

Shetkari Shikshan Prasarak Mandal Mumbai's
GURUKRUPA COLLEGE OF EDUCATION AND
RESEARCH, KALYAN, DIST.-THANE,
MAHARASHTRA, PIN -421301



SELF APPRAISAL REPORT-JUNE 2015
(ASSESSMENT AND ACCREDITATION)

SUBMITTED

TO

NAAC

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
BENGALURU



INDEX

SR NO.	PARTICULARS	PAGE NO
PART - I		
1.	INSTITUTIONAL DATA	
	1 : Introduction	04
	2: Profile of the institution	05
	3 : Criterion wise input	08
PART – II		
2.	THE EVALUATIVE REPORT	
	1) Executive Summary	42
	2) Criterion wise analysis	
	Criterion – I	48
	Criterion – II	64
	Criterion – III	86
	Criterion – IV	117
	Criterion – V	135
	Criterion – VI	155
	Criterion – VII	175
PART – III		
3.	ANNEXTURE	186
4.	Best Practices	317
5.	Certificate of Compliance	322
6.	Declaration by the Head of the Institution	323



Phone & Fax : 0251-2027147
S. S. P. M. Mumbai's

**GURUKRUPA COLLEGE OF
EDUCATION & RESEARCH**
Kalyan (W).

(Affiliated to Mumbai University)
Medium Marathi Estd. : 1990



मराठी माध्यम

फोन/फॅक्स : ०२५१-२०२७१४७

एस.एस.पी.एम. मुंबई

**गुरुकृपा कॉलेज ऑफ
एज्युकेशन अँड रिसर्च**
कल्याण (प.)

(मुंबई विद्यापीठाशी संलग्न)
स्थापना : १९९०

S.S.P.M. Education Complex, Opp. Gauripada Talav Road,
Milind Nagar, Kalyan (W). Dist. Thane, Pin - 421 301. Post Box No. 254.

Ref. No.

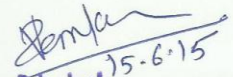
Date :

INTRODUCTION

We are extremely happy to present the Accreditation Appraisal Report of Gurukrupa College of Education and Research, Kalayn (w.) for perusal to the National Assessment and Accreditation Council (NAAC).

The College is going for the accreditation first time. Present report is a humble endeavour prepared for purposes of accreditation (Track Id: MHCOTE22358)

We sincerely hope that the report gives you an honest picture of the activities that have been undertaken by the college.


Principal 15.6.15
Gurukrupa College of Education And Research
Kalyan.



A. Profile of the Institution

- 1. Name and address of the institution:** Gurukrupa College of Education and Research, Kalyan (w) Dist- Thane
Address : S.S.P.M. Education Complex, Near Shubham Apartment, Gouripada Talav Road, Milind Nagar, Kalyan (W)
- 2. Website URL :** www.gcer.org.in

3. For Communication: OFFICE

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head / Principal Dr. Vaishali D. Zankar	0251-2027147		vaishalizankar@gmail.com
Vice-Principal	N. A.	N. A.	N. A.
Self - appraisal Co-cordinator Shri. Lagashetty V.S.	0251-2027147	-	lagashettyvs@gmail.com.

RESIDENCE

Name	Telephone Number with STD Code	Mobile Number	E-mail
Head/Principal Dr. Vaishali D. Zankar	0251-2329964	09595333222	vaishalizankar@gmail.com
Vice-Principal	N. A.		
Self - appraisal Co-cordinator - Shri. Lagashetty V.S.	-	09769347621	lagashettyvs@gmail.com.

4. Location of the Institution:

Urban ☐ Semi-urban ☒ Rural ☐ Tribal ☐

Any other (specify and indicate) ☐



5. **Campus area in acres:** 2.4 Acre

6. **Is it a recognized minority institution?** Yes √ No -

7. **Date of establishment of the institution:**

	Month	Years
B.Ed	07	1990
M.Ed.	08	2007

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

University of Mumbai

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

	Month	Years
2f	-	-
12B	-	-

10. **Type of Institution**

a.	By funding	i. Government	
		ii. Grant-in-aid	
		iii. Constituent	
		iv. Self-Financed	√
		v. Any other (specify and indicate)	
b.	By Gender	i. Only for Men	
		ii. Only for Women	
		iii. Co-Education	√
c.	By Nature	i. University Dept	
		ii. IASE	
		iii. Autonomous College	
		iv. Affiliated College	√
		v. Constituent College	
		vi. Dept. of Education of Composite College	
		ii. CTE	
		Viii. Any other (specify and indicate)	

11. Does the University / State Education Act have provision for autonomy?
 Yes ☒ No ☐
If yes, has the institution applied for autonomy?
 Yes ☐ No ☒
12. Details of Teacher Education programmes offered by the institution:

Sr. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary	-	-	Certificate	-	-
		N.A	-	Diploma	-	-
		-	-	Degree	-	-
ii)	Primary/Elementary	-	-	Certificate	-	-
		N.A	-	Diploma	-	-
		-	-	Degree	-	-
iii)	Secondary/Sr. secondary	-	-	Certificate	-	-
		-	-	Diploma	-	-
		B.Ed	Any Graduation (B.A, B.Com. B.Sci.)	Degree	One Year	Marathi
iv)	Post Graduate	-	-	Diploma	-	-
		M.Ed	B.Ed	Degree	One Year	Marathi
v)	Other (specify)	-	-	Certificate	-	-
		D.S.M	Any Graduate	Diploma	One Year	Marathi
		-	-	Degree	-	-

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid up to	Sanctioned Intake
Pre-primary	-	-	-	-
Primary/Elementary	-	-	-	-
Secondary/ Sr.secondary	B.Ed	WR / 2-32 / 113137 / 72 / 2005 / 4269 Date- 17/05/2005	Continue 2014-15	100
Post Graduate	M.Ed	WRC / 5-6 / 105 th & 106 th 2008 / 40665 Date- 29/08/2008	Continue 2014-15	40
Other (specify)	D.S.M	Diploma in School Management P(10) Date- 01/06/2010	Continue	60

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision

Yes	✓	No	
-----	---	----	--

Mission

Yes	✓	No	
-----	---	----	--

Values

Yes	✓	No	
-----	---	----	--

Objectives

Yes	✓	No	
-----	---	----	--

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

If yes,

Yes	✓	No	
-----	---	----	--

a) How many programmes? Two

1)	B.Ed.
2)	M.Ed

b) Fee charged per programme

1)	B.Ed.	Rs. 45,600/-
2)	M.Ed	Rs. 45,000/-

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 faculties are on the various curriculum development/vision committees/boards of universities/regulating authority?

