed. students at the hands of District Collector Dr. Pravin Gedam and also in the presence of VC Dr. N. N. Maldar of Solapur University.

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

Yes, Student council is constituted every year as per directions of Solapur university and that too within stipulated time. There is no funding essential for student council. Infact, we did not need it separately. There are at least two official meetings of student council with Principal along with the concerned staff as Secretary of the council. Student Council plays significant role in our participatory decision making and student centered administration. The constitution of Student Council for 2014-15 is as follows:

D. P. B. DAYANAND COLLEGE OF EDUCATION, SOLAPUR

Date: 14/08/2014

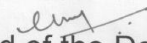
Student Council (As per University Directions) for the year 2014-15 has been constituted today on 14 Aug.2014 1.00 p.m.

The council as follows.

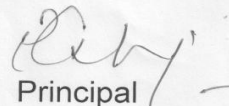
1.	Principal Dr.S.B.Kshirsagar	Chairman
2.	Dr.B.B.Pathan	Teacher appointed by Principal
3.	Pethsangi Shital Basaveshwar *	Merit
4.	Tirthkar Preanna Dattatray *	Merit
5.	Taktode Sundhya Bharat *	N.S.S. (secretary)
6.	Shirke Anant Ramling	Phy.Education
7.	Tondase Jyoti Dnyaneshwar *	Cultural
8.	Madde Rekha Mallikarjun *	N.C.C.

signature

Congratulations


Head of the Dept.
Dr.B.B.Pathan




Principal
Dr.S.B.Kshirsagar

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

Those bodies are:

- Prohibition of sexual harassment of women
- Avishkar Committee
- College Magazine Committee

- Student council
- Subject wise houses Clubs and cultural houses (Kuls)
- IQAC
- Anti ragging committee
- Vivek Vahini (For promoting Scientific Temperament and eradication of blind faiths)
- College Ambassador during parliamentary elections April 2014, and during state assembly elections October 2014.

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

Yes we do have it through:

We directly do not have it from employers of our graduates. We have it through:

- Alumni Feedback
- Suggestion box
- Evaluation of Teacher by students and feedback on services, quality, facilities and curriculum
- Send off functions

5.4 Best Practices in Student Support and Progression

1. Give details of institutional best practices in Student Support and Progression?

Some of the best practices in Student Support and Progression are:

- Job fare campus interview
- Interview preparation
- Scholarships, free ships
- Research facilitation and promoting for JRF
- SET NET TET M Ed. entrance guidance
- Earn while learn scheme
- Alumni association
- Alumni data & Our esteemed alumni portal on website

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

1. What were the evaluative observations made under *Student Support and Progression* in the previous assessment report and how have they been acted upon?

There is only one suggestion to start employment / placement cell. The details are given under annexure 18 point number 11.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to *Student Support and Progression*?

The major quality sustenance and enhancement measures undertaken by the institution since the previous Assessment are:

- Participation of two members of student council in national Student Parliament organized at Pune MIT.
- SET NET TET guidance
- Voting awareness and voters' registration camp.
- Job fare, Campus interviews, Interview guidance workshop
- NET JRF promotion
- Teaching Learning through Sane Guruji Kathamala one day programme organized every year.
- College website, College Brochure, College magazine
- Feedback mechanism improved and research based
- Strengthening alumni association, its participation and its registration

Best Practice: *Effective use of Student's Seminars in Dayanand college of Education.*

Title of Practices: Effective use of Student's Seminars in Dayanand college of Education.

The contest that required initiation of the practices: In our educational systems, the teaching and learning process is generally characterized by the traditional lecture, in which the

teacher explains to the students the behavioral pattern of the domain. Some of the nonconventional teaching methods adopted are learning through active participation by the students through models of teaching, constructivist models, computer-assisted learning, Web-based learning, e-learning, group discussion, seminars, and so on.

During last decade there has been tremendous growth in new models of teaching. It has been a significant impact on our education system. So the great responsibility of our teacher educators is to update their knowledge & keep themselves in regular path in teacher education programme. One of the first things a teacher must do while considering how to teach students is to acknowledge that each student has choice of his way of learning. This means that if the teacher chooses just one style of teaching the students will not be maximizing their learning potential. Much of the material used to educate student teacher at training college is largely text and lecture based, which have significant limitations.

It is quite natural that the innovative teaching practices would certainly have greater impact on the learning habits of pupil. Many educators are of the opinion that new methods (ICT) can assist pupil in engaging cognitively to a depth with knowledge domains. This is often discussed in terms of cognitive taxonomies such as provided by **Bloom** (1964). So teacher educator should give more opportunity to student teachers for the preparation of self learning. Student seminar is super highway of self learning and for dynamic interactions towards this end.

Objectives of the Practice: The main objectives of this programme are:

1. To develop teaching competencies among student teachers.
2. To foster commitments as a teacher with the help of seminars.
3. To develop organization skill among student teachers through seminars.
4. To promote self learning among student teachers with the help of seminars.
5. To encourage student teacher by using seminar for improving their professional development.
6. To inculcate among student teachers scientific outlook, boost confidence, improve teaching learning process.

Need Addressed and the Context

All of us know that there are three phases of teaching learning process. First phase is input second is process and last one is output. Most of the Teacher educators spend most of their classroom time on input and output phase and thus get less time for process phase. Use of student

centered methods, internet, Digital content, latest information technology like animations and videos make lessons rich and interesting. Due to use of effective student seminar student teacher understands things easily.

Today's need is pooling of learning objects, e-content, open source material on net for free use to teachers and students. It is in this context that the institution must provide all the required ICT technology and also motivate teacher educator for effective use of these technology and new methodologies like student seminars.

Description of the Practice:

Planning of student's seminar was done at the beginning of the academic year. Activities using ICT are generally planned in the beginning of the semester-I. The Sample of the present study included B.Ed. and M.Ed. trainee of Dayanand College of education, Solapur. For B.Ed. student teacher, two units of educational psychology have been chosen for the present innovative practice.

Syllabus for student's seminar of B.Ed. -For Sem.-I : Intelligence, Growth and Development of Learner. For Sem.-II Mental Processes related to learning

Syllabus for student's seminar of M.Ed. –Sem.-I Schools of Psychology.
Sem.-II Intelligence and Personality Theories

For present innovative practices researcher introduced the various concepts in theories of Intelligence and Growth and Development of Learner. Researcher had chosen various transaction modes like Lecture-cum-discussion, Peer Group discussion on identified themes, Reflective discussion in a group, Assignments and group discussion, Library work for the preparation and presentation of seminar.

Researcher had also given information about nature of group work during group discussion and seminars. The pupil teachers were given 10 days for collection of information and preparing presentation. In this entire activities, attempt is made to provide ample freedom for analysis, discussion and assimilation by the adoption of retrievable media.

A schedule for the teaching learning workshop is prepared. Later trainees are divided into groups. Total 72 students were divided into 6 groups, every group consisted of 11-12 trainees and each group is assigned to a group leader who provides guidance with the help of teacher educator and ensures that the group follows the schedule. Similar process has been conducted for M.Ed. student also. The method of mixed ability grouping was used. Each group has given separate content for the study. Total eight student teachers have presented their seminars. There was arrangement of audio and video recording during all learning activity and presentations of group work through LCD Projector.

Sample Schedule

- Creating an ICT club of new entrants at the start of Semester I.-1hour
- Overview of syllabus & Orientation of use of internet and new methods in Educational Psychology-3 Periods
- Introduction to various teaching methods like group discussion, seminar etc. - 2 Periods
- Demonstration of various ICT skills(Use of websites, Preparation of PPT,) by the teacher educator- 4 periods
- Preparation of Seminars and group discussion. - 5 Days.
- The learning material to be prepared by the teachers such as Power Point presentations
- Use of internet for presentation.- 5 Days.
- Students are encouraged to make their group presentations using LCD projector. PowerPoint presentations of learning materials - 5 Days
- PowerPoint Presentation by using Computer and LCD Projector in the classroom by the student teachers- Total six groups - 4 periods
- Feedback, Discussion Session and review -2 periods

The Resources: Resources required for implementing this best practice could be described as below:

Physical Resources: In order to use the ICT in the face-to-face classroom situation, a computer lab with computer for every student will be required. Internet facility (preferably broadband connectivity) will be additional requirement as the students are expected to use Internet resources. Since the some students have computer and Internet connectivity at home, it became easier for them to participate in any activity conducted over the Internet and *World Wide Web*. We have one computer laboratory with 25 computers. All the computers in the lab are in LAN and have *wi. fi.* connectivity.

Human Resources: Basically the student teachers are expected to initiate the use of ICT in their teaching training. Hence the student teachers must be confident in using ICT in teaching as well as enthusiastic about its use. For this teachers should have the required professional competencies and training.

Financial Resources: The college department must invest in creating physical infrastructure like computers, furniture, Internet, LAN etc.

Evaluation

The students are evaluated for their work during group discussion, presentation, seminars, use of ICT by observation. Written test has been conducted after presentations, which carries 20 marks. Evaluation of this practice of use of ICT in Student Centered Teaching Methods in Teacher Education is not done through any formal evaluation technique. At the end of this practice, student teachers share their experiences, feedback with the use of various techniques and internet resources. They also share the problems in using ICT and teaching methods.

Observations:

1. It was observed that thinking competency of the B.Ed. trainees was increased.
2. It was observed that B.Ed. trainees were taking active participation in teaching learning process.
3. B.Ed. trainees were acquiring skills of using ICT.

The Impact and Outcome

- 1) The result shows that achievement of learning in educational psychology is increased due to use of seminars.
- 2) B. Ed. trainees became aware of the importance of use of ICT in teaching learning process.
- 3) It was also found that creative thinking capabilities of B.Ed. trainees were increased due to ICT skills and use of new methods.
- 4) Student Teachers have become more perceptive oriented to the use of technology. They have become more aware of the needed alterations in their teaching, learning with the help of technology.

Requirements for Adoption and Adaptation.

1. Teacher educator and student teacher should use ICT knowledge in teacher training programme for the preparation and presentations of seminars.
2. Teacher educator should encourage and accept student teacher's autonomy and initiative in planning and presentation of various seminars.
3. For the effective use of student centered teaching methods, institution / training college should provide all ICT based facilities. Institution should create basic physical

infrastructure such as computer systems (preferably a Lab with all systems in LAN), LCD projector and Internet (preferably broadband)

4. Encourage communication between the teacher educators and the student teachers and also between the student teachers.
5. Select proper content of B.Ed. and M.Ed. curriculum for teaching through new innovative teaching methods with the help of seminars.
6. The teacher educators will have to be trained and motivated to use new student centered teaching methods and experiment the use of ICT in their daily teaching sessions.

Advantages in innovative teaching

1. **Use of principle of ‘Learning by doing’:** Student’s may be going beyond the teacher’s own subject of expertise. Also they are actively involved in learning process.
2. **Self and independent learning:** Learning may not be directed towards teacher’s objectives classroom. Here student teacher discusses with friends and teacher educators, collects data through reference books, internet.
3. **Healthy and enthusiastic learning climate:** Here all teaching learning process is without stress and strain. Cooperative learning decreases stress, boredom and fatigue.
4. **Increase in Student Motivation:** Teacher and friends motivates student teachers throughout practices. Also there is self motivation while student teacher collects data and constructs new knowledge.
5. **Extension of students thinking:** Ideas and thinking of student teacher may go beyond teacher’s experience and knowledge which may bring and provide confidence in student teacher’s thinking abilities.
6. **Attention:** Average learners, slow learners, have also concentration on the teaching-learning process without deviation and distraction.

Conclusion: Teacher education needs to orient itself to the new challenges and enable its pupils to compete. The pupil who are pursuing teacher education are required to place community and future citizens at a higher place by possessing new skills and attitudes as well as competitive knowledge in the stream of education concerned.



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* * *

Criterion-wise Analysis:

Criterion VI – Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

The institution has vision, mission, objectives, value system along with well identified quality policy. These are stated at the beginning pages of this RAR. They made known to the various stakeholders through website, display boards in office and college campus, in college brochures provided to students and other external members, college magazine. These are often mentioned by our principal in inaugural & other speeches on various occasions while establishing its relevance.

- 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 it does and in a very systematic and ideal manner.

- 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.)

We have DAV CMC as the top management. Local Secretary of Dayanand Institutions has powers of Regional Director. He is administrative head of all Dayanand Institutions as mentioned in Introduction of Institution. The Principals of our four colleges fall under his subordination. All decisions and policy matters are finalized by the Local Secretary in coordination with principals and other heads of sections. Principal is the academic and administrative head of the college. We have no post of Vice Principal. For

office administration there is an LMC which meets twice in a year. The teaching and office staff work in coordination as per work distribution schedule which is prepared at the commencement of the academic year. Some offices like accounts, hostels' are common for all four colleges. The staff shares its expertise and experience coherently for the Dayanand Institution.

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?

Responsibilities are defined and communicated and are entrusted from the staff and that is the legacy of Dayanand Institutions at Solapur. The responsibilities within college are allocated on individual basis. Responsibilities during mega function are allocated to staff of all four colleges and high schools. Reporting is done well in advance.

The principal individually visits various internship schools, seeks feedback from students and teachers, personally contacts in some cases to school head masters / principal. Observance of responsibilities for in house / club related functions is done by respective teacher to whom the responsibility is allocated. This is furthered through student feedbacks.

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?

Yes. The responsibility of conveying is that of the Principal.

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

We don't see any barriers in achieving our vision, mission, objectives, though our vision and mission are not so poor that those can be easily achieved by any institution.

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 uses Principles of Scientific Management and through empowerment using strategies of centralization and decentralization of authority.

6.1.8 Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The role played by the Principal as the head of the college and the Local Secretary as the head of the Management are of true leadership to be quoted as:

True Leadership is lifting people's vision, raising their performance to higher levels and developing their personality beyond their expected limits.

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.

There are following various committees in our small but disciplined college which result in smooth functioning.

- **Admission Committees:** For admissions to B. Ed. and M. Ed. classes.
- **IQAC:** As the quality maintaining and guiding our policies and strategies, assessment and accreditation of college by NAAC in coordination with steering committee.
- **Planning Board & UGC committee:** For matters related to UGC funds, allocations of funds, research under UGC JRF, plans and actions on UGC matters
- **Construction committee:** Construction and renovation matters of college

building and infrastructure related matter.

- **Alumni association:** matters & decisions related to Alumni and their sharing to college development and extending support to alumni as well as present students.
- **Placement Cell:** Organization of events like Job fare, campus Interview, Interview preparation etc.
- **Grievance redressal cell / Committee:** Resolving grievances of employees and students
- **Avishkar Committee:** For participation of students, teachers and researchers in Avishkar University level and state level research contest.

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

The organizational Structure in descending order of power and authority is:

- 1) DAV CMC New Delhi
- 2) Local Secretary Dayanand Institutions, Solapur
- 3) Principal
- 4) Teaching and Non Teaching staff

The college has various cells, committees but not separate academic or administrative bodies.

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

- Admission committee
- Club / Houses Kul programmes
- Work distribution
- Student Council

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

We have not established MOU with other institutions, though we have

undertaken that work. We have long lasting collaborations with many agencies for decades. This has established work culture and association for mutual purpose / objectives harnessing fullest potential of members of both sides.

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, that is done for improving quality of teaching, quality of administrative services and facilities provided by the institution. It also helps to policy making and reporting expected changes and appreciations related to the curriculum.

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 institutions initiatives are directed towards:

- Strengthening strengths (so that limitations automatically dispel)
- Optimal utilization of resources
- Sharing resources human and non human
- Enhance opportunities of sharing for enhancing research and quality of research.
- Use student centered methods and techniques (40 or more as mentioned in annexure 17) for active and participative learning.
- Organize activities to enhance competencies, foster commitments and improve performance.
- Empowering students to construct knowledge
- Develop skills essential for life and entrepreneurship
- Foster lifelong learning leading to excellence

6.3 Strategy Development and Deployment

- 6.3.1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?
Yes, the institution has MIS in place. Dr. Smt. B. B. Pathan and our clerk Mr. A, G. Kadam look after collection and integration of institutional data. MIS has been made mandatory by the state government.
- 6.3.2 How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?
The allocation is need based, policy based and with the purpose of optimal utilization with maximum output within minimal time to satisfy maximal ends.
- 6.3.3 How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?
It is done as per rules and provisions being an aided college.
- 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?
Practice teaching schools are not involved but their time tables and vacations / holidays are taken into account while developing academic plan. Teacher of the department plans and consults with other teachers and the principal. When finalized all are informed by providing copies of the plan.
- 6.3.5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?
While making and allocating work and responsibilities.
- 6.3.6 How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?
Once or twice in a year through discussion with staff, authority and mainly through Vision 2020 committee.
- 6.3.7 How does the institution plan and deploy the new technology?

New technologies like Smart class, Digital language lab; concepts like constructivism, project based learning are demonstrated by experts and then practiced by staff with support and guidance from the agency providing the respective service and expertise.

6.4 Human Resource Management

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

Especially through new recruitments and sometimes when we observe lectures and demos of our colleagues and by peers.

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?

We use performance appraisal and promotional strategies as suggested by the UGC, the university and those approved by the state government.

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)

The welfare measures are:

- Awards and recognitions
- Dispensary & Medical bill reimbursement
- Group Insurance and individual insurances by Employee's Society and the university respectively.
- Hemoglobin and osteoporosis testing.
- Blood provided to relatives of staff.
- Loan from Credit society, advance in case of exigency
- Provident Fund contribution (EPF)
- Fee exemption to wards of staff having high merit

[we would like to begin with Employees Mutual Benefit Fund (EMBF) in the coming years if admissible]

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.

- English Improvement
- ICT skill development
- Participation of staff in Personality Development and leadership Development Programmes (PDLDP)
- Team Teaching workshop under extension activities for college teachers and school teachers.
- Hand writing improvement
- Staff confidence building
- Participation of staff in Interview preparation workshops
- Participation of staff in Nurturing creativity workshops

6.4.5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

For aided course we have to recruit staff as per provisions of reservation and with permission from university and government officials especially the office of the Joint Director. These are at par with NCTE UGC provisions except perhaps a few defer. Salary and allowances are as that given by state government. For non grant courses appointments are done through University Constituted committees but teachers work on consolidated pays.

6.4.6 What are the criteria for employing part-time/Ad-hoc faculty? How are the part-time/Ad-hoc faculty different from the regular faculty? (E.g. salary

structure, workload, specialisations).