04

- i) Dr. Zankar Vaishali D
- ii) Mrs. Kolhe Vidyulatta N.
- iii) Mrs. Bhople Archana A.
- iv) Dr. Dhokane Ramkisan

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

D.Ed.	-
B.Ed.	Method – 07
	Electives – 02
M.Ed. (Full Time)	Electives – 03
M.Ed. (Part Time) -	Nil
Any other (specify and indicate)	-

6. Are there Programmes offered in modular form

Yes	✓	No	-
-----	---	----	---

Course	Number of Module
B.Ed.	45
M.Ed.	30

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

Yes	✓	No	-
-----	---	----	---

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

8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	-
-----	---	----	---

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

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

	Yes	No
• Heads of practice teaching schools	✓	-
• Academic peers	✓	-
• Alumni	✓	-
• Students	✓	-
• Employers	✓	-

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

06 Months

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

Yes	-	No	√
-----	---	----	---

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

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

Yes	√	No	-
-----	---	----	---

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

1. All Courses in B.Ed were revised at University level in the Academic year 2012-13, & 2013-14.
2. All Courses in M.Ed were revised at University level in the Academic year M.Ed. 2012-13.

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

Yes	√	No	-
-----	---	----	---

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

Yes	√	No	-
-----	---	----	---

Criterion II: Teaching-Learning and Evaluation

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

a)	Through an entrance test developed by the institution	-
b)	Common entrance test conducted by the University / Government	✓
c)	Through an interview	
d)	Entrance test and interview	✓
e)	Merit at the qualifying examination	✓
f)	Any other (specify and indicate)	-
<i>(If more than one method is followed, kindly specify the weightages) (weightages has been given for CET 50% & qualifying exam. 50%)</i>		-

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

a	Date of start of the academic year	B.Ed. 14 th July 2013
b	Date of last admission	30 th Aug. 2013
c	Date of closing of the academic year	31 th May 2014
d	Total teaching days	B.Ed. 204
e	Total working days	B.Ed. 251
g	Total teaching days	M.Ed. 206
h	Total working days	M.Ed. 256

3. Total number of students admitted (2013-14)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.	-	-	-	-	-	-	-	-	-
B.Ed.	16	84	100	03	34	37	13	50	63
M.Ed. (Full Time)	06	33	39	04	14	18	02	19	21
M.Ed. (Part Time)	-	-	-	-	-	-	-	-	-

4. Are there any overseas students?

Yes	-	No	✓
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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).

1) B.Ed

Unit cost excluding salary component	Rs. 10,197.41/-
Unit cost including salary component	Rs. 50,714.94/-

2) M.Ed

Unit cost excluding salary component	Rs. 14,498/-
Unit cost including salary component	Rs. 66,868/-

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	-	-	-	-
B.Ed.	77.44%	50.92%	62.50%	48.17%
M.Ed. (Full Time)	63.63%	51.00%	63.05%	48.3%
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.	50%	25%	25%
M.Ed. (Full Time)	45%	5%	50%
M.Ed. (Part Time)	-	-	-

10. Pre-practice teaching at the institution

a)	Number of pre-practice teaching days	20
b)	Minimum number of pre-practice teaching lessons given by each student	11

11. Practice Teaching at School

a)	Number of schools identified for practice teaching	15
b)	Total number of practice teaching days	36
c)	Minimum number of practice teaching lessons given by each student	20

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

No. of Lessons In simulation	04
No. of Lessons Pre-practice teaching	07

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.	50%	50%
M.Ed. (Full Time)	40%	60%
M.Ed. (Part Time)	–	–

16. Examinations

	B.Ed	M.Ed
a) Number of sessional tests held for each paper	01	01
b) Number of assignments for each paper	01	01

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

	Yes	No
Computers	√	-
Intranet	-	√
Internet	√	-
Software / courseware (CDs)	√	-
Audio resources	√	-
Video resources	√	-
Teaching Aids and other related materials	√	-
Any other (specify and indicate) LCD Projector OHP	√	-

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

Yes	√	No	-
-----	---	----	---

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

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

Yes	-	No	√
-----	---	----	---

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

Compulsory

Optional

Criterion III: Research, Consultancy and Extension

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

Number	05/12	-	41.66%
--------	-------	---	--------

2. Does the Institution have ongoing research projects?

Yes	-	No	✓
-----	---	----	---

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
N.A.			

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

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

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

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

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

Yes No

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

a. Ph.D.

b. M.Phil.

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

Yes No

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

	YES	NO	Number
International journals	-	√	-
National journals – referred papers Non referred papers	√	-	16
Academic articles in reputed magazines/news papers	√	-	05
Books	√	-	01
Any other (specify and indicate)	-	-	-

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

Yes No

Number

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

	Faculty	Students
National seminars	13	-
International seminars	04	-
Any other academic forum	-	-

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)	X

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

Yes

✓

No

-

If yes, indicate the nature of the post.

Full-time

-

Part-time

-

Additional charge

✓

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

2012-13	2013-14	2014-15
01	13	11

16. Does the institution provide consultancy services?

Yes

√

No

-

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

NIL

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

Local level	√
State level	√
National level	√
International level	-

Criterion IV: Infrastructure and Learning Resources

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

3350.50 sq.mts

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

a	Methods lab	√	-
b	Psychology lab	√	-
c	Science Lab(s)	√	-
d	Education Technology lab	√	-
e	Computer lab	√	-
f	Workshop for preparing teaching aids	√	-

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

30

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year? (2013-14)

B.Ed.	M.Ed
Rs. 15,000/-	Rs. 5,000/-

5. What is the Amount spent on maintenance of computer facilities during the previous academic year? (2013-14)

B.Ed.	M.Ed
Rs. 12,715/-	Rs. 3,050/-

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year? (2013-14)

B.Ed.	M.Ed
Rs. 4000/-	Rs. 3,000/-

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

B.Ed.	M.Ed
Rs. 50,000/-	Rs. 30,000/-

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

Yes

✓

No

-

9. Total number of posts sanctioned Minority status hence As the College has Minority statues the reservation policy for recruiting the staff in not applicable.