In cases where regular full time staff expires or retires on superannuation, the post need to be approved by the university, then roster is to be checked by the government's special cell about reservation, approved by Joint Director, then that post is advertised, interviews are conducted by duly constituted university committee and the post is filled in by qualified candidate. This takes lot of time and mean while causes lot of in convenience. For this with consultation from Joint Director's office and with permission from university the post is advertised and filled in by suitable /qualified candidates temporarily on CHB / contractual basis / ad-hoc. Through walk in interviews. The CHB teachers are approved by the university only for a time span of not more than a year and usually a term only. The CHB lectures at most seven can officially be remunerated to such candidates. The proposals of remuneration of CHB are accepted by the concerned authority twice in a year. There is provision of appointing up to three teachers on CHB for a single full timer post. CHB appointed post fellow does not get regular allowances and full pay like full timer. At present they are paid Rs 240 per period of 48 minutes.

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 mostly the same advocated by the UGC. But in government aided institutions 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 has limited scope as now a days 5% of the total salary of 2009- 2010 is allocated as non salary grant to colleges. We insist MRP of teachers from UGC funds. Our teachers have already completed requisite refresher and orientation courses.

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 following facilities are provided to the faculty:

- Tables, chairs, cupboards, sitting places and separate guidance rooms for 1-2 teachers.
- Computers with internet facility are provided to each teacher.
- Accessibility of internet through WI-FI for computers and on personal mobiles is provided to teachers who want it.
- Printing facility for college, student, teaching related matters.
- Digital cameras are provided to individual teachers - two in one for internship, daily activities.
- Library and reading hall, Inflibnet facilities.
- All teachers are provided pen drives and audio recorders by the college.

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 are:

- Display of circulars and notices on notice boards and in staff meetings.
- Suggestion box
- Oral complaints they can record
- Feedback mechanism
- College notice board and display boards about matters of planning and implementation

- Through RTI
- They can lodge written complaints if any or inquire.

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.

Work distribution is prepared at beginning of the academic year. Teachers are allocated teaching and administrative workload judiciously looking at qualifications, strengths, as per choice and experience, and in conformity with NCTE / UGC/ Government regulation. Teachers have to work at least five hours a day and 36 hours a week. Teachers are continually engaged in teaching, research and guidance and examination work of college and university.

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

Yes, there is a mechanism to reward and motivate our staff members. The mechanism is Performance Based Reward System (PBRS), which is one of our quality policy /principles of quality management. This has relevance to the Performance Management (PM) cycle mentioned under criterion analysis of criterion I.

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.

Yes, the institution gets financial support from the government. The details of last three years are:

Sr. No.	2011-12	2012-13	2013-14
Salary	10334578	10940261	15027244
Non salary	260000	300000	300000

6.5.2 What is the quantum of resources mobilized through donations? Give information for the last three years.

No. The quantum of resources generated through donations is nil.

6.5.3 Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

Yes, the operational budget of the institution is adequate to cover day to day expenses. The deficit if at all any which sometimes is observed in budget is due to the late receipt of free-ship / scholarship of reserved category students.

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)

The budgetary provisions are:

- Fees from students
- Government grants
- UGC grant

The five years Income Expenditure statement details are not available in correct form as of now. Expenditure statement (for last two years) has been given in item 9 under criterion inputs of criterion VI.

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 are audited regularly. The internal and external audit procedures are:

- a) Through Internal local auditors (CA)

Procedure: Checking of receipts, day books, cash book, vouchers, salary sheets, ledgers and audit reports. No any pending paras or objections are there.

- b) Through the Joint Director Higher Education office of the Government.

Procedure: Verification of each and every voucher, salary sheet, time table, workload, service books, stock registers, property register including that of library on the basis of audited statements.

6.5.6 Has the institution computerized its finance management systems? If yes, give details.

Yes, by using i) Tally ii) College Management System (CMS).

6. 6 Best practices in Governance and Leadership

1. What are the significant best practices in Governance and Leadership carried out by the institution?

The significant best practices in Governance and Leadership carried out by the institution are:

- Leadership Development Programmes.
- Centralization & Decentralization of authority and participation of students in decision making.
- Common office of accounts and store and gymnasiums of all Dayanand Institution's concerns
- Organization of Common and annual Prize Distribution of Sports and academic awards / prizes of all the nine sections of Dayanand Institutions including the College of Education.

- We are celebrating the Platinum Jubilee celebration of Dayanand Institutions, Solapur in this academic year 2014-15. (2014-15 is also Diamond Jubilee celebration of Dayanand College of Education.)

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

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

The suggestion if any relevant under this criterion made by the previous NAAC Peer Team is number 8 about Micro Teaching skills. It was suggested that micro teaching skills are to be practiced methodology wise instead of in mixed group. Though we have been managing our strategies and resources fully towards this end, we cannot meet it fully because the admissions of students are not over before the commencement of academic year and we have to organize Micro teaching with the help of available teacher. Secondly the practice of teaching under micro teaching is supposed to be less subject / method oriented and more skill oriented. We admit humbly that this recommendation of last peer team cannot be fully followed.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to *Governance and Leadership*?

The quality enhancement and sustenance initiatives are mentioned above, some of which need specifically noted under this criterion which have really contributed to the development are:

- Personality Development Programmes
- Reframing institutional vision, mission. Stating of objectives, value system, quality policy, and vision 2020 statement.
- College website.
- Involvement of students in decision making

- Resources received from the UGC under Xth, XIth and XIIth plan. Resources received from state governments under non salary grants and also Rs. three lakhs received by the college from Maharashtra Governments under Jagar Janivanche Abhiyan.
- Interview Preparation sessions of 8-9 hours a day.
- Organization of conferences and workshops for students and teachers
- Nurturing Creativity workshops
- Leadership Development Programmes

6.1) Best Practices in Governance and Leadership

Best Practice 6.1) Teacher Competency Awards

1. ***Title of the practice:*** Dayanand Dr. Mardikar Teacher Competency Award
2. ***The context that required initiation of the practice (100-200 words):*** Colleges of education are meant for developing teacher competencies and fostering attitudes of teachers to contribute their best resources for academic, social, environmental and research oriented development by all teachers irrespective of students' grade they teach to. From this point of view it is essential to identify the noble work of in-service teachers and give recognition to them by awarding awards which add value to their valuable contribution as a teacher. With this philosophy the college has been practicing this innovative practice of awarding Dayanand Dr. Mardikar Teacher Competency Awards to three teachers- one each from primary, secondary and higher secondary level teachers in Solapur district. This practice has relevance to our quality policy of Performance Based Reward System (PBRS), vision, mission and objectives. It helped to strengthen our relationships with various stakeholders.
3. ***Objectives of the practice (50-60 words):*** There are following objectives in following this practice:
 - To identify the teachers who excel in their work as a teacher.

- To award the teachers by giving Dayanand Dr. Mardikar Teacher Competency Award.
 - To provide positive motivation and recognition to teachers for their noble work in their respective fields /levels / areas.
 - To put ideals of teachers' works, contributions and achievements before our students.
 - To provide an opportunity to students of learning how to become an entrepreneur than becoming simply a job seeker.
4. ***The Practice (250-300 words):*** The College has recently established MoU / collaboration with Prajakta Technology which is engaged in many industrial works including entrepreneurship development. The Prajakta Technology publishes a magazine called Udyojakat Vikas (Entrepreneurship Development). It also works in food processing and processed food exports. Mr. Atul Mardikar is the proponent and founder of it. Mr. Atul Mardikar is son of Dr. K. S. Mardikar who was the founder principal of the college and who had 27+ year tenureship as the principal of the college. In the name of his father Mr. Atul Mardikar has been giving these awards under the name and title 'Dayanand Dr. Mardikar Teacher Competency Awar, to the three teachers from Solapur district – one each among primary teachers, secondary teachers and higher secondary teachers. The incumbent principal of the college is the chair person in the selection of award winners and the ceremony of giving away the awards. Initially the college through advertisement invites proposal from teachers from Solapur district at the three levels for the awards. The teachers submit their proposals along with their individual information in the written format provided by the college. The proposals are analyzed by a duly constituted committee in which at least one teacher is national / state level award winner teacher, at least one member who is past recipient of this award and two members from college including the incumbent principal as the chairman of scrutiny committee. Member/ members from Prajakta Technology also represent scrutiny committee. The proposals are scrutinized by the committee by recording weightages of individual teachers under seven criteria. The awards are given away in a gracious

function organized by the college in liaison with Prajakta Technology in the month of February / March usually on 19th February which is the birth anniversary of Dr. K. S. Mardikar. Each of the award winners is felicitated by giving a framed citation, a certificate, and award amount of Rs.1000, shawl and memento / present. This is the most splendid function of the college, all expenses of which are borne by Prajakta Technology. This practice is being practiced for last about fifteen years. This award is assumed to be of the level of state level Maharashtra Government teacher award and is reckoned among the most prestigious one.

5. ***Obstacles faced if any and strategies adopted to overcome them (150-200 words):***

We have to spare time of about 15 to 20 hours of our time. Deploy very rigorous procedure in the selection enabling fullest transparency and credibility for merit selection. Financial adversity has never been a problem as the expenses are happily & solely borne by Prajakta Technology. We have improved the nature of the citation / memento in order to be of worth it stands for. It is named Dayanand Dr. Mardikar Teacher Competency Award, it represents the aura and credit of Dayanand College of Education.

6. ***Impact of the practice (1000 words):***

This award has been hallmark of recognition of work of a teacher. It has added value and prestige of the college. Teachers are motivated to work, research, publicize, and contribute for development of their institutions as well as that of the society. This has relevance to our objective as well as our quality policy. This is one of the benchmark practices of the college. Many teachers have been found striving hard for receiving this award. This way the college has been fostering positive social interaction and also enhances stakeholder relations through shared aims which is the very purpose of MoU. During this practice we organize every year a lecture of Mr. Atul Mardikar on entrepreneurship development. Adjoining to this function we have been organizing lectures of experienced teachers for professional development of our students and teachers. This provided our students and teachers to directly interact industry and professional persons and understand history of their striving life stories while becoming entrepreneurs, professional teachers as well as social servants. Our students feel

proud of being members of this college which has such long history and which recognized good works of teachers by giving them such awards.

7. **Resources required:**For the organization of this function on an average expenses around Rs 15000 to 20000 have been incurred. Format of teachers information on seven criteria recognized by the college, a committee of experts for selection of the award winners using the criteria. Local hospitality to participants, teachers and student and guest has been part of the expenses.

8. **Contact person for further details:**

Dr. V. B. Kidgaonkar as the teacher looking after cultural events. Mobile: 9850330788

Shri. Chhatrband S. M., Head Clerk Mobile: 9822615473

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Best Practice 6.2) Jagar Janivanche Abhiyan (JJA).

1. **Title of the practice:**Jagar Janivanche Abhiyan (JJA). (The Mission of Creating Awareness about women’s rights and atrocities against women in the society)
2. **The context that required initiation of the practice (100-200 words):** The Government of Maharashtra through it circular dated 23rd October 2012 advocated to systematically organize five activities as would be suggested by students (especially women/ girls) of the college which would help to dispel gender inequality and atrocities against women, so that women can pursue education and enjoin social rights at par with men. The circular also provided all the essential directions for presentation of college report, the marking scheme, award amounts and scrutiny committees at various levels etc. Appropriate weightage of 50 marks out of 100 marks for organization of activities including taking suggestions from students for gender related concerns and 50 marks for facilities, provisions, best practices, infrastructure, support services to women were prescribed by the government. The department of higher education of the Government of Maharashtra instituted first, second and third awards of Rs five lac, three lac and two lac respectively to colleges organizing the activities and

submitting the reports there of in the formats and order suggested by the government. Awards of Rs 1 lac and fifty thousand for first and second colleges at district level and that of Rs 2 lacs and one lac for standing first and second number colleges at university level were also instituted for the two successive years 2012-13 and 2013-14 only.

3. Objectives of the practice (50-60 words): The objectives for individual activity were specified by the college while we run the abhiyan; however, overall objectives in summative form are / were as follows.

- To create awareness about gender equality in colleges and society.
- To enable women to have equal opportunity of education.
- To create an atmosphere apprehension free and conducive for education of women.
- To curb atrocities and evil practices against women.

4. ***The Practice (250-300 words):*** On the recommendation of the state government & for developing consciousness about gender equality and addressing problems faced by women in society and educational institutions, the college organized 'Jagar Janiv Abhiyan' during 26th December and 31st December 2012. It comprised of a spectrum of activities including lectures, competitions, guidance session and rally. Dr. U. M. Rao's Lecture on Female Foeticide was organized on 27th December 2012, Adv. Shailaja Kyatam on 'Laws about Women' was organized on 28th December 2012, slogan contest was organized on 26th December, 2012; guidance of Dr. Smt. Bhoje P. R. on women sexual harassment prohibition committee for students of B. Ed. and M. Ed. course was organized on 29th December 2012; Elocution Competition and General knowledge test were organized on 30th December 2012. Rally for creating consciousness among society people was organized by the college on 2nd January 2012. This rally was inaugurated by Social Worker Smt. Chandrika Chavan and at the beginning she addressed the rally. The district level committee under the Abhiyan visited the college on 13th January 2013 for evaluation of the activities and committee reported its appreciation about the activities organized by the college under the

Abhiyan. The College Principal Dr. S. B. Kshirsagar was appointed as the coordinator for Solapur district for this abhiyan (mission) by the Joint Director, Higher and Technical Education. Copies of report of the college in written for contest and awards at district level, university level and also at state level were sent by the college. Though the college performance was good and was appreciated by the committee of examiners, the college did not receive any award this year. Similar activities and programmes were organized by the college during 2013-14 and the reports were sent for the contest and awards at district level, university level and also at state level. This year also our College Principal Dr. S. B. Kshirsagar was appointed as the coordinator for Solapur district for this abhiyan (mission) by the Joint Director, Higher and Technical Education.

5. Obstacles faced if any and strategies adopted to overcome them (150-200 words): There were no notable obstacles we faced in this abhiyan. Student teachers and non teaching staff delightfully participated in various activities and supported whole heartedly. During first year, i.e. 2012-13 we did everything so well that we could have been at the top in the organization of the activities among all colleges in Solapur district and under Solapur University also. But we did not get a single award. One reason of losing was perhaps the quality of report and its filing in the form of papers than a bound copy. The members were disappointed and were a bit reluctant to work with same zest and zeal. Without getting dismayed we re-enthused confidence, diligently worked for 2013-14, prepared a set of bound form of report copies with good quality and coloured prints. We won two awards worth rupees three lakhs and could succeed to overcome all odds. Actually we were expecting state level first or second award this year, but we did not get it. We are not complacent with our achievement, however; the abhiyan was only for two academic years 2012-13 & 2013-14, and hence, now, we have no more opportunity to succeed and be at the top at state level.

6. Impact of the practice (1000 words): The practice provided a wide spectrum of activities for college students and some for societal members also. These activities (not only of Dayanand College of Education but of all other colleges jointly) enabled to create an atmosphere conducive for free and fearless participation of women in all societal activities and opportunities including education. We cannot claim that all evil spirits are eradicated but surely it has contributed towards the very object of the Government of Maharashtra in the organization of the abhiyan as enunciated in the context required in the practice of the innovation. Very important (perhaps the most important) impact of the practice has been that the college has received two awards of the state government- the award of standing first at district level worth Rs. 100,000=00 and another award of Rs 200,000=00 standing first at university level in the contest under the abhiyan. As mentioned at the beginning pages along with the photograph of college staff receiving awards, the awards have been given away at the hands of the former Minister of Higher and Technical Education of the Government of Maharashtra Mr. Rajesh Ji Tope in the presence of other dignitaries including the Director of Higher Education, in a mega function arranged at Sydenham College, Mumbai on 20th August, 2014. The college received two awards, two trophies (mementoes) and two certificates. These awards have heightened our morale and boosted confidence. This has fuelled us to persevere, strive to excel and achieve highest height through competitive spirit for the noble cause of quality teacher education! These awards have not merely given Rs 300,000=00 to the college; but have added a value in the achievement of the college. These awards have given a new identity and recognition. It has also vindicated how a college (small in respect of intake and number of students) can be at the zenith of achievement through functional relevance by means of the organization of activities adhering to its vision, mission and objectives.

7. Resources required: Eminent scholars such as Dr. U. M. Rao who spoke on Female Foeticide, Advocate Smt. Shailaja Kyatam who spoke on Laws about Women, banners on rights of women, banners against women deprivation, LCD

projection system, audio recorder, camera for photograph etc were resources used. Apart from these we used print facilities and resources for printing the copies of reports.

8. *Contact person for further details*: Dr. Smt. P. R. Bhoje as the college coordinator of the Abhiyan during 2013-14. Dr. Smt. B. B. Pathan as the college coordinator of the Abhiyan during 2012-13. The phone numbers of these two teachers respectively are 08605148104 and 9860558644.

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Criterion-wise Analysis: 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.

The college has established IQAC in 2004. The IQAC composition for 2013-15 is given in annexure 13. Some of the major activities undertaken by the IQAC are:

- Framing and reconsideration of Vision, Mission, Objectives, strategies, value System, Quality Policy etc including vision 2020 statement.
- Work distribution
- Various committees and meetings of committees
- Planning, allocation of resources, feedback,
- Admission policy, Calendar of activities and execution of plans
- Student Council, Time table
- Research activities at research centre
- Social Service and Extension activities
- Staff academy
- Awards including Dayanand – Dr. Mardikar Teacher Competency awards.
- Organization of Induction Programme and various workshops
- UGC projects, Conferences, Seminars, Workshops
- Personality and Leadership Programmes for students & staff
- Planning, Management and execution of school experiences management

- Teachers' day Celebration and observance of Special / Subject days, Clubs and activities of Clubs.
- Job fare and campus Interviews
- Library and Library services, Book bank, Library Committee meeting.
- Performance Based Reward System (PBRs)

7.1.2 Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

We have not established a purposeful and systematic mechanism as such, but, the cognizance of this is always taken through IQAC meetings, LMC, Feedbacks and exam results. That is reflected through students' progression and developments also.

7.1.3 How does the institution ensure the quality of its academic programmes?

The institution judges and ensures the quality of its academic programmes through:

- Results, feedback from all sectors/ stakeholders
- Ongoing activities
- Rewards and recognitions received by the college, staff and students.
- Comparison with academics of other institutions and syllabi of other universities.

7.1.4 How does the institution ensure the quality of its administration and financial management processes?

The institution ensures the quality of its administration through feedback from different quarters, study of quality management and Total Quality Management (TQM) system. We deploy resources, employ strategies based on the principles of quality management (which are enunciated in the beginning pages of this RAR). Quality of financial management processes is judged through internal and external audit reports, remarks of respective

authorities.

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 as follows:

- Presentations in seminars and conferences about these practices
- Guiding other colleges and sister concerns on practices
- Providing support and giving guidance to those who come forward and ask for assistance
- Felicitating and appreciating people / teachers and societal members from our & other institutions who practice and promote good practices

7.2 Inclusive Practices

7.2.1 [How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.](#)

This is done through study and awareness created through Seminars. Conferences on topics like water management, human rights, women empowerment, gender equality, equalization of opportunity, inclusive education, social reconstruction, Right to Education act, needs of diverse groups, etc.

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 following are some of the topics in B. Ed. and M. Ed, curriculum that provide opportunity to students about these issues:

- Understanding role of teacher in the modern world
- Human rights and education

- Competencies and commitments of teacher, expectations from teaching profession
- Ethics for teacher and code of conduct
- Democracy and democratic values, the Constitution of India- its preamble and directive principles,
- Secularism, national integration,
- Various philosophies and schools of philosophy, their impact
- Socio-cultural scenario and global perspective
- Individualism, Socialism, Marxism, Fascism, democracy etc.
- RTE, RTI, Consumer act and education, education as a social system
- Child's rights
- Equality versus equity in education
- Inequalities, socially disadvantaged groups, gender disparity
- Education for national and international understanding, etc.

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:

- Practicum under various papers
- Psychology of teaching and learning
- Workshops on Models of teaching, Evaluation, Micro teaching etc
- school experience Internship two weeks, and practice teaching at schools
- Student centered methods of teaching, learning, sharing,
- By various methods and techniques 40+ used for teaching learning and evaluation as cited in annexure 17.
- Students' seminars, competitions, ICT projects, group projects
- Subject and special day celebration.

- Social Service
- Creativity & Personality Development

7.2.4 How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

We provide curricular and extra-curricular opportunities to students enabling them to learn, share, and understand the need and importance of development of students and persons from all deprived groups and also from diverse backgrounds, students with exceptionalities and issues of their inclusion.

7.2.5 How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

The institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution through:

- Financial support- personal and in the form of free ships and scholarships
- Extra guidance
- Mentoring by dairy group and subject teachers
- Ramps
- Providing extra time of half an hour during examination
- Providing treatment and guidance from specialist

7.2.6 How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The college handles and responds to gender sensitive issues as follows:

- The college has almost 50 % staff women who look after special needs of girls and provide guidance and support.
- We have anti ragging committee, Committee / Cell for prohibition of sexual harassment of women our teacher Dr. Smt. P. R. Bhoje, who is

the President of this committee, every year guide our students in class and through organized sessions

- External members as advocate Shailaja Kyatam, advocate Aparna Ramtirthkar, social worker Chandrika Chauhan have guided our students and teachers in specially organized events/ seminars
- The issues were addresses through state level conference on Human Rights and Education during October 2011.
- These topics and issues are included in present syllabi and thereby taught in classes.
- We address these issues while celebrating international women day.
- This issue is addressed through legal literacy camps also.
- We organize lectures of Dr. U. M. Rao, Principal Dayanand Law College on Female Foeticide, atrocities against women, Pre-Conception and Prenatal Natal Diagnostics Testing Act.
- We have recently received the State government's two awards - first at district level (Rs one lakh) and first at University level (Rs two lakh), certificates and mementoes in a mega function during August 2014 for the facilitation of women, addressing gender related issues, organizing activities / and programmes towards this end. This has been a hallmark and recognition of our humble dedication for the cause of women education and gender equality.

7. 3 Stakeholder Relationships

1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

This is done through the following:

- To the government through Email and letters as a response to their mails.
- To the Director HE and Statistical Officer through MIS
- To the university through postal and Email correspondence.
- To the society through news and news papers, website.
- To the students in meetings of Student Councils and college functions, notices.

- To the members of IQAC/ LMC/Planning Board through respective meetings.
- To the management through the Hon Local Secretary - oral and written feedback and achievements.
- To the alumni during meetings and visits to college news paper news.

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?

This is done through the following:

- Principal's message to students and staff separately or jointly
- Satisfaction of students is acknowledged through their feedback. However dissatisfaction of students is received through their complaints and suggestions in written and through suggestion box. These are happily accepted and considered to take appropriate administrative decisions.
- Other stakeholders such as parents, government officials, societal members convey their feelings and appreciations through occasional meets and written feedback with signatures.
- Audio and students oral feedback received through send off programme are noted and utilized for further development.
- Alumni also provided important data (on satisfactory functioning and feeling of pride for their association) when they meet us in alumni meets as well as when they visit college.

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?

This is done through the following:

We have four pillar evaluation and five pillared feedback mechanism. The feedback mechanism comprise of feedback of one's own self / experience that is conveyed usually in oral form; feedback of students through Students'

Evaluation of Teacher (SET) through our formal mechanism of recording feedback on printed formats; peer feedback on peer observation of lectures, demos, presentations etc in written format conveyed orally and signed; feedback of the Principal after observation of lecture, demo, presentation, and lastly from alumni in written and oral form. We receive feedback from practicing schools (format in annexure 12) and also from external examiners of practice lesson exam and those who conduct university viva voce. We identify strengths of students and teachers and help / support to strengthen their strengths. When we find that feedback is suggestive we comprehend the substance and immediate an action for long term solution. Feedback mechanism has helped us a lot in achieving and maintaining quality and also for sustenance through policy decisions. RTI also helped us to improve quality of our service.

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

1. [How are the core values of NAAC reflected in the various functions of the institution?](#)

The following table depicts how are the five core values of NAAC reflected and integrated in college functions and services:

Sr. No.	<i>Core Values of NAAC and related strategies, functions, activities of the College</i>
1	<p><i>Contributing to National Development</i></p> <ul style="list-style-type: none"> ➤ Quality Education imparted by the college itself is one of the most important contributions to national development. ➤ Our Vision, Mission and Objectives are strong and relevant to aims of education and national development. ➤ Inculcation of Core elements through syllabus. ➤ Audio Video display of live speech of Hon. Prime Minister Narendraji Modi on 5th September 2014 the Teachers’ day. ➤ Participation of Staff and students on <i>Swachhat Abhiyan</i> (Mission Cleanliness) ➤ Participation in legal literacy rally, rally on constitution day.

	<ul style="list-style-type: none"> ➤ Guest Lectures and presentations on ‘Save Girl Child’, ‘Female Foeticide’. ➤ Promotion of research at M. Ed. , M. Phil. And Ph. D. level including one at B. Ed. level also for award of degrees and participation in Avishkar research festival/contest, Anveshan. ➤ Activities under Jagar Janivanche Abhiyan promoting national development. ➤ Counseling, Guidance, facilities and special support to women and other deprived sections of the society. ➤ We, through our Vision, Mission and objectives help to promote equality, preserve cultural heritage, strengthen harmony, improve productivity, promote sincerity, spread feeling of unity, foster work culture so as to establish an egalitarian knowledge based society which would be a better place to live in. ➤ National days celebration. ➤ Orientation of rural people through cultural programmes. ➤ Working with fullest efficiency and not stealing time is preached through practice and sermons/ lectures during Personality Development. ➤ Job fare and campus interviews provide opportunities of Job, furthering employment and achieving to national objectives. ➤ We provide competent, committed and performance oriented teachers to the school and the society, which is contribution to national development. ➤ Organization of camp for voters’ registration and voting awareness by college in the college campus for all four colleges of Dayanand Institute during April 2014 Parliamentary elections and state assembly elections of October 2014.
2	<p><i>Fostering Global Competencies among Students</i></p> <ul style="list-style-type: none"> ➤ Life skills and skills, competencies required of teaching profession are developed through our rigorous training programme / courses B. Ed. and M. Ed. ➤ We build confidence; promote language proficiency including that of English communication, Computer literacy, Skills to use electronic gadgets and technology aids for efficient working. ➤ We prepare a mindset of accommodating people of diverse cultures and diverse needs to symbiotically live happy and peaceful life.

	<ul style="list-style-type: none"> ➤ Importance of international understanding, social cohesion, redress of tensions (stress management), managing work hours, cross cultural integration are also addressed through our curricular, co-curricular and extra-curricular activities and specially designed PD and LDPs. ➤ Opportunities to learn and use English as a language of modern age, Hindi a language uniting people of our country together, and Marathi and Local languages as means of understanding within and around families are provided, supported in our institute. ➤ Skills of using and handling media and technology, preparing a mindset to welcome competitive spirit, combat illiteracy, promote ICT literacy and legal literacy are also developed in PD and LDP. ➤ The concept of Global Citizenship is fostered through classroom lectures and activities.
3	<p><i>Inculcating a Value System among Student:</i></p> <ul style="list-style-type: none"> ➤ National Anthem and Prayer Every day at the college beginning. ➤ The college has identified well identified value system in the form of seven values which are inclusive of NAAC's five values. ➤ Value system is well promulgated on website and display boards. ➤ Be aware but still - - - a value orientation is displayed on website also on display boards. ➤ Special lectures / camps address value issues concerned with time management, perseverance, personality development, leadership development, positive mentality, dignity of labour. ➤ One of our objective is to guide for observance of principles of Arya Samaj and inculcate a sense of appreciation about contribution of great personalities with special reference to Swami Dayanand Saraswati. ➤ Participation of students and teachers in Legal literacy camps, rallies, poster presentations on these occasions provide a spectrum of opportunities which strengthen value orientation and observance of values. ➤ Values and ethics are emphasized in teaching and cultural programmes and also in Principal's Inaugural speech every year. ➤ For fostering national values and patriotism 15th August -the Independence

Day and 26th January –the Republic Day are celebrated by guest lecture on concerned topic along with some students’ activity like interview and felicitation of freedom fighters.

- Students’ competitions on debate, elocution, singing patriotic song, essay writing are organized on the events.
- Teachers and sometimes students also get orientation on Ethics of teaching profession. All teachers are provided this citation available on website of Pune University and also that of the UGC.
- Special lectures on commitments, excellence in teaching, and gratitude etc are delivered by the principal at practicing school - Junior College of Education.
- The punctuality, sincerity, are practiced first by faculty including the principal and staff and students follow it after they recognize its importance. Biometric and physical attendance with time in and time out for staff and students is maintained.
- Values of equality, fraternity, national integration, secularism, etc enunciated in the Constitution of India are furthered through lectures, presentations, panel discussions, conference on HRE-water management.
- Gender equality is imbibed through street play contest on ‘Women’, International Women’s day celebration and participation in equal opportunity.
- There is no discretion on the ground of caste, religion, sex, language etc for admission to the college but merit only.
- Principle of Equalization of opportunity is followed fully by providing scholarships and free ships to reserved category student; financial assistance to poor and needy students through earn while learn scheme.
- Cooperation, team work, team spirit are built through various group activities and also through sports.
- Discipline, Dress code, Aesthetic sense, Appreciation of beauty, etc through various activities and competitions.
- Learning experiences for enriching values, life skills and core elements.
- Vivek Vahini for eradication of blind faiths and for fostering scientific temperament.
- Subject Clubs and Cultural group activities for promoting subject –wise

	<p>values.</p> <ul style="list-style-type: none"> ➤ One period per week is preserved in regular time table for <i>Paripath</i> (Assembly) every week, which include items / activities on value education.
<p>4</p>	<p><i>Promoting the Use of Technology</i></p> <ul style="list-style-type: none"> ➤ Launch of college website and uploading various student oriented content. ➤ Use of digital camera and audio recorder by students and teachers ➤ Two Smart classrooms ➤ Wi Fi enabled campus with internet service available to all students and teachers. Teachers have access of Internet on their mobiles also through Wi Fi ➤ More than 300 power point presentations of teachers and students on variety of topics. ➤ Online services integrated for admission, scholarship, university payment, UGC receipts, communication, data sharing, MIS, AISHE survey. ➤ We teach IT paper content with digital facilities ➤ LCD projectors are used for day to day teaching. OHP also being used. Technology orientation provided to students which promote use of technology and propel our rationale of integration of technology into day to day life (and in education too). ➤ IT and ET as a compulsory paper for semester I of B. Ed. course and a compulsory paper on IT and Educational technology for M. Ed. also. ➤ Digital Language Laboratory along with Science, Mathematics, Psychology laboratory . ➤ Technology is integrated in every aspect of college functioning. ➤ Students' presentations using computer and internet on national and special day celebrations. ➤ Students use Laptop and other technology aids for practice teaching. ➤ IT practical, promoting students to submit their assignments through E mail. ➤ Office automated with more than five printers including wi fi printer, laserjet and inkjet printers. Wi Fi connectivity being used extensively for office purpose. ➤ Topics of Ph. D. study assigned to students are also technology based e.g. Programmed Learning by using computer PPT.

5

Quest for Excellence:

- The college Vision is 'Pursuit of Human Excellence' which totally coheres with NAAC value.
- Quest for Excellence and our Vision 'Pursuit of Human Excellence' have been reiterated in many speeches at various occasions and also in the Inaugural speeches of the Principal for last four years.
- We preach students and teachers to excel in every activity and service we render in our life.
- The Principal along with teachers put their utmost efforts in teaching, research, guidance, interaction to have excellent performance.
- Our teachers have been so expert that most of them exhibit their acumen and attitude of expertise with potential nature of utmost commitment which demonstrate excellence.
- The members of non teaching staff including the peons have been so adept in their work that we experience excellence.
- As a to be teacher, every trainee is motivated and supported to strengthen his/her strengths fully for the noble cause of education.
- If a teacher has to be excellent he has to have excellence in 10 competencies, 5 commitment and 5 performance areas those are suggested by the NCTE. We focus our energy to imbibe on the minds of our students, teachers and staff to be on pursuit of excellence while achieving our mission and vision.
- Our office staff match our very purpose and our mission / vision of pursuit of excellence by working with fullest dedication. Our non teaching staff member Mr. Chhatrabandh is also a man of excellence. He teaches SUPW/Work experience, preparation of teaching aids, preparing welcome boards. Excellence is reflected in his every work / activity.
- Our alumni speak volumes of our undoubted commitment for excellence that they have experienced.
- Our results speak volumes of our excellent performance in academics.
- Evaluation of Teacher by students, Internship experience sharing through students' presentations, peer observation of teaching of teachers, Mock Viva, are some of our benchmark practices which other institute learn from us.
- Our achievement of Maharashtra Government's first award at district level and first award at university level, both collectively worth of Rs three lakhs, under Jagar Janiv Abhiyan received during August 2014 is assign of our excellent performance.

* * *

Declaration by the Head of the Institution

Dr. S. B. Kshirsagar
Principal



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तमसो मा ज्योतिर्गमय

DAMANI PREMRATAN BHAIRURATAN

Dayanand College of Education, Solapur

Dayanand Nagar, Raviwar Peth, Solapur-413002 (Maharashtra)

Phone : 0217-2373237, 2374400 • Fax : 0217-2728900

Email : dcesolapur@gmail.com • Website : [http:// www.davsolapur.org](http://www.davsolapur.org)

DAV/143/2014/500



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.

Signature of the Head of the institution
with seal:

Place: Sholapur

Date: 30.10.2014

Annexure 1: A brief note on teacher education scenario in the state.

=====

D. P. B. Dayanand College of Education; Solapur, was first affiliated to University of Pune; Pune, till November 1962; later to Shivaji University Kolhapur till July, 2004 and at present to Solapur University, Solapur. Solapur University is the first university in India that established for a single district, the Solapur district. The university was established on 1st August 2004. Recently, this university has celebrated its 10th foundation day anniversary on 1st August, 2014. Apart from private universities and deemed to be universities which number 23+, there are, at present 22 state universities in the state of Maharashtra imparting traditional education of Arts, Commerce, Science, Education, Engineering, Pharmacy, agriculture and Law. Like other states, the state universities are governed by the state government and also majorly funded by the state government. The rules, regulations and directions of the University Grants Commission (UGC) are well observed by issuing resolutions and ordinances by the government. Teacher education is not an exception to this. The UGC regulation of 30th June 2010 and the Government of Maharashtra's resolution dated 15th February 2011 in compliance of the UGC regulation play a significant role in the educational administration of higher education institutions (HEIs) including the colleges of teacher education. The directions of National Council for Teacher Education (NCTE) in respect of qualifications, staff appointment, curricular planning and overall organization and administration of teacher education courses are observed. The NCTE regulations of 2009, 2010 are accepted by the state government in the form and way as those are enunciated by the NCTE. There are at present 3233 colleges other than TEIs in Maharashtra. Of these, 34 are government colleges, 1036 are aided but private colleges and 2163 are unaided private colleges other than TEIs. There are 12 government teacher education (B. Ed.) colleges, 44 aided but privately governed B. Ed. colleges and 486 unaided and privately governed B. Ed. colleges. These 486 are self-financed and affiliated colleges to various respective universities in Maharashtra. Apart from this, there are two private but aided and 74 private but unaided colleges of Physical Education. The number of Junior Colleges running the Diploma in Teacher Education is 1043. The colleges of

Education which have affiliation to UGC under 2f and 12B of its act receive UGC's funding under its development plans. There are no colleges of education in the state which have acquired autonomous status. On the recommendations of the supreme court of India, the government of Maharashtra has constituted during 2003 two committees called the Pravesh Niyantaran Samiti(PNS) and Shikshan Shulk Samiti (SSS) which control over the admissions in government and non-government, aided and unaided, colleges in the state. The control is for merit based and transparent admission system for all higher education courses. The SSS formulates strategies for fixation of fees in aided and unaided HEIs and regulates fee structures of courses and colleges institution-wise and as per their fee proposals. The PNS in coordination with the Director, H.E. office conducts entrance examinations and organizes Central Admission Process (CAP). For colleges of education there are two CAP run in the state. One is through the PNS and Director H. E. called Government Common Entrance Test (CET) while some other private colleges of education conduct Private Associations CET. All aided B. Ed. / M. Ed. colleges have to admit students through government CET and CAP only. However, unaided colleges of education can opt for either of the two. The Dayanand College of Education being an aided college, admits students through government CET and CAP.