	Post Sanctioned
Teaching	13
Non-teaching	10

10. Total number of posts vacant

	No. of post vacant
Teaching Asst. Prof.	01
Librarian	01
Non-teaching	-

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

	Open		Reserved	
	M	F	M	F
Lecturers	02	01	06	02
Readers	-	-	-	-
Professors	-	-	-	-

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

	Open		Reserved	
	M	F	M	F
Lecturers	-	01	-	-
Librarian	-	-	01	-
Readers	-	-	-	-
Professors	-	-	-	-

c. Number of teachers from

Same state

13

Other states

-

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	-
B.Ed.	1:14
M.Ed. (Full Time)	1:10
M.Ed. (Part Time)	-

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	03	02	04	01
Temporary	-	-	-	-

b) Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent	-	-	01	-
Temporary	-	-	-	-

14. Ratio of Teaching – non-teaching staff

13:11

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

B.Ed.	61.59%
M.Ed.	65.90%

16. Is there an advisory committee for the library?

Yes

☒

No

☐

17. Working hours of the Library

On working days	9.00 am to 5.00 pm
On holidays	Closed
During examinations	9.00 am to 6.00 pm

18. Does the library have an Open access facility

Yes	✓	No	-
-----	---	----	---

19. Total collection of the following in the library

a	Books	7262
b	Textbooks	1111
c	Reference books	5261
d	Magazines	36
e	Journals subscribed	9
	Indian journals	9
	Foreign journals-	0
f	Peer reviewed journals	05
g	Back volumes of journals	15
h	E-information resources	-
	Online journals/e-journals	1
	CDs/ DVDs	180
	Databases	01
	Video Cassettes	08
	Audio Cassettes	100

20. Mention the

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

165.8 sq.mtrs

Seating capacity of the Reading room

35

21. Status of automation of Library

Yet to intimate	-
Partially automated	-
Fully automated	✓

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

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

Are students allowed to retain books for examinations?

Yes	√	No	-
-----	---	----	---

23. Furnish information on the following

Average number of books issued/returned per day

38

Maximum number of days books are permitted to be retained

by students	07
by faculty	For One Semester

Maximum number of books permitted for issue

for students	03
for faculty	08
Average number of users who visited/consulted per month	750
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled	52:1

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

B.Ed.	M.Ed.
0.70%	0.26%

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

	I 2011-12		II 2012-13		III 2013-14	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	12	Rs.6,500/-	32 + 11	Rs. 21,500/-	65	Rs.29,000/-
Other books	-	-	-	-	-	-
Journals/ Periodicals	15	Rs.15,00/-	25	Rs. 2,500/-	25	Rs 2,500/-
Any others specify and indicate	08	Rs. 2,000/-	04	Rs. 1,000/-	31	Rs 4,500/-

Criterion V: Student Support and Progression

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

Year	2011-12	2012-13	2013-14
Programmes	Year 1	Year 2	Year 3
D.Ed.	-	-	-
B.Ed.	01	04	02
M.Ed. (Full Time)	01	01	-
M.Ed. (Part Time)	-	-	-

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

Yes	✓	No	-
-----	---	----	---

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

1:10

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)

B.Ed / M.Ed.	2011-12		2012-13		2013-14	
	B.Ed	M.Ed	B.Ed	M.Ed	B.Ed	M.Ed
Pass percentage	99%	94-74%	95%	94.73%	95%	84.61%
Number of first classes	32	14	17	14	21	10
Number of distinctions	-	-	01	-	-	-
Exemplary performances (Gold Medal and University ranks)	-	-	01	-	-	-

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

Years	2011-12	2012-13	2013-14
NET	01	-	-
SLET/SET	04	-	-
Any other (specify and indicate)	-	01	01

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

Financial Aid	2011-12	2012-13	2013-14
Merit Scholarship	-	-	-
Merit-cum-means scholarship	-	-	-
Fee concession	01	02	02
Loan facilities	-	-	02
Any other specify and indicate (University Circular Scheme) of Mumbai. * During A.Y. 2014-15, 5 Students are benefitted under the scheme of financial assistance to Backward students from Dept. of Student Welfare University of Mumbai.			

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

Yes	-	No	√
-----	---	----	---

9. Does the institution provide Residential accommodation for:

	Yes	No
Faculty	-	√
Non-teaching staff	-	√

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

Yes	-	No	√
-----	---	----	---

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

	Yes	No.
Sports fields	√-	-
Indoor sports facilities	√	-
Gymnasium	-	√

12. Availability of rest rooms for Women

Yes	√	No	-
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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/organised.

AY. 2013-14

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	-	-	-	√	-	02
Inter-university	-	-	-	-	-	-
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	-
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If yes, give the year of establishment

2007-08

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

Yes	√	No	-
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20. Does the institution regularly publish a college magazine?

Yes

☒

No

☐

21. Does the institution publish its updated prospectus annually?

Yes

☒

No

☐

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

	Year I 2011-12		Year II 2012-13		Year II 2013-14	
	B.Ed	M.Ed	B.Ed	M.Ed	B.Ed	M.Ed
Higher studies	14	06	18	05	18	-
Employment (Total)	45	31	40	31	32	33
Teaching	28	27	22	27	28	31
Non teaching	17	04	18	04	04	02

23. Is there a placement cell in the institution?

Yes

☒

No

☐

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

2011-12	2012-13	2013-14
06	02	11

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

	Yes	No
Academic guidance and Counseling	√	-
Personal Counseling	√	-
Career Counseling	√	-

Criterion VI: Governance and Leadership

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

Yes

√

No

-

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

Governing Body/Management (LMC)	02
Staff Council	08
IQAC/or any other similar body/committee	04
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies) (Library Comi- 2 year planning – 1 Practice Teaching – 3 Discipline com. 2)	08

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

	Yes	No
Loan facility	-	√
Medical assistance	√	-
Insurance	√	-
Other (Tuition fees waiver Scheme for ward of staff)	√	-

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

2012-13	2013-14	2014-15
0	0	1

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

-

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

Years	2012-13	2013-14	2014-15
National	3	3	14
International	0	2	4

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

Years	2012-13	2013-14	2014-15
National	01	02	02

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

Years	2012-13	2013-14	2014-15	Total
B..Ed.	5	9	5	19
M.Ed	5	5	5	15

e. Research development programmes attended by the faculty

Years	2012-13	2013-14	2014-15	Total
B..Ed.	-	-	1	01
M.Ed	-	-	-	-

f. Invited/endowment lectures at the institution

Years	2012-13	2013-14	2014-15	Total
B.Ed.	02	03	02	07
M.Ed	02	02	02	06

Any other area (specify the programme and indicate)

Years	2012-13	2013-14	2014-15
National	1	15	20

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

		Yes	No
A	Self-appraisal	√	-
B	Student assessment of faculty performance	√	-
C	Expert assessment of faculty performance	√	-
D	Combination of one or more of the above	-	√
E	Any other (specify and indicate)	-	√

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

Yes		No	√
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If yes, give the number of hours spent by the faculty per week

-

- 8. Provide the income received under various heads of the account by the institution for previous academic session (2013-14)**

Details	B.Ed	M.Ed
Grant-in-aid	-	-
Fees	Rs. 45,60,000/-	Rs. 17,55,000/-
Donation	-	-
Self-funded courses	-	-
Any other (specify and indicate) Bank interest of FDR's	12,341/-	9,436/-

9. Expenditure statement (for last two years)

B.Ed

	Year I 2012-13	Year I 2013-14
Total sanctioned Budget	100%	100%
% spent on the salary of faculty	61.30%	61.59%
% spent on the salary of non-teaching employees	17.99%	18.30%
% spent on books and journals	0.54%	0.70%
% spent on developmental activities (expansion of building)	0.019%	0.77%
% spent on telephone, electricity and water	0.25%	1.117%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.39%	0.39%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.179%	0.29%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.26%	0.21%
% spent on travel	0.261%	0.22%
Any other (specify and indicate) As per audit Report	18.81%	16.413%
Total expenditure incurred	100%	100%

M.Ed

	Year I 2012- 13	Year I 2013- 14
Total sanctioned Budget	100%	100%
% spent on the salary of faculty	64.40%	65.90%
% spent on the salary of non-teaching employees	10.74%	12.41%
% spent on books and journals	0.12%	0.26%
% spent on developmental activities (expansion of building)	0.078%	0.15%
% spent on telephone, electricity and water	1.67%	2.62%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	0.30%	0.28%
% spent on maintenance of equipment, teaching aids, contingency etc.	0.24%	0.30%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	0.55%	0.38%
% spent on travel	0.19%	0.27%
Any other (specify and indicate) As per audit Report	21.712%	17.43%
Total expenditure incurred	100%	100%

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

B.Ed

Years	Deficit in Rs.
2013-14	Rs. 49,9153.61/-
2012-13	Rs. 49,88.90/-
2011-12	Rs. 2,457/-

M.Ed

Years	Deficit in Rs.
2013-14	Rs. 8,43,445.82/-
2012-13	Rs. 7,620.34/-
2011-12	Rs. 97,659.58/-

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:**

	Yes	No
Administration	✓	-
Finance	✓	-
Student Records	✓	-
Career Counselling	-	✓
Aptitude Testing	-	✓
Examinations/Evaluation/	✓	-
Assessment	✓	-
Any other (specify and indicate) (Scan ID)	✓	-

Does the institution have an efficient internal co-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	Yes
b)	For Students	Yes
c)	For Non - Teaching staff	Yes

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

Yes

☐

No

☒

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

Yes

☒

No

☐

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

Yes

☒

No

☐

Criterion VII: Innovative Practices

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

Yes

☒

No

☐

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

Yes

☒

No

☐

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

B.Ed. 2014-15

	Category	Men	%	Women	%
a	SC	01	01	15	15
b	ST	00	00	01	01
c	OBC	02	02	08	08
d	Physically challenged	00	00	00	00
e	General Category	11	11	60	60
f	Rural	02	02	06	06
g	Urban	13	13	79	79
h	Any other (specify)	01	01	01	01

M.Ed. 2014-15

	Category	Men	%	Women	%
a	SC	02	05	03	7.5
b	ST	00	00	00	00
c	OBC	02	05	04	10
d	Physically challenged	00	00	00	00
e	General Category	02	05	25	62.5
f	Rural	02	05	08	20
g	Urban	04	10	26	65
h	Any other (specify)	00	00	02	05

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

B.Ed & M.Ed.

	Category	Teaching staff	%	Non-teaching staff	%
a	SC	04	33.33	01	12.5
b	ST	00	00	00	00
c	OBC	04	33.33	02	25.0
d	Women	05	41.66	02	25.0
e	Physically challenged	00	00	00	00
f	General Category	04	33.33	05	62.5
g	Any other (specify)	-	-	-	-

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

B.Ed

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	16	08	16	08
ST	08	08	08	08
OBC	23	20	23	20
Physically challenged	00	00	00	00
General Category	46	58	46	58
Rural	12	08	12	08
Urban	88	92	88	92
Any other N.T. (specify)	07	06	07	06
S.B.C.	-	-	-	-

M.Ed.

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	11	10	11	10
ST	01	00	01	00
OBC	07	04	07	04
Physically challenged	00	00	00	00
General Category	14	21	14	21
Rural	04	05	04	05
Urban	33	34	33	34
Any other N.T. (specify)	00	02	00	02
S.B.C.	02	00	02	00

SSPM
Since 1985



EXECUTIVE SUMMARY

Gurukrupa College of Education and Research, running under the Shetkari Shikshan Prasark Mandal Mumbai started B.Ed course in 1990. The college received its recognition from National Council for Teacher Education for this program in Teacher Education (B.Ed.) under self finance scheme with intake of 80 students and is affiliated to Mumbai University, Mumbai. In the year 2005 this intake for the B.Ed course was increased from 80 to 100 students by the council vide its letter number WRC/2-32/113137/72/2005/4263 dated 17/03/2005. The college was granted permission by the NCTE to run M.Ed in the year 2007 vide letter number WRC/5-6/99th /2007/C-22197 dated 14/08/2007 with intake of 25 students. After this the council was pleased increase the intake for the M.Ed course to 40 students in the year 2008 by the NCTE vide its number WRC/5-6/105th & 106th /2008/40665 dated 29-08-2008.

The college has earned a name and fame within a short period of time, aiming at producing teachers of dynamic personality. It justifies its good name and has shown excellent result in past years. The institution has laid stress on all round development of the students. Since its establishment it has been the tradition of the institution that the teaching staff is enthusiastic and ready to accept the challenges of educating students to enter the noble profession of teaching.