The state government provides salary grants to all aided colleges and the UGC norms in respect of pay scales, qualifications, promotions under Career Advancement Schemes (CAS), performance appraisal, quality improvement and age of superannuation have been accepted as those are in UGC regulation. Financial assistance in the form of non-salary grant to the extent of 5% of the financial year 2009-10's approved salary is provided to the aided colleges by the state government. The teachers in aided colleges are paid salaries and other allowances as per sixth pay scales and UGC norms. There is good regularity in the payment of salaries. The teachers in aided colleges are paid salary arrears including D. A. differences from time to time as per government norms. However, the teachers appointed in unaided colleges do not normally receive salaries at par with the salaries and allowances as that of aided college teachers. Promotions of teachers under CAS and in grades from 6000 AGP to 7000, 7000 to 8000 and from 8000 to 9000 AGP is going on and is majorly undertaken by the office of Joint Director in consonance with the

university authorities. The Financial control in college is of parent institution, then that of Joint Director, then that of Senior auditor and finally that of Auditor General of the state. The institutions are recurrently and timely audited. The overall academic, financial and administrative set up of higher education in general is very good. Perhaps, that is why, Maharashtra is known for academics in India. The Dayanand College of Education and also overall Dayanand Institutions at Solapur have shown fullest transparency and accountability in financial and administrative matters.

* * *

Annexure2:Letter of Recognition from the UGC

Ph. 23236351, 23232701, 23237721
23234116, 23235733, 23232317
23236735, 23239437, 23239627

Extension No. 413 (CPP-I Colleges)
UGC Website: www.ugc.ac.in



UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

SPEED POST

F No 1-1/2004 (CPP-I)

March, 2010

The Principal,
D.P.B. Dayanand College of Education,
Solapur – 413 005,
Dist. Solapur,
Maharashtra.

26/03/2010

Sub: -Recognition of **D.P.B. Dayanand College of Education, Solapur – 413 005,**
Dist. Solapur, Maharashtra, under Section 2 (f) & 12 (B) of the UGC Act, 1956.

Sir,

With reference to your letter No. 2010/362 dated 22-02-2010 on the above subject I am directed to say that the name of **D.P.B. Dayanand College of Education, Solapur – 413 005, Dist. Solapur, Maharashtra,** is included in the list of Colleges maintained under Section 2 (f) & 12 (B) of the UGC Act, 1956 under the head Non Government Colleges teaching upto Post Graduate Degree. The College is also eligible to receive Central assistance under Section 12 (B) of the UGC Act.

Yours faithfully,

(Sunita Gulati)
Section Officer

ATTESTED COPY


Principal
**D. P. B. Dayanand College
of Education, Solapur**

1/4/2010

* * *

Annex 3: Letter of Permanent Affiliation of Solapur University

सोलापूर विद्यापीठ
सोलापूर- पूणे महामार्ग, केगांव
सोलापूर- ४१३ २५५ (महाराष्ट्र)
website : <http://su.digitaluniversity.ac>



SOLAPUR UNIVERSITY
SOLAPUR - Pune National Highway Kegaon,
SOLAPUR - 413 255 (Maharashtra)
Phone / Fax : 091-0217-2744470

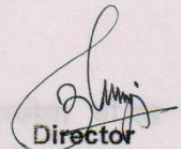
Ref. No. : **SUB/BCUD /Affi / 2856** Date: **18 JUL 2013**

CERTIFICATE

प्रति
मा. प्राचार्य
डॉ. पी. डी. दामनी प्रेमरातन भैरुरातन
दयानंद
This is to certify that, Damani Premratan Bhairuratan's Dayanand College of Education, Solapur, Dist.- Solapur 413002 (M.S) has permanent affiliation of this university for B.Ed course being conducted by the college.

It is also certify that, the said college's M.Ed.course has been granted affiliation of this university upto the academic year 2014-15.


This certificate is issued upon the request letter dated 08.07.2013 of the said college.


Director
Board of College & University Development

*Received the letter
Prin. DCB 25/07/2013*

Annexur4A: A copy of the latest recognition order issued by NCTE about M. Ed. intake

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)
पश्चिम क्षेत्रीय समिति


NCTE

National Council for Teacher Education
(A Statutory Body of the Government of India)
Western Regional Committee

ORDER

EXPRESS-POST

No.WRC/APW08131/125253/113140/140/2010/71812 Date: 29.10.2010
29/11

Whereas, WRC, NCTE has granted recognition to D.P.B. DAYANAND COLLEGE OF EDUCATION, D.A.V. COLLEGE, MANAGING COMMITTEE, PLOT NO. 96-B, RAVIWAR PETH, SOLAPUR, DIST. SOLAPUR - 413002, MAHARASHTRA for conducting M.ED. (M)(CO-ED) course with an annual intake of 25 under Section 15 of the NCTE Act, 1993 vide order No.WRC/5-6/124/2009/59712-59717 dt. 25.08.2009.

And whereas, NCTE, New Delhi vide its letter F.No.49-4/2010/PT/NCTE (N&S)/ dtd. 30.07.2010 has communicated to intimate the institution having approved M.Ed. programme to enhance the existing intake to 35 students from the current session 2010-2011 as notified National Council for Teacher Education Amendment Regulation, 2010 in the Gazette of India on 26th July, 2010.

And whereas the matter was also placed in 140th meeting of WRC and Committee resolved that "the decision of the NCTE Hqrs to enhance the intake for the M.Ed. programme from 25 to 35 from the current session i.e. 2010-2011 be sent to all the concerned institution".

Now therefore, in exercise of the powers vested to WRC under Section 15(3) of NCTE Act 1993 the intake of your institution is enhanced from present intake of 25 to 35 from the session 2010-2011.

The other conditions mentioned in the recognition No.WRC/5-6/124/2009/59712-59717 dt. 25.08.2009 remains the same.

The Manager to Govt. of India
Department of Publications, (Gazette Section),
Civil Line, Delhi-110054.

Regional Director (I/C)

C.C

1. The Principal, D.P.B. DAYANAND COLLEGE OF EDUCATION, D.A.V. COLLEGE, MANAGING COMMITTEE, PLOT NO. 96-B, RAVIWAR PETH, SOLAPUR, DIST. SOLAPUR-413002, MAHARASHTRA.
2. The Secretary, (Higher Education) Govt. of MAHARASHTRA, Mantralaya, Mumbai, Maharashtra.
3. The Registrar, SOLAPUR UNIVERSITY, SOLAPUR, MAHARASHTRA.
4. The Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, New Delhi.
5. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadur Shah Zafar Marg, New Delhi-110002.
6. Office Order File APW08131/125253/113140.

Regional Director (I/C)

Received
Principal
13/11/2010

मानस भवन, श्यामला हिल्स, भोपाल - 462002 Manas Bhawan, Shyamla Hills, Bhopal - 462002
दूरभाष/Phone : 0755 - 2739672, 2660915, 2660379, 2660372, फेक्स / Fax: 0755 - 2660912,
E-mail : wrc@ncte-india.org Website : www.nctewrc.co.in
NCTE HQrs. Website : www.ncte-india.org

Copying this letter sent to (1) Director (I/C) (2) A/c Section

ATTESTED COPY
Principal
D. P. B. Dayanand College
of Education, Solapur

**Annexur4B:A copy of the latest recognition order issued by NCTE B. Ed. recognition
Continuation**

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)
पश्चिम क्षेत्रीय समिति



National Council for Teacher Education
(A Statutory Body of the Government of India)
Western Regional Committee

No.WRC/113140/123/2009/ 58927

Date:31.07.209

10/8

ORDER

Recognition was granted to **D.P.B. DAYANAND COLLEGE OF EDUCATION, RAVIWAR PETH, SOLAPUR, 413002 MAHARASHTRA** by the Western Regional Committee, NCTE, Bhopal vide its order No.WRC/5-6/20/2000/7567-72 dated **05.10.2000** for **B.ED.** course with an intake of **80** students.

Institution was inspected under section 17 of NCTE Act.

WRC in its 123rd meeting held on July 28-29, 2009, decided to continue the recognition.


Regional Director(I/c)

Copy to:

1. The Principal, D.P.B. DAYANAND COLLEGE OF EDUCATION, RAVIWAR PETH, SOLAPUR, 413002 MAHARASHTRA.
2. The Secretary, (Higher Education), Government of MAHARASHTRA, Mantralaya, Mumbai
3. The Registrar, SOLAPUR UNIVERSITY, SOLAPUR, MAHARASHTRA.
4. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001.
5. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadurshah Zafar Marg, New Delhi-110 002.
6. Office Order file/Institution files 113140

मानव भवन, श्यामला हिल्स, भोपाल - 462002 Manas Bhawan, Shyamla Hills, Bhopal - 462002

दूरभाष/Phone : 0755 - 2739672, 2660915, 2660379, 2660372, फेक्स/Fax : 0755 - 2660912,

E-mai : wrc@ncte-india.org Website : www.nctewrc.co.in

NCTE HQrs. Website : www.ncte-india.org

Annexure 5:Calendar of Activities 2014-15

D.P.B.Dayanand College of Education, Solapur Calendar of Activities -First Term 2014-15

Sr. No.	Month	Day and Date	Programme	In-charge
1	July	1 July 2014(GL)	Vasantrya Naik Birth Anniversary Arya Yajna	VBK
2		1 July 2014 to 31 July 2014	Work of NAAC	PRB/VBK
3		11 July 2014	World Population Day	VBK
4		12 July To 20 Aug 2014	Admission Process	VKB/KJS
5		3 July 2014 (GL)	Lokmanya Tilak Birth Anniversary	VBK
6	August	1 Aug 2014 (GL)	Bal Gangadhar Tilak – Death Anniversary, Shahir Annabhau Sathe Birth Anniversary	VBK
7		1 to 8 Aug 2014	Biometric Registration, Scholarship Related Work, Bank Account, TC Migration etc.	SMC/PSK
8		3 Aug 2014 (GL)	Kranthishinha Nana Patil Birth Anniversary	VBK
		5 Aug 2014	College First Day of Student & Micro-Teaching practical start	KJS
10		14 Aug 2014	Micro-Teaching start Second round admitted Student	KJS
11		15 Aug 2014	Independence Day Celebration Wall paper presentation, Guest Lecture	PRB
12		19 Aug 2014	Ahilyabai Holkar Death Anniversary	BBP
13		20 Aug 2014 (GL)	Saddbhavana Din, College level Social Service	VKB
			Micro Teaching Third Round admitted Student	KJS
14		21 Aug 2014	Induction Programme Inauguration Programme & Principal's address	VBK
15		25 Aug 2014	Lesson Planing Lectures and Demo Lesson on School	LVB
16		30 Aug 2014	Lecturer on Physical Education	KJS
17	Sept.	5 Sept 2014	Teachers' Day Celebration and Elocution competition , wall paper presentation	KJS
18		8 Sept 2014	Practice Lessons Start	LVB
19		13 Sept 2014	Hindi Day (14 Sept) Celebration and Wall paper presentation, students speeches.	BBP

20		15 to 20 Sept 2014	School Experience No.1 with social service	LVB
21		30 Sept 2014	Lecture on Physical Education, Organization of games	KJS
22	Oct.	2 Oct 2014	Mahatma Gandhi Birth Anniversary Seminar on Gandhian Philosophy & /Elocution competition Lal Bahauddur Shastri Birth Anniversary	SKS/PRC
			Lal Bahauddur Shastri Birth Anniversary	
23		4 to 8 Oct 2014	Workshop- Models of Teaching	KJS
24		8 Oct 2014 (GL)	Maharshi Valmiki Birth Anniversary	LVB
25		11 Oct 2014	SUPW Workshop (Sky Lamp)	SMC
26		11 Oct 2014	Physical Education – Games	KJS
27		18 Oct 2014	Book Review ‘ Book I like the most ’ Collection of fund world Blind Day	VBK SMC
			Collection of fund world Blind Day	SMC
28		31 Oct 2014 (GL)	Sardar Vallhabhai Patel Birth Anniversary and Indira Gandhi Death Anniversary , Sankalp Din	VKB
29	Nov.	1 Nov 2014	Physical Educaton-Lecture & organization of games	KJS
30		8 Nov 2014	One day trip	VKB
31		10 Nov to 15 Nov 2014	School Experience No.2 With Social Service	LVB
32		14 Nov 2014	Pandit Neharu Birth Anniversary Organic Technology Day	PRB
33		19 Nov 2014 (GL)	Indira Gandhi Birth Anniversary & National Integration Day	KJS
34		26 Nov 2014 (GL)	Constitution Day, Legal literacy camp one day College level social service Reading of Preamble	LVB
35		29 Nov 2014	Mahatma Phule Death Anniversary	VBK
36		30 Nov 2014To 22 Dec 2014	Vacation	

D.P.B.Dayanand College of Education, Solapur
Calendar of Activities -Second Term 2014-15

Sr. No.	Month	Day and Date	Programme	In-charge
37	Dec	6 Dec 2014 (GL)	Dr.Babasaheb Ambedkar Mahaparinirvan Din (Death Anniversary)	BBP
38		23 Dec 2014	Ramanuj Birth Anniversary Maths Day&Blood Donation	KJS
39		23 Dec To 26 Dec 2014	Jagar Janeev Abhiyan and Paper cutting reading, discussion on women Empowerment Awareness programme, On Gender, Equality of Women right.	
40		28 Dec 2014	Social Service Camp of Social level	VKB
41	January	3 Jan 2015 (GL)	Savitribai Phule Birth Anniversary (Balika Din) Speech of students	LVB
42		3 Jan 2015	Lecture – Organised by Extersion Service Centre	
43		5 Jan 2015	Health check-up camp	KJS
44		6 Jan 2015	SUPW Workshop - Preparation Greeting Card	VKB
45		12 Jan 2015 (GL)	Jijau Maasaheb Jayanti / Swami Vivekanand Jayanati celebration	SKS/PRC
46		14 Jan 2015	Geography Day/ SUPW – Greeting Exhibition	VBK
47		15 to 19 Jan 2015	Work Shop of CCM	KJS
48		23 Jan 2015 (GL)	Netaji Subhaschandra Bose Birth Anniversary	BBP
49		24 Jan 2015	Physical Education / Game/Sport.	KJS
50		26 Jan 2015	Republic Day celebration / Wall paper presentation patriotic song by student group	VKB
51	February	10 to 16 Feb 2015	Practice Lesson – University exam	LVB
52		19 Feb2015 (GL)	Chhatrapati Shivaji Maharaj Jayanti	PRB
53		19 Feb to 24 Fed 2015	Evaluation Workshop	KJS
54		21 Feb2015	Physical Education Games/Sport	KJS
55		27 Feb2015	Marathi Rajya Basha Din, Students speech (Elocation competition)	LVB
56		28 Feb 2015	Science Day celebration	PRB
57	March	4 Mar 2015	Story Telling Workshop Association with Sane Guruji	VBK

			Kathamala Solapur (Extension Service)	
58		8 Mar. 2015	World women's Day Women Empowerment awareness programme	BBP
59		11 Mar.2015	Chhatrapati Shambaji Maharaj Balidan Din	KJS
60		12 Mar 2015 (GL)	Yashwantrao Chavan Jayanti Celebration	VKB
61		17 Mar 2015	Dayanand- Dr. Mardikar Competent Teacher competency Award function	SMC
62		28 Mar.2015	Physical Education / Games/Sport	KJS
63	April	1 to 2 April 2015	Question Bank Discussion	VBK
64		4 April 2015	Physical Efficiency Test	KJS
65		9 April 2015	Chhatrapati Shivaji Maharaj Death Anniversary	SKS/PRC
66		11 April 2015 (GL)	Mahatma Jyotirao Phule Birth Anniversary	PRB
67		14 April 2015 (GL)	Dr.Babasaheb Ambedkar Birth Anniversary	BBP
68		27 April 2015 (GL)	Mahatma Basveshwar Jayanti	LVB
69	May	21 May 2015 (GL)	Dahashadwad (Anti – Terrorsim Day for Promoting Non-Violence	PRB
70		31 May 2015 (GL)	Maharana Pratapshivva Chauhan Jayanti	VKB
71	June	26 June 2015 (GL)	Rajarshi Shahu Maharaj Jayanti and Samajik Nyay Din	

* * *

Annexure 6: Timetables B. Ed. course

D. P. B. Dayanand College of Education, Solapur

B. Ed. (2014-15) SEMESTER-I Time-table**** (With effect from 27/10/2014)

Period No.	Day → Timing ↓	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
	7.30 to 7.35	Prayer & National Anthem						
1	7.35 to 8.20	Paper-V (K. J. S.)	Paper-IV (V. B. K.)	Paper-II (L. V. B.)	Paper-I (V. K. B.)	Paper-I (B. B. P.)	Prayer Paper-IV (G. M. G)	
2	8.20 to 9.10	Paper-III (P. R. B.)	Paper-III (P. R. B.)	Paper-V (S. B. K.)	Paper-II (K. J. S.)	Paper-II (K. J. S.)	Paper-I (B. B. P.)	
		9.10 to 9.40 SHORT RECESS						
3	9.40 to 10.30	Paper-IV (V. B. K.)	Paper-II (L. V. B.)	Paper-I (V. K. B.)	Paper-IV (G. M. G)	Paper-III (P. R. B.)	Paripath/Value Ed. Phy. & Health Ed. /	
4	10.30 to 11.20	Paper-VI L & M (V.K.B./B.B.P. L.V.B./K.J.S.)	Paper-VII Sc. & So. Sc. (SKS/V.B.K. / P. R. B.)	Paper-V (G. M. G)	Paper-V (S. B. K.)	Paper-III (V. B. K.)	Paper-VII Sc. & So. Sc. (G. M.G/V.B.K./ P.R.B.)	
5	11.20 to 12.10	Paper-VII Sc. & So. Sc. (S.K.S/ V.B.K. P.R.B.)	Paper-VI L & M (V.K.B/B.B.P L.V.B/K.J.S.)	Paper-VI L&M (B.B.P/V.K.B L.V.B / K.J.S.)	Paper-VII Sc. & So. Sc. (G.M.G. /V.B.K. P.R.B.)	Paper-VI L & M (B.B.P./V.K.B. /L.V.B/K.J.S.)	PDP & Creativity /Psychology Expt. (All Teachers)	
6	12.10 to 1.00	IT Practical (Gr. - I KJ S) Lesson Guidance	IT Practical (Gr. - II-LVB) Lesson Guidance	IT Practical (Gr. - III-VBK) Lesson Guidance	IT Practical (Gr. - IV-PRB) Lesson Guidance	IT Practical (Gr. - V-BBP) Lesson Guidance		
7	1.00 to 4.00	LUNCH BREAK - LESSON GUIDANCE & OBSERVATION, AND OTHER ACADEMIC ACTIVITIES (Microteaching of late admitted Students) Diary Group Meeting 12.40 - 1.00 (All Teachers)						

shinde
In charge

Timetable Department
(Dr. K. J. Shinde)

Shinde
Principal
(Dr. S. B. Kshirsagar)

Annexure 7: Timetables M. Ed. course

D.P.B. Dayanand College of Education, Solapur.
M.ED. TIME-TABLE-2014-15 Sem-I w.e.f. 25/8/14

Period No Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8.00 to 8.10	National Anthem & Prayer	National Anthem & Prayer	National Anthem & Prayer	National Anthem & Prayer	National Anthem & Prayer	National Anthem & Prayer
1 8.10 to 9.00	P-III PRC	P-II KJS	P-V PRC	P-I VBK	P-V PRC.	P-VI SKS
9.00 TO 9.30 SHORT RECESS						
2 9.30 to 10.15	P-II LVB	P-I VKB	P-IV SKS	P-V P-I PRC VKB	P-II LVB	Phy.& Health Ed./So.Ser./ Value Ed./Diary Group
3 10.15 to 11.05	P-IV GMG	P-I BBP	P-I VBK	P-II LVB	P-III PRB	P-V PRC
4 11.05 to 11.55	P-II KJS	P-IV GMG	P-III PRB	P-VI SKS	P-VI SKS	P-VI PRB
11.55 to 12.05 SHORT RECESS						
5 12.05.to 12.55	Research, Guidance	P-III PRC	P-V PRC	P-III SBK.	P-III SBK.	P-I P-IV VKB ØRC
6 12.55 to 1.45	IT Practical / Seminar	Research, Guidance	P-IV SKS	P-VI SKS	P-VI SKS	IT Practical / Tutorial
7 1.45 to 2.20	Lib. Work / Research, Guidance	Lib. Work / Research, Guidance	Lib. Work / Research, Guidance	Lib. Work / Research, Guidance	Lib. Work / Research, Guidance	Lib. Work / Research Gui

Mr. S. K. Suryawanshi
Time-table In-charge

Dr. L. V. Bamane
Co-ordinator M.Ed.