The students are asked to say prayers from the very first day. To assess the inbuilt skills of the students a programme titled "Talent Search Programme" is organized every year to provide an opportunity to the students to exhibit the artistic, intellectual and social skills. There is a custom to evaluate not only the exit behaviour of the student but also the entry behaviour at the time of their admissions. An interview schedule is also arranged for the said purpose. The talented students who are found through this program are given opportunities to polish their skills. Also the average students are provided mentoring to develop their skills and are provided with opportunities to display them in various socio-cultural programmes.

The main objective of the institute is to bring about the physical, mental, emotional and ethical integration of an individual in order to catalyze his / her evolving into complete human being. A good reputation is maintained among students and the masses because of its result oriented design. Also the mission statement

characterizes the college by providing comprehensive value-based education aiming at developing a socially acceptable man in the global world.

The college aims at nurturing a scientific temper and train a person in practical life enabling him to work in creative works, like Waste Management Project, Elocution Competition, Tree Plantation programmes and other literacy programmes conducted from time to time with a view to develop the curricular and co-curricular activity skills. Besides this individuals are availed with every opportunity catering to other future career through extension activities.

A unique disciplined system of education in a positive environment for teaching and learning enables the students not only learn the concepts of the subjects, but acquire other creative abilities specially as leadership, civil responsibility and capacity to work with own hands, infusing a spirit of humanity, simple living, selfless service and sacrifice, leading them to become good nation builders.

Quality improvement measures through regular evaluation of students and feedback from students help the teaching-learning process to be benefited, thereby enabling the students to achieve excellence in its achieving the objectives laid down in their syllabus.

Disciplined academic schedule and continuous evaluation is maintained through home assignments, class tests, internal examination, quizzes etc. In order to felicitate slow and advanced learners equally, extra classes as well as tutorials are held from time to time to prepare weaker one's catch –up to the margin, where-ever and whenever necessary.

In order to ensure equity, both the sexes are made to participate in all the types of activities in the college, as a result of which, disadvantaged section is benefited under literacy and cultural programmes held time to time.

Academic Calendar is strictly followed in the college ensuring a tight teaching schedule and timely tests, assignments, competitions and various other co-curricular activities, helping in maintaining discipline in campus. The core courses together with Cultural and Literary activities, Games and Sports, Social Service and various Extension Activities help in the inculcation of civil responsibilities among the students.

Value based education can only be successfully imparted if it can be brought into practice in all aspects of campus life. Open area for games and sports, well

equipped library, psychology lab and science laboratory are handled by qualified staff and used by the students. The staff is fully qualified and they consider the needs of students of every strata, which fosters a spirit of togetherness in staff and students. Students of SC/ST category get the scholarship as per the norms laid down by the State Government of Maharashtra up to the academic year 2013-14.

The college has also developed a feedback mechanism. The feedback received orally from the old students as well as students of the current session. On the basis of feedback corrective steps and appropriate measures are taken. Faculty members provide guidance to the students for better adjustment and also in solving day to day problems. In the recreational facilities the college has the provision for indoor and outdoor games and different cultural activities.

ICT is given more importance in the teaching-learning activities of the institution. ICT has brought a radical change in academic as well as administrative working. Computerization of library is another. This had led to making more facilities available for research work.

The academic programmes and co-curricular activities are carried out as planned at the beginning of the academic year. The teaching staff is highly qualified. Approx 50% faculty have obtained doctorate degree. Other faculties are pursuing this doctorate degree. The faculties participate in various workshops and conferences at State and National levels. Our faculties have published several research papers in National & International Journals. By doing so the faculty members have increased their proficiency many folds.

In order to make the students participative various forums (Committees) are formed viz. Cultural Committee, Sport Committee etc. The faculties work as Resource Persons for these Lectures co-ordinate works of these forums. The principal also takes periodical follow-up.

Thus the Gurukrupa College of Education and Research, Kalyan has been devoted to the task of educating the future would-be teachers. The institution has come off an age with aspiration and readiness to face the challenges of 21st century.

STRENGTH,WEAKNESS, OPPORTUNITY & THREAT
(SWOT) ANALYSIS

Strength of the College :

1. Strength of the College : The oldest and noted Teacher Education Institute Kalyan.
Established in 1990.
2. Courses available : 1) B.Ed, with intake capacity of 100 students.
2) M.Ed. with intake capacity of 40 students.
3. The admission are given by Central Admission committee of Director of Higher Education, Pune, Government of Maharashtra.
4. The colleges has maintained a glorious tradition of glorious result.
5. The institution has able Principal, highly and committed qualified teaching and non-teaching staff.
6. The institution ensures team work with internal co-ordinator and mutual co- operation.
7. Well established Infrastructure as per NCTE nouns
8. Continuous awards scheme.
9. A well equipped library with 7292 books in stock at present.
10. Organization of Co-curricular activity for all round development of the students
11. Sports facility like indoor and outdoor games & sports.
12. Publication wall magazine & college magazine as for giving scope to creativity and writing skills.
13. Special study room is available for students.
14. Online Learning Resources for staff and student.
15. E – Governance system for Administration Academic and Financial management of the institute.

Weakness of College:

1. Inadequacy of funds.
2. Hostel facility is not available.
3. Residential staff quarters are not available.

Opportunity of College:

1. Bright chances for the institute to seek grants from UGC owing to registration of institute under section 2 (f) & 12 (b) of UGC Act.
2. Chances for the faculty to get financial assistance for Minor and Major project from UGC owing the registration of the college under section 2 (f) & 12 (b) of UGC Act.
3. Maharashtra Government is planning to make policy decision to provide on section for 30 students against existing one section for 60 students in secondary schools. As a result of this demand for numbers of assistant teacher will increase. This would in turn be a good opportunity for the college to get admission persistently resulting in financial stability of the institute.
4. Various facilities and provisions for professional quality development of the teaching staff and non-teaching staff. The staff are encourage to organize & participate in National & International conferences.

Threats of College:

- 1.** Lowering standard of the entrants. As the appointments of the secondary teachers we made on remuneration basis for tolerated are reluctant to join the B.Ed course. Fear is felt that students of low academic achievement will have to be joined to this course.
- 2. Fee hike:** Due to hike in tuition & other fees the talented students will face problems.
- 3.** Increased number of English Medium Schools, Marathi/Vernacular medium schools strength is decreasing day by day ultimately may lead to lowering the demand of teacher who have studied from Marathi medium college. This would be threat for Marathi medium colleges.
- 4.** Two year duration from next year may reduce the students admissions for B.Ed. & M.Ed. course.

Future plan:-

a) Curricular aspects :

- 1) To establish language laboratory.
- 2) To introduce new certificate courses in different subjects Permanent Affiliation of the college from University of Mumbai

b) Teaching Learning & Evolutions :

- 1) To organize refresher and orientation course.
- 2) To organize seminar & conference.

c) Research consultancy & extension :

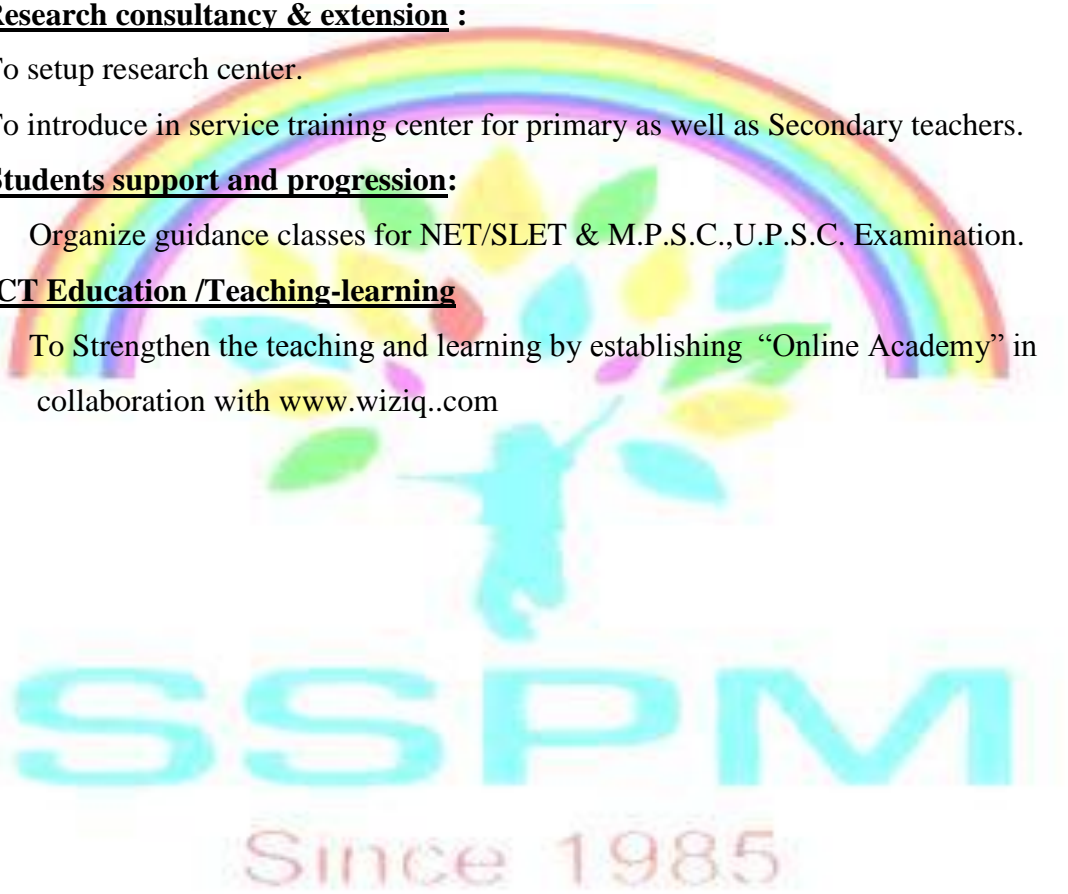
- 1) To setup research center.
- 2) To introduce in service training center for primary as well as Secondary teachers.

d) Students support and progression:

Organize guidance classes for NET/SLET & M.P.S.C.,U.P.S.C. Examination.

e) ICT Education /Teaching-learning

To Strengthen the teaching and learning by establishing “Online Academy” in collaboration with www.wiziq.com



CRITERIA - I

CURRICULUR ASPECTS

1:1. CURRICULUM DESIGN AND DEVELOPMENT

1:1:1. State the objective of Institution and major considerations address by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self Development, Community and National Development, Issue to the ecology and environment, Value Orientation, Employment, Global trends and demand etc.

i) General Objectives:

1. To pay a special attention towards upgrading the skills of student teachers to that they can fully play their roles in the ultimate renewal of educational practice.
2. To empower student teachers to discharge their duties and functions in such a way as to provide significant inputs in school education.
3. To prepare teacher for developing finer skills of research methodology and skills to build connectivity between institution and community.
4. To build the capabilities and competencies of the student teachers so that they can stimulate intellectual curiosity of student and make themselves a friend, philosopher and guide of the student.
5. To make student teachers aware about new changing perceptions regarding his roles and responsibilities as a teacher.
6. To foster skills and attitude for involving the community as an educational partner and use community resources in education.
7. To enable students to understand the core concepts, tools of inquiry and structures of the disciplines of Education in general and Teacher Education in particular.
8. To provide opportunities to student teachers that will enable learning experiences to make subject matter meaningful.
9. To make the student teachers understand student learning styles and create learning opportunities that will benefit diverse learners and learning contexts.

10. To develop the capacity among student teachers to use knowledge of effective verbal, non-verbal and media communication techniques to foster active enquiry, collaboration and supportive interaction in the classroom.
11. To enable the student teachers to understand and use of formal and informal assessment strategies to evaluate and endure the continuous intellectual social, emotional and physical development of the teacher.

(ii) Contributing to National Development

1. To serve the cause of social justice by making provisions for capacity building of student teachers especially those from marginalized areas.
2. To disseminate information about non formal schooling in areas with high dropout rate.
3. To ensure gender equity through practice lessons programmes by extension work activities.
4. To sensitize student teachers towards issues that important to nation building
5. To co-ordinate with agencies involved in building a strong social infrastructure.