Dr. S. B. Kshirsagar
Principal

Annexure 8: Sample form of student feedback on curriculum and faculty : B. Ed.

दयानंद शिक्षणशास्त्र महाविद्यालय, सोलापूर
विद्यार्थ्यांकडून शिक्षकांचे मूल्यमापन - बी.एड २०१३-१४
प्रत्येक मुद्द्यांना १० गुण आहेत. प्रत्येक चौकटीत ० ते १० गुण नोंदवावेत

दिनांक-

भाग- अ) संख्यात्मक मूल्यमापन

क्र	निरीक्षण मुद्दे	डॉ. एस. बी. क्षीरसागर	डॉ. ए. एस. घाडगे	डॉ. व्ही. के. बामणे	डॉ. पी. आर. भोले	डॉ. बी. बी. पठाण	डॉ. एल. त्रिही. बामणे	डॉ. व्ही. बी. किडगांवकर	डॉ. के. जे. शिंदे	श्री. एम. जी. कांबळे	एकूण गुण
१.	प्रस्तावना, हेतुकथन व शीर्षकलेखन										
२.	प्रश्न-दर्जा, विचारण्याची पध्दत, उत्तरांचा स्वीकार, प्रबलन व दुरुस्ती										
३.	आवाज-पुरेसा मोठा, स्पष्ट, आवाजातील चढउतार										
४.	भाषा- प्रभुत्व, शुध्दता, ओघ										
५.	आशयप्रभुत्व, व्याख्यानाची तयारी व विषयाभिरुची										
६.	शिक्षकाचा आत्मविश्वास व उत्साह										
७.	स्पष्टीकरण क्षमता- आशयाचे संघटन व सादरीकरण										
८.	शैक्षणिक साधने, नवीन तंत्र व पध्दतीचा वापर										
९.	विद्यार्थ्यांबाबत समान, निष्पक्षपाती व सौहार्दपूर्ण वर्तन										
१०.	फलकलेखन -स्पष्ट, अचूक, पुरेसे										
११.	विद्यार्थ्यांना भावना, मत व विचारांसाठीचे स्वातंत्र्य देणे										
१२.	विद्यार्थ्यांच्या प्रश्नांचे व शंकांचे निरसन										
१३.	अध्यापनातून विद्यार्थ्यांना मिळणारी प्रेरणा										
१४.	संकलन/समारोप										
१५.	अध्यापनाचा एकूण परिणाम										
	एकूण - १५०पैकी गुण										

अ.क्र	शिक्षकांची नावे	धनबाबी	सुधारणात्मक बाबी/मर्यादा
१	प्रा डाॅ. क्षीरसागर एस.बी.		
२	श्री.कांबळे एम.जी (ग्रंथपाल)		
३	डाॅ घाडगे ए.एस		
४	डाॅ.बामणे व्ही.के		
५	डाॅ. पी.आर.भोजे		
६	डाॅ.श्रीमती. बी.बी. पठाण		
७	डाॅ.श्रीमती. एल.व्ही बामणे		
८	डाॅ.व्ही.बी. किडगांवकर		
९	डाॅ.के.जे. शिंदे		

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विद्यार्थ्यांकडून शिक्षकांचे मूल्यमापन

भाग- ब) गुणात्मक मूल्यमापन

१.	बी.एड अभ्यासक्रमाबाबत अभिप्राय-(विषय/घटक कोणते सोपे-अवघड करतात ? कोणते घटक / विषय / उपघटक बदलावेत ?)
२	शैक्षणिक कार्यक्रमांबाबत व अभ्यासक्रम पूर्ण शिकविण्याबाबत अभिप्राय-
३	महाविद्यालयीन सोयी-सुविधांबाबत अभिप्राय-
४	अध्यापक व प्राचार्यांबाबत अभिप्राय-
५	सरावपाठ व छात्रसेवाकालाबाबत अभिप्राय-
६	मानसशास्त्र प्रयोग व प्रात्यक्षिकांबाबत अभिप्राय-
७	कार्यालयीन कर्मचारी, ग्रंथालय, इ.बाबत अभिप्राय.-
८	अहवाल लेखन, तोंडी परीक्षा इत्यादिबाबत अभिप्राय -

९	महाविद्यालयातून मिळणाऱ्या शैक्षणिक व व्यावसायिक मार्गदर्शन- नोकरीसाठी संधी या बाबत अभिप्राय -
१०	वैकल्पिक विषय राबविण्याबाबत अभिप्राय व सूचना -
११	या महाविद्यालयातील परिसंवाद व चर्चासत्र इत्यादीमधील सहभागाबाबत अभिप्राय -
१२	इतर महाविद्यालयातील सेमिनार/ चर्चासत्र इत्यादीमधील सहभागाबाबत अभिप्राय -
१३	महिलांसाठी सुविधा व सेवाबाबत -
१४	या महाविद्यालयात रॅगिंग , महिला छळ , महिला अत्याचार, जातीयवादी भेदाभेदाची वागणूक इ.बाबत निरीक्षण/अभिप्राय
१५	महाविद्यालयातील विशेष आवडलेल्या बाबी -
१६	महाविद्यालयातील नआवडलेल्या बाबी -
१७	इतर अभिप्राय आणि पुढील वर्षासाठी सूचना

Annexure 9: Sample form of student feedback on curriculum and faculty M. Ed.

दयानंद शिक्षणशास्त्र महाविद्यालय, सोलापूर

एम.एड विभाग

(विद्यार्थ्यांकडून शिक्षकांचे मूल्यमापन प्रपत्र २०१३-२०१४)

(प्रत्येक मुद्यांना १० गुण आहेत. प्रत्येक चौकटीत ० ते १० गुण नोंदवावेत.)

क्र	निरीक्षण मुद्दे	डॉ. एस. बी. बीरसानर	डॉ. व्ही. के. बामणे	डॉ. पी. आर. मोघे	डॉ. बी. बी. पणप	डॉ. एन. व्ही. बामणे	डॉ. व्ही. बी. विडगांवकर	डॉ. के. जे. शिंदे	एस. के. सुर्यवंशी	सौ. पी. आर. विघोळकर	एकूण गुण
१.	प्रस्तावना, हेतुकथन व शीर्षकलेखन										
२.	प्रश्न-दर्जा, विचारण्याची पध्दत, उत्तरांचा स्वीकार, प्रबलन व दुरुस्ती										
३.	आवाज-पुरेसा मोठा, स्पष्ट, आवाजातील चढउतार										
४.	भाषा- प्रभुत्व, शुद्धता, ओघ										
५.	आशयप्रभुत्व, व्याख्यानाची तयारी व विषयाभिरुची										
६.	शिक्षकाचा आत्मविश्वास व उत्साह										
७.	स्पष्टीकरण क्षमता-आशयाचे संघटन व सादरीकरण										
८.	शैक्षणिक साधने, नवीन तंत्रे व पध्दतीचा वापर										
९.	विद्यार्थ्यांबाबत समान, निष्पक्षपाती व सौहार्दपूर्ण वर्तन										
१०.	फलकलेखन - स्पष्ट, अचूक, पुरेसे										
११.	विद्यार्थ्यांना भावना, मत व विचारांसाठीचे स्वातंत्र्य देणे										
१२.	विद्यार्थ्यांच्या प्रश्नांचे व शंकांचे निरसन										
१३.	अध्यापनातून विद्यार्थ्यांना मिळणारी प्रेरणा										
१४.	संकलन/समारोप										
१५.	अध्यापनाचा एकूण परिणाम										
	एकूण - १५०										

अ. क्र.	शिक्षकांची नावे	धनबाबी	सुधारणात्मक बाबी/मर्यादा
१	प्रा डॉ. क्षीरसागर एस.बी.		
२	श्री.कांबळे एम.जी (ग्रंथपाल)		
३	डॉ.बामणे व्ही.के		
४	डॉ. श्रीमती पी.आर भोजे		
५	डॉ.श्रीमती. बी.बी. पठाण		
६	डॉ.श्रीमती. एल.व्ही बामणे		
७	डॉ.व्ही.बी. किडगावकर		
८	डॉ.के.जे. शिंदे		
९	श्री. एस.के.सुर्यवंशी		
१०	सौ. पी.आर.चिंचोळकर		

M.Ed Other 4-5

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एम.एड् अभ्यासक्रम, शैक्षणिक कार्यक्रमांबाबत अभिप्राय

१.	एम.एड् अभ्यासक्रमाबाबत अभिप्राय-
२.	वेळापत्रकाबाबत अभिप्राय-
३.	शैक्षणिक कार्यक्रमांबाबत अभिप्राय-
४	महाविद्यालयीन सोयी सुविधांबाबत अभिप्राय-
५	अध्यापक व प्राचार्याबाबत अभिप्राय-
६	छात्रसेवाकाल व शालेय अनुभव व भेट अभिप्राय-
७	प्रात्यक्षिकांबाबत अभिप्राय-
८	कार्यालयीन कर्मचारी , ब्रथालय, इ.बाबत अभिप्राय. -
९	संशोधन सुविधांबाबत अभिप्राय -
१०.	संशोधन आराखडा, संशोधन मार्गदर्शन, तोंडी परीक्षा इत्यादीबाबत अभिप्राय -

११	महाविद्यालयातून मिळणा-या वैयक्तिक शैक्षणिक व व्यावसायिक मार्गदर्शन व संधीबाबत अभिप्राय-
१२	वैकल्पिक विषय राबविण्याबाबत अभिप्राय व सूचना
१३	आपल्या महाविद्यालयाने राबविलेले व चर्चासत्र इत्यादीमधील सहभागाबाबत अभिप्राय.
१४	इतर महाविद्यालयातील चर्चासत्रा /कार्यशाळा/ परिषद / स्पर्धा इत्यादी मध्ये तुम्ही भाग घेतला का ? या संधीबाबत अभिप्राय. महिलांसाठीच्या सुविधा व सेवांबाबत
१५	महिलांसाठीच्या सुविधा व सेवांबाबत
१६	महाविद्यालयातील विशेष आवडलेल्या बाबी -
१७	महाविद्यालयातील न आवडलेल्या बाबी -
१८	इतर अभिप्राय आणि पुढील वर्षासाठी सूचना -
१९	जाणीव जागर अभियानाबाबत आपले मत - महाविद्यालयाने राबविलेले उपक्रम कसे वाटले ?
२०	राज्यस्तरीय पथनाट्य स्पर्धाबाबत अभिप्राय.

Annex 10: Audited income-expenditure statement for the previous financial year (2013-14)

C/F		16497376.00	C/F		23196389.07
BY GYMKHANA EXPEND.					
EXTRA CURRICULAR ACT	975.00		By Deficit		
EXTRA MURAL ACT.	4700.00				1475294.67
MISC. EXP.	10907.00				
YOUTH FESTIVAL EXP.	1390.00	17972.00			
TO OTHER EXPENDITURE					
DEVELOPMENT FUND (60%)	960.00				
DEVELOPMENT FUND (40%)	894.00				
COMPUTER PERIPHERALS	2588.00				
WEBSITE DEV.	7776.00				
VIVA - VOCA	772.00				
VPN INTERNET CONNEX.	9268.00	22258.00			
TO REFUND SALARY GRANT		1417813.00			
TO TUITION FEE EXP.		609719.00			
TO ADMISSION		60.00			
TO UNIVERSITY FEES A/C					
SOLAPUR UNI. EXAM FEE	120610.00				
ELIGIBILITY FEE	7800.00				
ADMISSION FEE	1872.00				
YOUTH FESTIVAL	936.00				
UNI. PRO-RATA FEE	3120.00				
UNI. EMERGENCY FUND	780.00				
SOL.UNI.DEV.FUND	3900.00				
E-SERVICE FEES	3900.00				
SSIP	1192.00				
ELIGIBILITY PAPER CHARGES	624.00				
CONDUCT OF UNIV. EXAM.	10000.00				
CAP	300000.00				
COMPUTER EXAM. FORM	480.00	455214.00			
TO UGC GRANT EXP. A/C					
UGC REFUND (FINALIZATION)	64475.00	64475.00			
TO IMPREST		1000.00			
TO FBC GRANT		21660.00			
TO VOPKRAM		10000.00			
TO FBC SCHOLARSIP		185779.00			
TO GPF FINAL		768817.00			
TO SEMINAR & WORKSHOP		14293.00			
TO WORK EXPERIENCE		454.00			
TO OTHER SALARY EXP.		4178602.00			
TO REFUND OF FEE		11403.00			
TO SOCIAL SERVICE CAMP		500.00			
TO DEPRECIATION CHARGES		394288.74			
TOTAL :-		24671683.74	TOTAL :-		24671683.74

DATE :-
PLACE :- SOLAPUR

Audited and found correct As per our Report of Even Date
FOR S.M.V. & ASSOCIATES
CHARTERED ACCOUNTANTS

[Signature]
PRINCIPAL
DAMANPURI GIRLS BHAIKURATAM
DAYANAND COLLEGE OF EDUCATION
SOLAPUR.



[Signature]
M. VAIDYA
PROPRIETOR
M. NO. 39173

205, Gold Finch Peth,
TRIVENI CLASSIC',
 Solapur-413007
 Phone No.2323248,2623248

SMV & ASSOCIATES
 Shrinivas Madhhavrao Vaidya
 B.Com F.C.A
 Chartered Accountant

D.P.B. DAYANAND COLLEGE OF EDUCATION, SOLAPUR
INCOME & EXPENDITURE A/C FOR THE YEAR ENDED 31.3.2014

EXPENDITURE		Rs.	INCOME		Rs.
TO SALARY A/C			BY GOVT. GRANT A/c -		
BASIC TEACHING	3590662.00		SALARY GRANT	15027244.00	
CLERICAL	299240.00		NON-SALARY GRANT	300000.00	15327244.00
CLASS IV	637200.00				
G.P. TEACHING	756355.00		BY FEES A/C		
CLERICAL	109850.00		TUTION FEES	1843510.00	
CLASS IV	122650.00		ADMISSION FEE	6840.00	
D.A. TEACHING	4283826.00		LIBRARY FEE	12600.00	
CLERICAL	370880.00		GYMKHANA FEE	18900.00	
CLASS IV	737518.00		T.C. FEE	6600.00	
H.R.A. TEACHING	891543.00		LABORATORY FEE	25200.00	
CLERICAL	75688.00		COLLEGE DEV. FUND	4300.00	
CLASS IV	152760.00		ARREARS FEES	0.00	1917950.00
C. TEACHING	11036.00				
CLERICAL	2880.00		BY UNI. FEES A/C		
CLASS IV	5170.00		SOLAPUR UNI. EXAM FEE	126920.00	
T.A. TEACHING	90349.00		ELIGIBILITY FEE	7900.00	
CLERICAL	3600.00		ASHWAMEDHA FEE	2580.00	
CLASS IV	10800.00	12152007.00	YOUTH FESTIVAL	1720.00	
			UNI. PRO-RATA FEE	3440.00	
TO 6TH PAY ARREARS		4037859.00	UNI. EMERGENCY FUND	860.00	
TO WASHING ALLOW. - CLASS IV		3600.00	SOL.UNI.DEV.FUND	4300.00	
			E-SERVICE FEES	8600.00	
TO CONTINGENCY EXP.			SSIP	1290.00	
POSTAGE	1394.00		CONDUCT OF UNIV. EXAM.	0.00	
TELEPHONE	25260.00		COMPUTER EXAM. FORM FEE	0.00	157610.00
AUDIT FEE	4900.00				
STATIONERY	28842.00		By BANK INTEREST A/C		
PRINTING	26003.00		INTEREST A/C 561	134168.07	
CONTINGENCY	89197.00		INTEREST NON-SAL. A/C 562	6301.00	
ELECTRICITY CHARGES	29211.00		INTEREST OTHER A/C 563	10561.00	151030.07
SCIENCE LABORATORY	18235.00				
CONVEYANCE	2558.00		BY STAFF RECOVERY		
TADA	2572.00		SALARY RECOVERY	785.00	785.00
BUILDING RENT	16300.00				
ADMINISTRATIVE CHARGES	5000.00		BY OTHER RECEIPTS A/C		
AFFILIATION CHARGES	15000.00		EBC GRANT	11400.00	
ELECTRIC MATERIAL	3551.00		CAP	300000.00	
BANK COMMISSION	833.00		EBC SCHOLARSHIP	6600.00	318000.00
MISC. EXP.	54.00				
ADVERTISEMENT	1520.00		TO UGC GRANTS		
TEACHING AID	700.00		UGC GRANT XII PLAN	400000.00	400000.00
REPAIRS TO EQUIPMENT	9855.00	280985.00			
			BY GFP FINAL		768817.00
TO LIBRARY EXPEND.			BY SEMINAR WORKSHOP		16050.00
LIBRARY READING ROOM	18404.00		By BANK COMMISSION		301.00
LIBRARY PERIODICAL	4521.00	22925.00	BY OTHER SALARY EXP.		4137602.00
			BY IMPREST		1000.00
C/F		16497376.00	C/F		23196389.07



Annex 11: University results for previous academic year

D. P. B. Dayanand College of Education, Solapur

B.Ed. Result 2013-14

ROLL NO.	NAME OF THE STUDENT	SEAT NO.	OUT OF 750	%	CLASS	COLLEGE RANK
9230	NANAWARE KAVITA VITTHAL *	184085	588	73.5	I WITH DIST	I
9263	SURVASE JAYSHRI SUBHASH*	184069	584	73	I WITH DIST	II
9214	SUTKAR PANKAJ RAMESH	184077	559	69.88	I ST CLASS	III

TOTAL NO. OF STUDENTS ADMITTED FOR THE B.ED. COURSE	78
TOTAL NO. OF STUDENTS APPEARED FOR B.ED. EXAM	75
RESULT DECLARED	75
FIRST CLASS WITH DIST - L 2	2
FIRST CLASS - L21+ G 21	42
SECOND CLASS -L19 + G 7	26
PENDING	0
FAIL	5
TOTAL	75
% RESULT OF THE COLLEGE	93%

PRINCIPAL

DATE : 6/6/2014

D. P. B. Dayanand College of Education, Solapur
M.Ed. Result 2013-14

TOTAL NO. OF STUDENTS ADMITTED FOR THE M.ED. COURSE	09
TOTAL NO. OF STUDENTS APPEARED FOR B.ED. EXAM	08
RESULT DECLARED	08
FIRST CLASS WITH DIST	---
FIRST CLASS	05
SECOND CLASS	03
PENDING	0
FAIL	0
TOTAL	08
% RESULT OF THE COLLEGE	100 %

* * *

Annex 12: Sample of feedback on Practice Teaching by Teacher Educators, by Peers and Staff of Practice teaching Schools

D. P. B Dayanand College of Education, Solapur.

Form of Feedback of Teachers about Annual Lesson of the College.

1. Content knowledge of student-teachers.

<i>Poor</i>	<i>Fair</i>	<i>Medium</i>	<i>Good</i>	<i>Excellent</i>

2. Explanation skill of student-teachers.

<i>Poor</i>	<i>Fair</i>	<i>Medium</i>	<i>Good</i>	<i>Excellent</i>

3. Using teaching aids

<i>Chart</i>	<i>Tape-recorder</i>	<i>Laptop</i>	<i>O.H.P</i>	<i>L.C.D</i>

4. Interaction of trainee with the school students.

<i>Poor</i>	<i>Fair</i>	<i>Medium</i>	<i>Good</i>	<i>Excellent</i>

5. Students' response in Evaluation.

<i>Poor</i>	<i>Fair</i>	<i>Medium</i>	<i>Good</i>	<i>Excellent</i>

6. Effectiveness of teaching

<i>Poor</i>	<i>Fair</i>	<i>Medium</i>	<i>Good</i>	<i>Excellent</i>

7. Your opinion about Annual Lesson / participation during experience

Your comment about organization of annual lesson by the college

(Name):

(School):

(Date):

(Designation):

(Signature) ;

* * *

Annexure 13: The IQAC

D. P. B. Dayanand College of Education, Solapur .

Internal Quality Assurance Cell (IQAC)2013-2015

01	Dr. S. B. Kshirsagar	Chairperson, Principal of the College
02	Dr. U. M. Rao	Member (Senior Administrative Officer& Principal, Dayanand Law College)
03	Dr. Smt. P.R. Bhoje	Coordinator
04	Dr. V. B. Kidgaonkar	Co-coordinator
05	Dr. V. K. Bamane	Member
06	Dr. Smt.B. B. Pathan	Member
07	Dr. L. V. Bamane	Member
08	Dr. K. J. Shinde	Member
09	Dr. M. G. Kamble	Member (Librarian)
10	Shri. P. K. Divanaji	Member (Management Representative)
11	Shri. Birajdar V. B.	Member (Accounts Department)
12	Shri. Chhatraband S. M.	Member (Head Clerk)
13	Dr. Yevale N. A.	Member(Nominee from Local Society)
14	Shri. P. M. Madhekar	Member(Nominee from Local Society)
15	Smt. Shaikh Rafat Mustaque	Member (Student)

* * *

Annexure 14: The Planning Board and UGC Committee

D. P. B. Dayanand College of Education, Solapur .
Planning Board & UGC Committee of the College 2013-15

1.	Dr. S. B. Kshirsagar	Chairman & Principal
2.	Dr. H. N. Jagtap	Advisor
3.	Dr. Smt. P.R. Bhoje	IQAC & NAAC Co-ordinator
4.	Dr. V. P. Ubale	AAdvisor
5.	Dr. V. K. Bamane	Member
6.	Dr. K. J. Shinde	Member
7.	Smt. P. R. Chincholkar	Member
8.	Shri. S. K. Suryawanshi	Member
9.	Smt. A. S. Gaddam	Member (Librarian)

* * *

Annex 15: Awards won by the staff

Sr. No.	Name of the Staff	Name of Award and Level	Award Given by	Year
1	Shri. Suryakant M. Chhatraband	Best Non Teaching Staff of 2010-11 Award	Dayanand Institution, Solapur	2011
2	Dr. Kisan Jijaba Shinde	Best Teacher Award in the name of Dr. H. N. Jagtap 2010-11	Dayanand Institution, Solapur	2011
3	Dr. Kisan Jijaba Shinde	Certificate / Citation for Contribution in the Field of Education.	Jay Bhavani Education Society, Giravi	2000
4	Dr. Smt. Lata Vishnu Bamane	Best Teacher Award in the memory of late Yashwant Madwanna 2010-11	Dayanand Institution, Solapur	2011
5	Dr. Smt. Batulbi B. Pathan	Best Teacher Award 2011-12	Dayanand Institution, Solapur	2012
6	Dr. Shirang B. Kshirsagar	UGC –CSIR Junior Research Fellowship award	UGC -CSIR	1988
7	Dr. Shirang B. Kshirsagar	C-DAC D.I.T. First among all staff of Vidya Pratishthan	Vidya Pratishthan, Baramati	1999
8	Dr. Shirang B. Kshirsagar	UGC Teacher Research Fellowship Award	UGC	2004
9	Dr. Shirang B. Kshirsagar	Avishkar 2006 University Level Research Project	University of Pune, Pune	2006
10	Dr. Shirang B. Kshirsagar	Avishkar 2006 Inter University Research Project	University of Pune, Pune	2006
11	Dr. Shirang B. Kshirsagar	Best Teacher for M. Ed.	V. P. College of Education, Baramati	2009
12	Dr. Shirang B. Kshirsagar	Felicitaton and Citation for Best Contribution in Education.	Anantpal Nutan Vidyalaya Shikshan Samiti, Shirur Anantpal	2010
13	Dr. Shirang B. Kshirsagar	State level Manav Mitra Puraskar	Kavya Mitra, Pune	2012
14	Dr. Smt. P. R. Bhoje	Avishkar Ph. D. level Researcher	Solapur University, Solapur	2010
15	Shri. Somnath K. Suryawanshi	Avishkar Ph. D. level Researcher	Solapur University, Solapur	2014

* * *

Annexure16:List of awards by the institution / the college for students**D.P.B.Dayanand College of Education, Solapur**
Prize Distribution list of prize winning students (PD 2013-14)

Sr. No.	Full Name of the Student	Prize / Award Description
1.	Alure Vaishali Parameshwar *	Late Mrs.Sushilabai Vibhute Memorial Prize of Rs.200/- donated by Mrs.Indumati Ramchandra Kadiyal for Standing First in B.Ed. Exam.2013 in the College.
2.	Choudhari Varsha Tulshidas *	Shri Ramkrishna Jaytirth prize of Rs.100/-for standing Second in position in order to merit in the college B.Ed. Examination held on March 2013
3.	Alure Vaishali Parameshwar *	Late Prin.Dr.K.S.Mardikar Prize of Rs.100/-for Standing First B.Ed at Examination held on March 2013
4.	Dhangekar Rupali Vitthal	Prin.B.V.Bapat Prize of Rs.50/- for standing First in Educational Psychology in the College held in March 2013
5.	Gaikwad Laxmi Shrimant	Sou. Krishnabai Narayan Deshpande Prize of Rs.100/- for standing FIRST in B.Ed.Part II Examination 2013.
6.	Pawar Supriya Bharat*	Late Dattatraya Govind Mokashi Prize of Rs.100/- for his Standing First in Secondary Edu.& Teacher Education at B.Ed Examination held in March 2013
7.	Dhodmise Motiram Revappa	Late Prin. Mukund Ramchandra Kamatkar Memorial prize of Rs.100/- (Divided) for his standing FIRST in Educational Philosophy at B.Ed Examination held in March 2013
8.	Choudhari Varsha Tulshidas *	Sou.SakhutaiRamkrishna Prize of Rs.100/-for standing SECOND at B.Ed Examination held in March 2013
9.	Shikhare Pradeep Jalindhar	Shri.G.M.Dindorkar Prize of Rs.700/- for the Best Performance in Hindi Methodology in the college during the year 2013-14

10.	Dhasade Harsharani Bharat *	Late Prin.Rajshekhar Kalase Prize of Rs.100/- donated by B.Ed. student of 1998-99 Batch for the Best Performance in Mathematic Methodology in the during the year 2013-14
11.	Nanaware Kavita Vitthal *	Late Shri Bhagwanrao Waman Mundhe Memorial Prize of Rs.100/- donated by Late. Prof. Mundhe H.B.for the “ Best Student ” in B.Ed. during the year 2013-14
12.	Gaikwad Laxmi Shrimant	Late Malikarjunappa Shivapuje (Madhekar)Prize of Rs. 400/- donated by Prof. P.M. Madhekar for standing SECOND in B.Ed.Part II Examination.
13.	Nanaware Kavita Vitthal *	Mrs.S.G.Patil Prize of Rs.400/- for the “ Best Student Teacher ” in B.Ed.in the college during the year 2013-14
14.	Sagar Saraswati Rajan*	Prof. S.P Nulkar Prize of Rs.100/- for the Best Distinguished Student of Science Method in the college during the year 2013-14
15.	Kadganchi Seema Somshekhar	Mrs. Sunila Nulkar Prize of Rs.100/- for her securing FIRST position amongst Ladies Students B.Ed. Examination held in March/April 2013.(NOT Winner of any other prize ONLY LADIES)
16	Vastre Sadhana Bharat	Shri. P.S.Budharam prize of Rs. 250/- for standing First in M.Ed. in Exam held in March 2013 Late Shri. Mukund Ramchandra Kamatkar Prize of Rs.100/- for standing First in M.Ed. Class. Miss. Shubhangi Diwakar Deshpande Prize of 100/- for standing First in M.Ed. Class. Shri. Dattoba Lachappa Sakhar Prize of Rs.250/- standing First in M.Ed. Class.
17	Bansode Jyoti Datta	Mrs.Shantabai Baburao Kshirsagar Prize of Rs.250/- for the “ Best Student Teacher ” in M.Ed.in the college during the year 2013-14
18	Mandre Pratima	Late Smt. Parvatibai Dikolhe Memorial First prize of

	Pandurang*		Rs.500/-donated by Mrs. Katap Usha Shivashankar for standing First in the B.Ed Exam of Y.C.M.O.U. Nashik held in May 2013.
19	Godse Annasaheb*	Pratibha	Late Smt. Parvatibai Dikolhe Memorial Second prize of Rs. 500/-donated by Mrs. Katap Usha Shivashankar for standing Second in the B.Ed Exam of Y.C.M.O.U. Nashik held in May 2013.
20	Shivgunde Madappa	Avadhut	Late Smt. Parvatibai Dikolhe Memorial Third prize of Rs.500/-donated by Mrs. Katap Usha Shivashankar for standing Third in the B.Ed Exam of Y.C.M.O.U. Nashik held in May 2013.

* * *

Annex 17: List of methods and techniques used by the college

D. P. B. Dayanand College of Education, Solapur.

Our Methods and Techniques of Teaching, Learning and Evaluation.

1.	Inductive and Deductive Method	उद्गामी व अवगामी पध्दती
2.	Lecture Method	व्याख्यान पध्दती
3.	Demonstration Method	दिग्दर्शन पध्दती
5.	Experimental Method	प्रायोगिक पध्दती
6.	Journey Method	प्रवास पध्दती
7.	Brainstorming	बुद्धीमंथन
8.	Seminar	चर्चासत्र
9.	Group Discussion	गटचर्चा
10.	Panel Discussion	पथकचर्चा
11.	Project Method	प्रकल्प पध्दती
12.	Analysis & Synthesis Method	पृथक्करण पध्दती व संयोजन पध्दती
13.	Excursion Mehod	सहल पध्दती
14.	Interiew Technique	मुलाखत तंत्र
15.	Programmed Learning	क्रमान्वित अध्ययन
16.	Review Method / Review lesson	समालोचन पध्दती पाठ
17.	Problem solving Method	समस्या निराकरण पध्दती
18.	Team Teaching	सांघिक अध्यापन
19.	Supervised study	पर्यवेक्षित अभ्यास
20.	Insturctional Method	अनुदेशन प्रणाली
21.	Questioning Method	प्रश्नोत्तर पध्दती
22.	Television Mehod	दूरदर्शन पध्दती
23.	Heuristic Method	स्वयंशोधन पध्दती
24.	Computer Aided Instiuction (CAI)	संगणक सहाय्यीत अनुदेशन
25.	Brain Based Learning Teachnique Strategy	मैदू आधारित अध्ययन अध्यापन पध्दती
26.	Online and offline Learning	ऑन लाईन व ऑफ लाईन अध्ययन
27.	Radio Method	आकाशवाणी पध्दती
28.	Internet	आंतरजाल (इंटरनेट)
29.	Cooperative Learning	सहकार्यात्मक अध्ययन
30.	Project Based Learning (PBL)	प्रकल्प आधारित अध्ययन पध्दती
31.	Microteaching	सूक्ष्मध्यापन
32.	Models of teaching	अध्यापनाची प्रतिमाने
34.	Role Play	भूमिकाभिनय
35.	Simulation	अभिरूपता
36.	Feeb back Mechanism	प्रत्याभरण
37.	Evaluation of Teacher by Student (ETS)	विद्यार्थ्यांकडून शिक्षकाचे मूल्यमापन
38.	Examination (Wriiten, oral, Practical)	परीक्षा (लेखी, तोंडी, प्रात्यक्षिक)
39.	Tutorial	प्रपाठ
40.	Higher Order Thinking Skill (HOTS)	उच्च विचार करण्याचे कौशल्य
41.	Reflective Thinking	विमर्शी विचार

Annex 18: Report of Compliance of suggestions of Previous Peer Team

Sr. No.	Suggestions and Recommendations:	Compliance
1	<p>➤ The college should set up an Internal Quality Assurance Cell (IQAC) for continuous internal quality checks, all through the year designating one staff member as Chief Quality Auditor (CQA).</p>	<p>Internal Quality Assurance Cell (IQAC) has been established and Dr. Smt. P. R. Bhoje is the coordinator of NAAC steering committee and IQAC, Principal is the president of IQAC. College follows Principles of Total College Management (TQM) as mentioned in criterion analysis.</p>
2	<p>➤ It is better to provide detailed Academic Calendar or brochure covering the information about the number of lessons of the peers to be observed, demonstration lessons to be given by the Teacher educators in each methodology both at micro and macro levels including the demonstration lessons for 'Models of teaching'.</p>	<p>The college has prepared brochure. Academic calendar is prepared and put to notice and also on college website. Students are informed about number of lessons and their expected roles in micro teaching, models of teaching etc during Induction Programme and thereafter also.</p>
3	<p>➤ The College may take measures for establishing the labs for language, work experience, physical sciences, social studies ... and equip the existing labs as per NCTE norms</p>	<p>Language lab and computer lab are established. Psychology lab in separate room / class could not be established but is being improved. Science lab is already established decades ago. In addition Mathematics lab is established and is being improved.</p>

4	➤ Student teachers may be trained using computers in preparing their lesson plans and in teaching different school subjects using computers.	Extensively computers and internet sources are used to prepare lesson plans. Wi Fi networked Computer laboratory is widely used for it. Students present / show these in viva voce. It is also advocated in compulsory IT course practical.
5	➤ Under community work 'Back to school programme' wherein each student teacher enrolls at least two-drop outs and Adult education could be introduced.	More extensive Surveys are being conducted than is mentioned / suggested by peer team.
6	➤ The present system of conducting tutorial needs a complete change. Tutorials constitute a small group of 7-8 students and to be conducted by faculty properly oriented to the philosophy of tutorials to promote self-directed study, higher-order thinking skills and interaction skills.	The previous system of conducting tutorial was not rejectable and hence we felt injudicious to totally change it though suggested by NAAC peer team. After due discussion with staff we are using mixed form / system of conducting Tutorials. Tutorials are to some extent are conducted in subject-wise constituted a small group of 7-8 students and promote self-directed study, higher-order thinking skills and interaction skills.
7	➤ Staff members may apply for financial assistance for getting minor/major research projects and action research may be undertaken.	➤ Staff members have received financial assistance from the UGC for getting minor research projects and action research may be undertaken.