(iii) Fostering Global Competencies among Students

1. To prepare student teachers with life skills that will support acquisition of global competencies.
2. To build up the communication skill credibly and effectively.
3. To generate action oriented teacher who will be committed to achieving desirable outcomes.
4. To generate an atmosphere of openness, flexibility and positive reciprocation to progress in the global context.
5. To develop and promote effective relationships with stake holders and members of the institution so as to deal constructively with conflicts.
6. To foster the ability to work constructively with people of all backgrounds and orientations and respect individual differences so as to accomplish overall institution's progress.

(iv) Inculcating Value System among students

1. To facilitate development of strong value based system at personal level among student teachers.
2. To propagate values held in high esteem by Indian culture.
3. To assist student teachers identify and deal with value crisis faced by school students.
4. To promote responsibility and ownership for one's actions.

(v) Sensitization towards ecology and environment:

1. To help student teachers acquire an awareness of, and sensitivity to, the total environment and its allied problems.
2. To help student teachers gain a variety of experiences within the total environment and develop a basic understanding of the total environment, its associated problems, and humanity's critically responsible presence and role in it.
3. To help student teachers develop a set of values and feelings of concern for the environment and the motivation to participate actively in environmental improvement and protection.
4. To help student teachers acquire the skills for identifying, investigating and solving environmental problems.
5. To provide student teachers with the understandings, skills and self-esteem, as well as opportunities, to be actively involved at all levels in working toward the resolution of environmental problems

(vi) Quest for Excellence

- (a) To develop and strengthen internal and external partnerships that can provide information, assistance and support to the goals of the college.
- (b) To develop and implement action plans, identify and organize the necessary resources and monitor outcomes.
- (c) To collaborate with other TEIs as to create a compelling vision of shared goals, and develop a roadmap for successfully achieving progress in teacher education.

- (d) To invigorate the college by building a culture that encourages learning and development and encourages innovative approaches and solutions to problems in education.
- (e) To encourage reflective practices by thinking systematically about what happens in the institution, why it happens, and what can be done to improve student achievement

Thus Contributing to National Development, Fostering Global Competencies among Students, Inculcating a Value System among Students, for Excellence are the major considerations of the Institution.

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 curriculum is largely based on the syllabus formulated by the University of Mumbai. However, we firmly believe that local needs should be incorporated into the curriculum and hence have a supplementary curriculum to add to the prescribed curriculum as well as one to complement the same. For this need, assessment is carried out by soliciting information of students' entry behavior. We seek information of computer awareness, their multiple and emotional intelligences and learning styles, their social background, communication skill. Expectations from the B.Ed course are found through discussion, feedback from previous students helps to gauge the needs of student teachers. The staff brainstorms to determine what extra inputs students might need, Discussions with Principals and teachers of other TEIs helps to crystallize these ideas and accordingly curricular activities are formulated. Each lecture draws a complementary curriculum for the subjects taught. Each department tries to include added curricular transactions so as to have a curriculum that is aligned to the goals mentioned in the response to 1.1.1 above.

1:1:3 How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

Global trends in teacher education such as use of ICT in teacher education, focus value building, inclusions of life skill education, constructivist approach and thrust on research are valued highly when we plan our curriculum. To

ensure that these trends are reflected in the curriculum, following steps are undertaken.

- (i) Recognition of important development at global level.
- (ii) Prioritization of development
- (iii) Detailed planning and execution of activities to meet the same at institutional level.
- (iv) Evaluation of these activities by students, staff and authorities.

Generally the Deming's cycle of Plan-Do-Check-Act is followed. Necessary modifications are made. The focus is to shape a teacher to fit the roles as per the need of an hour. Emphasis is laid on role of teacher as facilitator, counselor, researcher, reflective practitioner, developer of resources and evaluator and the inspirer.

1:1:4 How does the institution ensure that the curriculum bears some thrust on national issues like environment, Values education and ICT?

1. Environment Education:

The institution offers selection of Environmental Education as optional subject in B.Ed course. The college has an Environmental Club, the main objective being to sensitize student teachers to the pertinent issues regarding the environment and hone skills to deal with these issues on a local basis. The environmental club arranges various activities pertaining to environmental issues such as:

- Environmental education awareness programmes are organized in our college regularly. This generates positive attitude towards environmental protection and the measures to be taken towards sustainable development.
- Organizing camps for hygienic cleaning the college campus and surrounding locality of college,
- Tree Plantation
- Recollect plastic to save Environment protection and safe, etc.
- Environmental safety programme – presented by our students on 21.02.2014 at Kalyan- Dombivali Municipal Corporation level.
- The institution makes sure that the surrounding area & the atmosphere are maintained suitable for teaching & learning process. The college building is kept clean & pollution free. The campus has planted 365 plants which are

conserved & gives green coverage to the campus. Students are not allowed to cause any harm to the plant. Noise pollution is also controlled.

“Plastic Free Kalyan Dombivali Abhiyan”:

As we have started the “Plastic Free ‘Kalyan Dombivali Abhiyan’” from 2013 in collaboration with 'SAGAR MITRA' NGO and Kalyan Dombivali Municipal Corporation.’ In this plastic is recollected at home which is sent for recycling. In dry waste plastic waste is sent for recycling process as we believe in 4 R’s ie. Reduce, Recollect, Recycle and Reuse to sensitize towards environmental responsibility. Ultimately leading to sustainable development.

Wormi Composting: Garden waste & wet waste is used for making the compost. Wormi composting unit has been set up in the campus.

Solar Street Light: We believe that conservation of energy is another essential aspect for Sustainable Development and hence we utilize the solar energy to lighten our campus at night. We have installed solar street lights in our campus.

E-Waste Management: Rapid changes in technology, low initial cost & planned obsolescence have resulted in a fast growing surplus of electronic waste around the globe. Informal processing of electronic waste in developing countries causes serious health & pollution problems being a part of this world & problem our college has taken steps towards overcome this problem. We regularly gather electronic waste from students, staff and institution itself & sent for recycling of materials. While giving the waste for recycling, we ensure that waste is being recycled safely & ethically.

1. Value Education:

The college day begins with an assembly where values are extensively integrated. Every lesson given by the student teacher incorporates core elements, values and life skills. These are not just imparted verbally but the focus is to apply the same in daily life. Co curricular activities are values based. Visits to social institutions, discussions and deliberations are a few of the many means employed to sensitize and animate students to be bearers and disseminators of values.

2. ICT Education :

ICT is integrated in the teaching process. All students undergo a compulsory Computer literacy programme and are encouraged to use ICT in lessons. More on this will be discussed under Criteria II and IV.