8	<p>➤ Micro teaching skills are to be practised methodology wise instead of in mixed group. Methodology faculty can demonstrate at least five micro skills, five macro lessons and two models of teaching in practising school.</p>	<p>➤ Excluding few exceptions, maximum Micro teaching skills are practiced methodology wise instead of in mixed group. Methodology faculty has been used demonstrate at least five micro skills, five macro lessons and two models of teaching in practicing school. Added to this peer observation and evaluation is also followed.</p>
9	<p>➤ Computerisation of Library should be taken up immediately.</p>	<p>➤ Computerisation of Library has been completed, library transactions are fully computerized.</p>
10	<p>➤ Faculty may be encouraged to prepare self learning / print material in their own course paper.</p>	<p>➤ Faculty is encouraged to prepare self learning / print material in their own course paper, net based online and offline material is used by faculty in teaching</p>
11	<p>➤ The institution can start employment / placement cell. It can also provide guidance and counselling cell for the students.</p>	<p>Placement Cell, Job fare and campus interviews, interview workshops are extensively organized almost every year for last four / five years.</p>

Annexure 19: Vision 2020 framed by the college

D. P. B. Dayanand College of Education, Solapur

VISION 2020

Sr. No.	Plan of Action leading to Vision 2020	Tentative Duration /Beginning From
1	To secure highest grade and top score of reaccreditation of college by NAAC.	2011 onwards, Especially 2013-14
2	To begin with skill based and employment oriented courses.	2013-2020
3	To provide more opportunities to students and society to develop their skill for integrating technology in day to day life.	2010 onwards
4	Provide knowledge and training of necessary soft skills, language skills to teachers, students and people in the society.(Extension Activities)	2010 onwards
5	To attract more funds from UGC, NAAC and other agencies for college development and research	2011 onwards
6	To organize university, state, national and international level conferences/ workshops/ seminars on pertinent topics.	2010 onwards
7	Library computerization.	2011-2013
8	To provide opportunities to the students to understand through Social Service the social milieu in which they live so that they can dedicate their best to the society.	2010 Onwards
9	To undertake Major and Minor Projects of UGC and other agencies.	2010 onwards
10	To provide Wi-Fi connectivity to DCE campus(especially in labs)	2013 onwards
11	To improve quality of education in this college and help other institutions.	2010 onwards
12	To seek status of College with Potential for Excellence (CPE) in this 12 th plan of UGC.	2013 onwards
13	To increase participation in sports and physical education activities.	2011 onwards
14	To provide quality electricity power and maintain continuity	2013 onwards
15	To study for and if applicable seek autonomous status.	2013 onwards
16	To begin with centre for conducting refresher and orientation courses of Academic Staff College of other university / this university.	2014 onwards
17	To improve infrastructure facilities. To build an auditorium cum theatre with a capacity of 1500 or more.	2013 onwards
18	To establish special cells / centres for study and promotion of Human Rights, thoughts of Swami Shri Dayanand Saraswati and Shri Vivekananda.	2014 onwards
19	To prepare a special hall called "Motivation Room".	2013 onwards
20	To seek status of 'Advanced Research Centre' to the research centre of our college.	2010 onwards
21	To support researchers to avail facility of JRF at our Ph. D. research centre.	2012 onwards
22	To conduct activities and programmes enabling the students and learners to develop their personalities to the highest possible capacity and create resources for sustenance.	2010 onwards
23	To create an awareness about legal literacy among students and societal	2011 onwards

	members.	
24	To promote activities of Career Guidance cell and Extension Centre	2010 onwards
25	To begin with MSCIT and other ICT courses for resource generation	2013 onwards
26	To provide special training programmes for building confidence and availing job opportunities.	2010 onwards
27	To provide a platform so as to conduct Solapur University Yuva Mahotsav (Youth Festival) and other state level academic, cultural and sports activities.	2014-16
28	Staff academy programmes	2010 onwards
29	To undertake researches in various areas of health, banking, transport, Environment & social awareness. To conduct extension activities towards this end.	2011 onwards
30	To contribute to social and national development by participating in programmes suggested by state / central government such as 'Jagar Janiv Abhiyan', 'Decade of Safety', etc.	2012 onwards
31	To particularly work for eradicating social evils as Female Foeticide, Dowry System.	2010 onwards
32	To promote campus discipline and take security measures	2013 onwards
33	To promote research under DSM, M. Ed. And Ph. D. and improve its quality	2011 onwards
34	To conduct programmes like 'Teacher Competency Building Programme' (TCBP) which will enable new and practicing teachers to hone their teaching skills and mould right attitudes to be professional teachers of the modern world.	2011 onwards
35	To establish more linkages with academic, corporate and NGOs..	2013 onwards
36	To conduct contests / competitions on burning issues before the nation; Project Based Learning (PBL) and other social matters in order to promote human dignity, equality of opportunity and gender equality.	2012 onwards

Other unplanned achievements which we want to achieve but are not within our specific time bound /reach are:

- a. National Knowledge Network (NKN).Connectivity
- b. Super campus.
- c. UGC resource centre, Media resource centre.
- d. Alumni Corpus fund.
- e. Electrically viable campus, non-traditional energy resources utilization.
- f. Establishment of Energy Institute.
- g. Online courses.
- h. New college building.
- i. Organization of international conferences.

- - - **Dr. S. B. Kshirsagar, Principal**
Date 11.10.2013

* * *

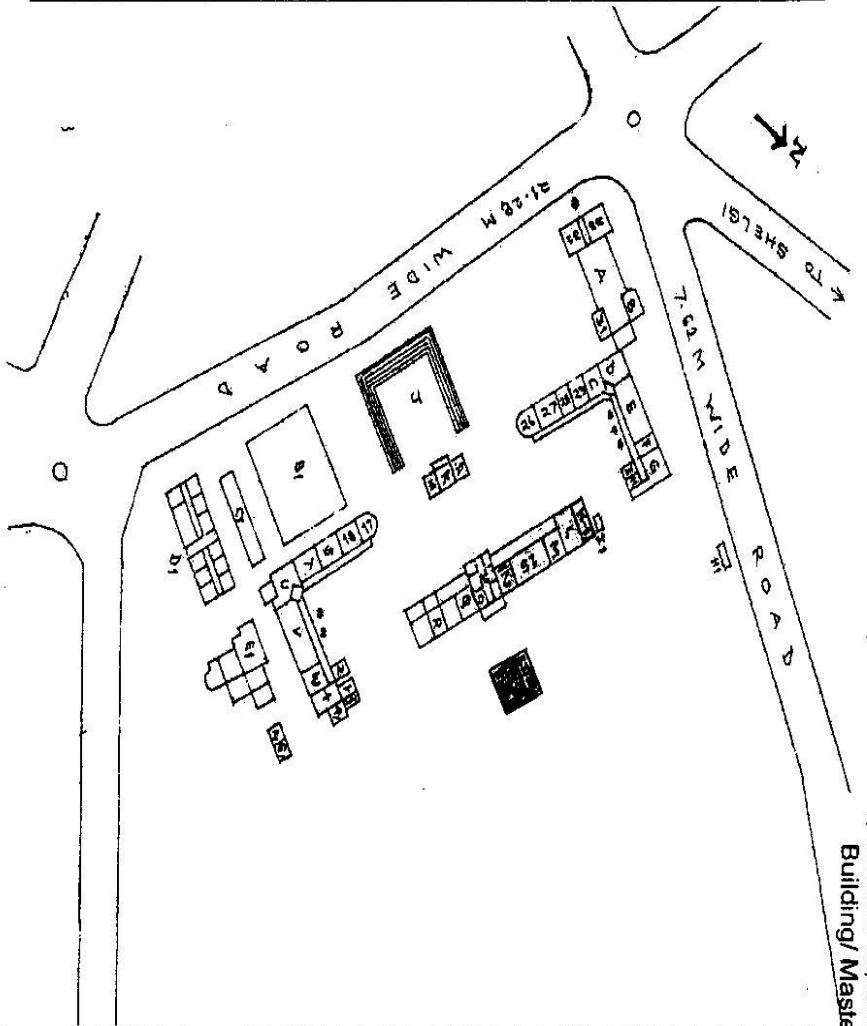
Annexure 20: Master plan of the institution (A)



Master plan of the institution (B)

Dayanand Institutions, Solapur
(Arts & Science, Commerce, Education & Law Colleges)
Building/ Master Plan

S	Chem. Laboratory 1
T	Phy. Chem. Laboratory
U	Chemistry
V	Chemistry Lab.2
W	Chemistry Store Room
X	Chem. Lab 3
Y	Toilet
Z	Balance Room
A1	Gas Room
B1	Tennis Court
C1	Cycle Stand
D1	Ladies Hostel
E1	College House
F1	Garage
G1	Store
	Ground Floor R.No.31,32 &33 & 35
	First Floor R.No.34
	Ground Floor Chem. Block
	1 st Floor R.No.19 to 24 & Mic. Dep
	Ladies Toilet
	Ground Floor - Physics
	First Floor Physics Laboratory
	Geography Laboratory
	R.No.30
	Physics Dept
	First Floor -Mah. Hansraj Hall -2



A	Velankar Hall
B	Post Office
C	Geology Lab
D	Geography
E	Physics Lab. 1
F	Elect Lab.1
G	Physics Lab 2
H	Elect. Lab 2
I	Dark room
J	Mukhtangan
K	Gymnasium
L	Education ET Lab
M	Education Lab
N	Education Psy Lab
O	Education Prin. Office
P	College of Education
Q	Botany Block
R	Zoology Block
H1	Toilet
I1	Staff Toilet
	Ground Floor R.No.15 & 16
	R.No.17 & 18
	R.No.25
	R.No.26 to 28
	R.No.29 Mah. Dayanand Saraswati Seminar. Hall
K1	Comp. Lab
	Classroom
L1	
M1	
	NI Vharanda
O1	
P1	
Q1	

Annexure 21:List of Dayanand Dr. Mardikar Teacher Competency Awards winning teachers- awards given away in last 11 years

Dayanand Dr. Mardikar Teacher Competency Award

Sr. No	Year	Name of Teacher	School / Jr College
1.	2003-2004	Shri. S. R. Mashale	Z.P. School Mirajagi, Akkalkot, Solapur
		Shri. P. R. Badave	Dr. B. J. Date Prashala, Natepute, Solapur
		Shri. R. P. Shahane	K. Annasahaeb Jagtap Prashala, Karmala, Solapur
2.	2004-2005	Smt. P. A. Katti	S.H.N. Girls Prashala, Solapur
		Shri. N. D. Khedkar	Karmveer Bhaurao Patil Parashal, Padharpur, Solapur
		Shri. A. S. Lavate	Z. P. Marathi School Borgaon, Akkalkot
3.	2005-2006	Smt. H. G. Shinde	Z. P. School Nadani, Tal.Solapur
		Shri. R. D. Pawar	Vitthal Prashala & Sec.Higher School, Venunagar Padharpur
		Smt. V. B. Talikoti	Basavaraj Highschool, Karajgi, Tal. Akkalkote, Solapur
4.	2006-2007	Shri. A. G. Shaikh	The Progresive Edu. Urdu Highschool, Solapur
		Shri. A. D. Tantak	B. F. Damani Prashala Solapur
		Shri. B. S. Wagh	Z.P. Marathi School Takali, Solapur
5.	2007-2008	Shri. S.H. Shaikh	The Progresive Edu. Urdu Highschool, Solapur
		Shri. S. S. Shalukhe	B. F. Damani Prashala Solapur
		Mr. N. R. Mehata	Z.P. Marathi School Takali, Solapur
6.	2008-2009	Shri. U. B. Shinde	Manjari Highschool, Manjari, Sangola
		Shri. A. K. Patil	Annappa Kadadi Parshala, Solapur
		Smt. V. V. Edage	Z. P. Prashala, Bale, Solapur

7.	2009-2010	Shri. A. H. Bavadhankar	Z. P. School, Haglur, Solapur
		Shri. S. S. Kalshetti	Shri. Bagvati Gaurimata Prashala Dotri, Solapur
		Smt. M. R. Shendge	Kuchan Prashala, Solapur
8.	2010-2011	Shri. N. P. Navale	Z. P. School, Solapur.
		Shri. M. S. Shaikh	R. Tukadoji Maharaj Vidyamandir, Neharu Nagar Solapur.
		Smt. J. S. Kulkarni	Chandrabhagabai Yalgulwar Prashala, Solapur.
9.	2011-2012	Shri. C. V. Birjadar	Z. P. School, Haglur, Solapur.
		Shri. H. M. Randive	Sant. Savanta Mali Vidyamandir, Aran, Solapur.
		Smt. N. V. Vaidhei	C. B. Kedgi Basveshwar Science Raja Vijaysingh Commerce and Raja Jaising Arts College Akkalot.
10.	2012-2013	Shri. R. K. Suravase	Z. P. School, Lokudtanda, Solapur.
		Smt. U. R. Salukhe	Suravase Highschool, Asara, Solapur.
		Prof. G. V. Shaha	D. J. Gurukul Prashala, Solapur.
11	2013-2014	Shri S. A. Mane	Z. P. School, Mohol, Solapur.
		Smt. V. S. Birajbar	Shri. Nutan Prashala, Vijapur Road, Solapur.
		Shri. D. J. Birajbar	H. D. Prashala & Jr. College, Solapur.

Annexure 22: The Local managing Committee of the College

D. P. B. Dayanand College of Education, Solapur.

LOCAL MANAGING COMMITTEE

YEAR 2010-2015

Sr. No.	Member of the Managing Committee	Designation
1	Hon. Local Secretary Dr. V. K. Sharma	Chairman
2	Dr. K. B. Kushal	Member
3	Prin. Dr. M. K. Zambare	Member
4	Prin. Dr. S. K. Vadagbalkar	Member
5	Prin. Dr. S. R. Yajmanya	Member
6	Prin. Dr. U. M. Rao	Member
7	Dr. V. K. Bamane	Member
8	Dr. V. B. Kidgaonkar	Member
9	Shri. M. G. Kamble	Member
10	Shri. V. S. Bhosale	Member
11	Prin. Dr. S. B. Kshirsagar	Secretary

Annexure 23: Vision 2020 Committee

D. P. B. Dayanand College of Education, Solapur.

Vision – 2020 Committee

1	President	Principal	Dr. S. B. Kshirsagar
2	Member	Institution Member	Shri. P. K. Divanji
3	Member	Experienced Teacher	1. Dr. L. V. Bamane 2. Dr. V. B. Kidgonkar
4	Member	Teacher Representatives	1 Dr. K. J. Shinde 2 Dr. M. G. Kamble
5	Member	Non-teaching staff	1. Shri. S. M. Chhatraband 2. Shri. P. S. Kulkarni

Annexure 24: Jagar Janivanche Abhiyan -College Committee 2013-14

D. P. B. Dayanand College of Education, Solapur.

Jagar Janivanche Abhiyan -College Committee 2013-14

1.	Dr. S. B. Kshirsagar	Principal and President
2.	Dr. P . R. Bhoje	Co-ordinator
3.	Shri. S. M. Chhatraband	Manager
4.	Shri. P. S. Kulkarni	Clerk
5.	1. Sunita Maidargi 2. Suvarna Kevate 3. Rani Kalshetti 4. Joyti Bansode	Student Representative Student Representative Student Representative Student Representative

Annexure 25: Composition and Terms of Reference of Alumni Association

D. P. B. DAYANAND COLLEGE OF EDUCATION, SOLAPUR

ALUMNI ASSOCIATION 2013-15

1.	PRESIDENT	DR. ASHALATA HANUMANT JAGTAP
2.	VICE PRESIDENT	SHRI. AVADHUT MAHAMANE
3.	SECRETARY	DR. NAGESH.A. YEVALE
4.	INVITEE	SHRI. JINAGE SANJAIVKUMAR. S.
5.	PUBLICITY INCHARGE	SHRI. SURYAKANT M. CHHATRABAND
6.	COORDINATOR	DR.SMT.P.R.BHOJE
7.	MEMBERS	SHRI.SANJAY DOKE SHRI. PRASHANT CHANBUKSWAR SHRI. SACHIN PUJARI SMT. SONALI BONDARDE
8.	ADVISORY COMMITTEE	DR.H.N.JAGTAP DR.K.M.BONDARDE SHRI.P.M.MADHEKAR DR.SMT.NASIMA PATHAN SHRI. SHRIKANT MORE DR.S.B.KSHIRSAGAR SHRI.GOKUL MAWARE SHRI.AJIJ NADAF SHRI.SANJAYKUMAR RATHOD DR.SMT. SUMAN SHINDE SHRI. SANDEEP SANGAVE SHRI. SATISH PANHALKAR SHRI. PRABHAKAR BUDHARAM

Annexure 26: COMMITTEE FOR PROHIBITION OF SEXUAL HARASSMENT OF WOMEN

D.P.B.DAYANAND COLLEGE OF EDUCATION, SOLAPUR

COMMITTEE FOR PROHIBITION OF SEXUAL HARASSMENT OF WOMEN

YEAR 2013-14

1.	PRESIDENT	DR.SMT.P.R.BHOJE
2.	STAFF MEMEBER	DR. K. J. SHINDE
3.	MEMBER OF B.ED. STUDENT	SHRI. DARPHALE MALLIKARJUN PUNDLIK
4.	MEMBER OF B.ED. STUDENT	MISS. KALSHETTI RANI
5.	LOCAL SOCIAL WORKER	MRS. CHAVAN CHANDRIKATAI
6.	LOCAL SOCIAL WORKER	MRS. RAMTITHAKAR APARNATAI ARUN
7.	MEMBER OF M.ED. STUDENT	MISS. BANSODE JYOTI

D. P. B. Dayanand College of Education, Solapur

Work Distribution (B.Ed. 2014-15) Date - 24/7/2014

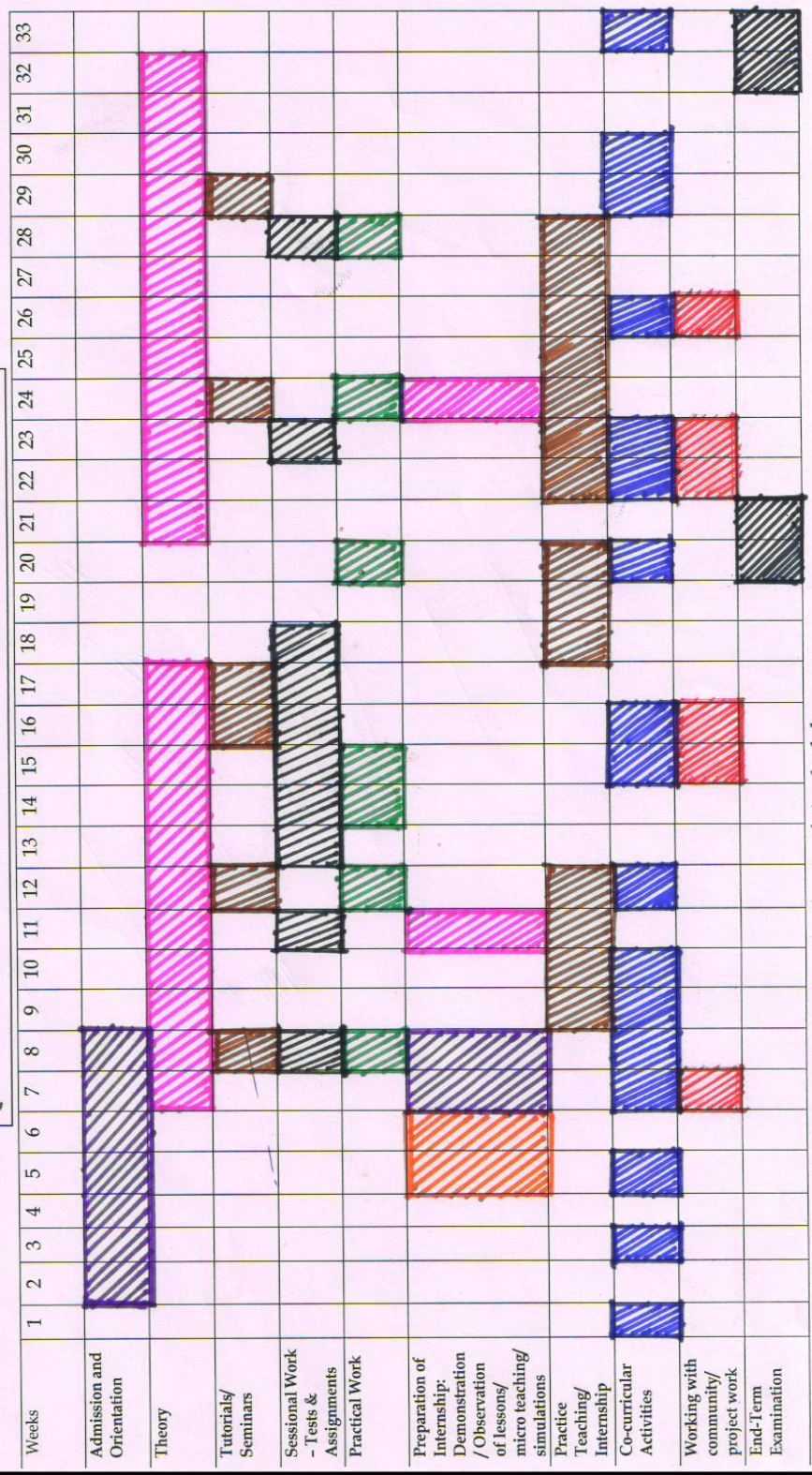
S.N	Staff	B.Ed. Educational Department
1	Dr.S.B.Kshirsagar	1. Guidance And Counseling 2. B.Ed. ,M.Ed.Admission Process 3. Head-Extension centre , Research Centre ,NAAC Re- accreditation, College Building Committee 4. Director -D.S.M. Centre, B.Ed., of YCMOU centre.
2	Dr.V.K.Bamane	1. Social Service 2. Trip 3. SUPW 4. Co-coordinator - Research Centre
3	Dr. Smt. P.R.Bhoje	1. Discipline 2. Student attendance 3. College Magazine Committee, 4. Co-ordinator -NACC,IQAC,Alumni Association.
4	Dr.Smt. B.B.Pathan	1. Consolidation of Internal Marks 2. Tutorial 3. Student council & Student Welfare 4. Language Laboratory 5. Staff Secretary 6. Co-ordinator - DSM
5	Dr. Smt. L.V.Bamane	1. Demonstration Lesson 2. Lesson Planning 3. School Experience 4. Annual Lesson 5. Girls Uniform 6. Co-ordinator -M. Ed.
6	Dr.V.B.Kidgoankar	1. Cultural Programme , 2. Internal & External Competitions 3. B.Ed. Year Calendar 4. College Diary Group 5. Co-ordinator-Extension Service Centre
7	Dr.K.J.Shinde	1. Curriculum Workshops (Micro-teaching , Models of Teaching, Evaluation, CCM) 2. ICT Practical, Website. 3. Physical Education 4. Educational Psychology Dept 5. Time-table,Work Distribution Calendar. 6. Coordinator - B. Ed. Course YCMOU

8	Smt. A.S. Gaddam	<ol style="list-style-type: none"> 1. Computerization of Library 2. Current Awareness Service (CAS) 3. Advertisement and paper cutting 4. Notice board management
9	Shri.S.M.Chhatraband	<ol style="list-style-type: none"> 1. Fine Arts Club (Handwriting , Rangoli, Mehandi, Photography Painting etc) 2. Report writing of staff meetings. 3. News, Publicity& Suggestion box. 4. Preparation of Teaching aids 5. Student Discipline and attendance. 6. Dayanand –Dr Mardikar Award.
10	Smt. Chincholkar P. R.	<ul style="list-style-type: none"> • Photo Video Shooting ,Photo collection • Internet and Website information • Online orders

* * *

Annexure 28: Mapping of Academic Activities of the Institution.

Mapping of Academic Activities of the Institution
(D.P.B. DAYANAND COLLEGE OF EDUCATION, SOLAPUR)



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

* * *

Annexure 29: Strengths, Weaknesses, Opportunities and Challenges (SWOC)

Analysis of the College

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A) Strengths:

- 1.** Clear and pre-set Vision, Mission, Motto, Objectives, Quality Policy and Value System of the college. 'Statement of Vision 2020'. Regular review / update of these.
- 2.** Competent, experienced, highly qualified, dedicated adequate, permanent teaching staff who have won prizes and awards.
- 3.** Government's aids / finance being an aided college. Experienced, Dedicated, non-teaching staff.
- 4.** UGC's recognition and support under 2f and 12B. Special assistance of Rs. 14.75 lakh received from UGC under XI th plan additional grant out of the 36.9 lakh Rs. Financial assistance of Rs. about 4.65 lakh under XII th plan (out of 9.65 lakh) and Rs. 3 lakh for IQAC received from the UGC under XII th plan.
- 5.** UGC JRF to our research scholar at our college centre received recently.
- 6.** D.A.V. C. M. C. and Local Secretary's support & guidance in development and administration.
- 7.** Green natural spacious campus 63+ acres, infrastructure with heritage buildings- halls, classes, hostels, laboratories, gymnasiums, play grounds, sports facilities which include *Swami Dayanand Saraswati Seminar hall, Maharshi Hansraj Seminar hall, Velankar Hall* for indoor games and organization of cultural programmes, Dispensary, Bank with ATM, Post Office (with core banking facility), Parking, an open air theatre (called *Pogul Muktangana*) for flag hoisting & celebration of 15th August –the Independence day and 26th January –the Republic day.
- 8.** Wi-Fi enabled campus, IT Laboratory.
- 9.** Integration of ICT and non digital technology.
- 10.** Website as a learning source where audio lectures, speeches, and power point presentations are posted.
- 11.** Sports facilities, Physical education lectures and tests conducted.
- 12.** Time Management, Human Resource Management & Total Quality Management.
- 13.** Occasional organization of *Havan / Yajna* and value education sessions/lectures, in *Paripath* and during special events.
- 14.** Advertisement and Admissions through government CET, Merit based and transparent system of admissions.

15. Practices such as Special day celebration including 15th August, 26th January, birth and death anniversaries of national leaders and characters.
16. Physical and biometric registration of time in & time out of staff and students.
17. Recognized Research Centre where seven teachers recognized PG teachers and all seven recognized Ph. D. guides. M. Phil./ Ph. D. guidance and support was extended to researchers even before establishment of research centre.
18. Mathematics lab, Science lab, Psychology lab, IT / Computer lab.
19. University support and staff's participation in various university committees and academic bodies.
20. Not a single case of ragging or women sexual harassment recorded.
21. LMC, Anti ragging Committee, BC Cell -Standing Committee, RTI Cell, committee / cell for Prohibition of Women's Sexual Harassment, Student Council, etc.
22. Working and functional IQAC and Planning Board.
23. College diary day to day maintained by students.
24. Library: Automated, computerized, OPAC, 21000+ books, digital resources, INFLIBNET, CDs, VCDs and DVDs, Proposal and theses M. Ed. M. Phil., Ph. D., Encyclopedias etc, plenty of learning resources.
25. Book Bank facility.
26. College is hub of academic, administrative and research related activities.
27. More than 40 methods, techniques, of teaching, learning and evaluation being used.
28. Innovative Practices as Evaluation of teacher by students, internship presentation, observation of lectures and demos by peers, etc.
29. Regularity, Punctuality, honesty and sincerity of all members valued rightly through Performance Based Reward System (PBRs).
30. Use of Internet, College website and Social media; media persons' guidance / lectures.
31. Four pillared evaluation and five pillared feedback mechanism – feedback from students, teachers, external members –peers, management, alumni.
32. Empowering students through organization of activities through Students' Clubs / Mandals such as *Sane Guruji Club, Indradhanu Club, August Kranti Club, Ransangram Club, Shantipriya Club*nyan Jot Club, Dnyan Kumbh Club.
33. Facilities and resources for organization of curricular, co-curricular and extra-curricular activities. Organization of trip, Social Service (SS) camp.
34. Organization of two weeks internship programme, one week in each semester strengthening
35. Thousands of Alumni, hundreds of them in contact with colleges. Alumni who have won *Rashtrapati Paritoshik* (President of India's) Best Teacher Awards. Functional Alumni Association.
36. Distance Education courses of YCMOU such as B. Ed. , D. S. M., M. Phil. for in- service teachers supporting our mission, vision and objectives and extending association with teachers and head masters in the society.

37. The college is an Extension Centre of Solapur District by Maharashtra State Government.
38. Socially Useful Productive Work (SUPW) and activities under it.
39. Activities for promotion of Human Rights such as rally, conference, legal literacy etc.
40. Work distribution with utilization of fullest strengths and equalization of opportunity and that too with judicious use of resources. Work distribution at the beginning of academic year, Calendar of activities.
41. Organization of conferences, workshops, seminars at regional, university & state level (with and without assistance from university and the UGC).
42. Teachers provided with digital audio recorders to record day to activities. Students' practice and micro lessons, guest lectures, speeches which are uploaded on website.
43. Accounts and Audit Section in common for all four colleges- practices as per rules and that are well recognized.
44. Guidance for SET/ SLET/NET/ TET.
45. More than 30 practicing schools available for Practice Teaching and Internship, rapport with schools and head masters.
46. Counseling Cell in functional.
47. Employee Welfare -activities and support.
48. Student Welfare and Social Club- support to needy and deserving students. Earn while learn scheme for needy and poor students.
49. College has functional Website www.dcesolapur.org
50. Dayanand Dr. Mardikar Teacher Competency Awards to three teachers from Solapur district awarded every year – A spectacular programme of pride of college.
51. Well planned and carefully organized Induction Programme.
52. Verification of internal works of students, Mock Viva followed by University Viva.
53. Research Fellowship to Research Fellow at Research Centre.
54. Time management of staff and students: In-out time and daily registration along with signatures in college muster.
55. Personality Development, Leadership Development and Creativity Development Programmes -development of values, skills, leadership and attitudes.
56. Special Training Programme on Interview Preparation.
57. Organization of Job fare Campus Interviews.
58. Syllabus of the course is very good, applicable, need based. It is updated regularly and helpful in developing right characteristics of to be teachers of the modern world.
59. *Dharma Shiksha* examination of DAV Management & Mahatma Gandhi Foundation's study of books for promoting values through self study followed by examination on it. Examination conducted (for students) by Vivekanand Centre on thoughts of Vivekananda, enunciated in the books on Vivekananda.
60. Counseling Cell, Guidance at personal and group level.
61. Smart classrooms.
62. Language Laboratory.

63. Personal Mentoring by teachers to students in diary groups and houses called *Kul*.
64. *Solapur District Sane Guruji Kathamala (Sane Guruji Story framing & telling workshop)*
65. Staff academy activities (sometimes including PG class students).
66. Research proposal presentation an Innovative Practice.
67. DAV awards to teachers recognizing their noble contribution in education.
68. Teachers' day and special day celebration sumptuous with various opportunities and honoring best teaching.
69. Results 90% or more and very often 100%.
70. Central Library of D. B. F. Dayanand College is also used as and when essential.
71. Staff and students who have won awards in Avishkar Research Contest/ Festival of the Government of Maharashtra at university level and participation at state level and also in Anvenshan research contest at zonal level.
72. Activities promoting gender equality, human dignity and equity.
73. Blood donation camps, Hemoglobin testing, medical checkup camps, osteoporosis testing.
74. Participation of students in youth festival, sports, World Population Day rally, World Aids rally, Constitution Day rally, National Integration Day rally.
75. We have proud pleasure that we celebrate the Prize Distribution function of all daughter concerns of Dayanand Institutions together. We celebrating Platinum Jubilee celebration of Dayanand Institutions during 2014-15 with vigour and enthusiasm.
76. Teaching aids and models and equipment in science lab, psychology lab, technology lab. Exhibition of teaching aids-models.
77. *Jagar Janivanche Abhiyan* (mission for developing consciousness about women's rights and gender equality issues, atrocities against women- programs and activities organized in this direction and facilities provided to women towards this end rewarded by the State Government's two awards received by the college in August 2014, worth Rs three lakhs for standing first in order of merit under this Abhiyan at District level and University level.

B) Weaknesses-

1. Centralized Admission Process run by the state government- sometimes prolonged admissions affect on our smooth functioning.
2. No Green Audit, No water Management system by the college (Rainwater harvesting system is available in the campus)
3. No MoUs (but working in collaboration with many agencies). MoUs under process.
4. Appointments for a post of teacher and the librarian on Clock Hour Basis (CHB) during last few months.
5. Failure to utilize some funds received from the UGC during XIth plan.
6. Some infrastructure is old and needs maintenance. Additional infrastructure essential if number of courses or intake capacity is enhanced.
7. Failure to submit research proposals to other funding agencies than the UGC.
8. Failure to have high spectrum (10 GBPS) connectivity from NKN in spite of our efforts.

C) Opportunities: –

1. NAAC's highest grade and highest CGPA score among all colleges and all universities in India.
2. Seeking status of College with Potential for Excellence (CPE) / College with Excellence (CE).
3. Establishing special chairs of study (called *Adhyasan*) for study on *Gandhian* Philosophy, contribution of *Swami Dayanand Saraswati* and promoting thoughts of *Swami Vivekananda*.
4. ICSSR, CSIR funds. Request for assistance from UGC / university for Diamond Jubilee celebration 2014-15 of the college.
5. Receiving funds from private sector for extension / renovation of infrastructure.
6. Proposals for receiving funds from NAAC for organization of conference, seminar, workshops.
7. Short term (three to six months) courses on Computer use, Leadership Development, life skill development, online courses for IT skill development and Maharashtra Knowledge Corporation Limited (MKCL) courses for enhancing employability.
8. Participation of Science teachers in Science Academies Summer Research Fellowship Programme for teachers and students, orientation and refresher courses participation of newly appointed teachers.
9. Platinum Jubilee Celebration 2014-15 of our Dayanand Institutions, Solapur.
10. Project Based Learning (PBL) contest for staff and students at state level.
11. Establishing rain water harvesting system.
12. Music, Fine Arts and Courses on Acting, Establishment of a Media lab cum AVRC.
13. Add on and cafeteria Courses for Computer skills and English improvement.
14. Training to non-teaching staff.
15. Organization of Street Play contest at national level.
16. Organization of contest on Story Telling at Solapur District level for students.
17. Hand writing & training to school teachers and students.
18. Teacher Competency Building (TCB) Programme at University level for teachers in various HEIs.
19. Furthering MOUs (with Schools / Society/ Banks/ other agencies at national and international level).
20. International ICT awards to teachers.
21. Super Campus through National Knowledge Network (NKN)'s connectivity.
22. Data Bank to provide resources for preparation of examination to our students.
23. Achievements of college as enunciated in Vision 2020 of the college.
24. Refresher courses on behalf of Academic staff College/ UGC.
25. Promotion of services rendered by the college for the practicing schools.
26. *Sangit Visharad* Course (Graduate Level Course on Music).

27. Seek status / try for status of College with Potential for Excellence (CPE) / College with Excellence (CE) from the UGC.
28. Use of IT lab and language lab for external stake holders.
29. Less admissions for M. Ed. course for last two years. Gap between intake capacity for M. Ed. and actual admissions has increased. Opportunity to do this.
30. AQARs of previous years not regularly managed / sent to NAAC.
31. 100 % results for B. Ed.
32. No admissions from overseas students so far, to promote it for enhancing financial resources.
33. Library sharing for non students and external researchers.
34. ICSSR, TIFR, CSIR assistance for research
35. Further NET/SET/ SLET /TET Guidance
36. Use of the language lab for teaching / training of in-service training teachers.
37. Providing resources for improving handwriting of students and staff of Schools.
38. Collaborating with other agencies and universities at national level & abroad.

D) Challenges –

1. Employability and more employment opportunities for students.
2. Gap between intake capacity and actual admissions for M. Ed. class.
3. Funds generation through additional courses /programmes/ activities and services.
4. Resource Mobilization.
5. B. Ed. and M. Ed. courses of two years are likely to be from 2015-16. To meet the new requirement is a challenge, which, we happily welcome and will meet the best.
6. To establish more linkages at national, international level.
7. International, national seminars, conferences and workshops -organization by college in unison with UGC/NAAC/ICSSR.
8. Enhance library resources and resource utilization time.
9. We want to institute more awards for students and help poor, needy and deprived sections of society.
10. Meeting man power needs.
11. Time span available to complete the activities and teaching is 180 to at the most 200 days in an academic year. We expect to have 210 days of teaching as per University /NCTE expectations. It is challengeable to complete syllabus time in the semester system pattern.
12. Availability of school time for practice teaching, late admissions, unmatched holidays of college and practicing schools.
13. Teachers engaged continuously under university, exam related and academic work.
14. To improve English language proficiency of staff including some of the teachers.
15. Expenses on matters of student support, earn while learn, financial help to poor / needy students.

Photo Gallery

Celebration of our National PrideIndependence Day &



'Jagar Janivanche Abhiyan'



State level Street play competition



Poster & photo Exhibition



Govt. of Maharashtra Award



Dayanand - Dr. Mardikar Teacher Competency Awards.....
We explore competent Teachers from Solapur District to



'Yajna' is our institutional pride ---A mean of Value Inculcation and living Sublime Life



Important Days' Celebration.....

For inculcating values & Student Teachers' Personality and Leadership Development



Hindi Day



Sardar Patel Birth anniversary & Indira Gandhi Death



Lokmanya Tilak Death anniversary & Shahir Annabhau Sathe Birth Anniversary



Celebration of Information Technology Day



Cultural Programmes and Special Day Celebrations



Geography Day



Marathi Day



Dr. B. R. Ambedkar Death Anniversary



Gathering



Gathering



Gathering

What does Education do?

Education sharpens the intellect

Improves the grasping power

Develops the faculty of discrimination

Sharpens our moral nature

Enables us to stand at the severest temptations of life

Thus protects us from falling into errors.