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

1. Transparencies are used regularly in the classroom teaching.
2. The college has provided ICT Lab for teachers and students and its uses for curriculum planning and design of internal and external works/activities.
3. Workshops on preparing Power Point Presentations are also organized and students are encouraged to prepare ppt on the topics related with the syllabus.
4. Students use OHPs and LCD Projector at the seminars.
5. Staff members keep contact with the teachers from other colleges and discuss regarding various activities, subjects, syllabus etc. through internet and study groups.

All teacher educators have unlimited access towards use of ICT resources in the college which they can use for planning and implementation of various curricular and co-curricular activities.

1.2 ACADEMIC FLEXIBILITY

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

The curriculum of the B.Ed. and M.Ed are not like a watertight compartment where the subjects are taught as separate units. Each of the content in the Syllabus has a direct relevance to the daily life of the student teachers. The experiences to the student teacher trainees are provided in various manners. There is a constructive criticism during the lesson conduction in a triangulated manner: Self-evaluation, Peer evaluation and Group In charge evaluation. This instills in them the reflective thinking where they need to give a feedback for each demonstration lesson taken by their peers, themselves or their teachers. Self-evaluation is an integral aspect of the evaluation tools used during curriculum transaction of all the courses. The students are oriented from the core training program itself to self-evaluate and then reflect and

give suggestions for improvement. This self - evaluation followed by reflection is continued in all the activities throughout the year. This reflective practice is Continuous during all the activities undertaken for curriculum transaction which includes theory lectures, practice teaching, Internship. Some of these reflective exercises involve a checklist, others involve unstructured reflection. Reflection is done while planning lesson and after deployment of plans as an integral part of practice teaching.

When a topic is taught, the teacher concerned encourages formulating their own philosophy of education, carrying out SWOT analysis thus propagating reflective practices. Fields visits, workshops and such other learning activities are followed by a session of feedback written and oral and all this calls for reflection.

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

The curriculum offers a choice of methods and special fields. Students for the same according to their qualification and interest. Learning experiences are flexible in nature and by providing hands on experience, verbal experiences as discussions, reflective exercises, Computer aided lessons, synchronous and asynchronous experiences, care is taken to cater to varied learning styles of the students. Workshops and visits are conducted to offer first hand experiences. During internship students are given flexibility regarding number of lessons they wish to take. Those students who want extra practice in any particular subject are encouraged to go beyond the stipulated number of lessons. Ample flexibility is offered in the choice of teaching techniques or technology they wish to use. During certificate courses, students choose the course of their preference. Same liberty is given for extension work.

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.

The institute organizes the students centered programs to cater capability and understanding to living better life style. Providing the technology based study to create empowerment among students. Developed the life skills as values, character. Scientific attitudes communicating, social responsibilities and good personality.

Life- Skill Prgromme: In collaboration with “Maitrisanwad” Life Skill Workshop is organized every year for student teachers. Student teachers are oriented towards bridging the gap in between textbooks and life skills inculcation. These include lectures by eminent persons, visits to orphanages, Elders 'Homes, Jails etc. Literacy drives, AIDS Awareness Campaign, various Important day celebrations.

Communication Skills :On the basis of observation of the learning environment and the feedback obtained from past pupils and prospective employers a workshop on verbal and written communication skills is organized for the students. Lectures are organized to give exposure to students to Communication Skills. During micro Teaching and Practice Teaching students have opportunities to interact with the peer group. This provides them opportunities to develop their communication skills. While preparing lesson plans the students develop writing skills also. Interaction with the teachers and students at the practice schools also helps them to acquire communications skills. Every day during the Prayer Session a Value- Oriented Class is held during which the students present stories, Thoughts at the day, information etc. This gives them opportunities to develop their skills. Debates, elocution, discussions are held periodically to enable the students to develop communications skills.

Extension Work Programmes: Community awareness projects such as NIOS, Career Guidance, Status of Women in Society, Information Technology are undertaken by the students. Visit to Old Age Homes and Orphanages to celebrate the festivals with the inmates help get closer look at the society. Visit to mobile schools for children of brick workers give an experience of the essentials of non formal education.

ICT: Computer literacy programme – In order to train students to use computers – offline and on line, computer literacy programme is organized in the beginning of the year. The students are given hands on experiences to prepare CAI and use of internet for reference. They are trained regarding use of innovations in ICT learning such as virtual classrooms through www.wiziq.com - interface used in virtual classrooms, preparation of on line evaluation tools and Open Education Resources (OERs)

1:2:4: How does the institution ensure the inclusion of the following aspects in the curriculum?

- i) Interdisciplinary / Multidisciplinary**
- ii) Multi-skill development**
- iii) Inclusive education**
- iv) Practice teaching**
- v) School experience/internship**
- vi) Work experience/SUPW**
- vii) Any other (specify and give details)**

(Also list out the programmes/courses where the above aspects have been incorporated)

I. Interdisciplinary / Multidisciplinary.

The college is maintaining our interdisciplinary and Multidisciplinary systems to provide guideline for students and staff members about their punctuality; regularity, works, responsibilities, duties and overall performances.

Interdisciplinary :

All subjects in the curriculum are interdisciplinary. While teaching any subject the faculty has to relate it with other subjects. Teaching methodology is learner centered and learner participative. Different teaching methodologies are adopted by the faculty to promote teaching and learning. Some of the teaching methods are as follows:

- a. Demonstration method for demonstrating to the students the skills and techniques of teaching.
- b. Discussion, Group Discussions, methods are used for classroom teaching.
- c. The faculties make use of Audio Visual teaching aids while delivering their lectures.
- d. Number of workshops are arranged every year to impart training in Planning, Micro teaching, Demonstrations and Audio-Visual Aids, etc.

II. Multi skill development

Provided best facilities for students for their study about each related work / activities of education as proper guidance, counseling, and frame works of various skills.

- a) Teaching Programme includes five skills. Workshop is arranged for imparting the skills. The students are divided into groups of 10 students. Each group has a faculty in- charge. The faculty demonstrates the skill followed by discussions. The students are also provided guidance regarding lesson planning. Then the students practice micro-teaching in their peer-groups. The in-charge faculty observes the lesson, guides them accordingly.
- b) During practice teaching the students use different skills.
- c) The students acquire different skills while they participate in various programmes held throughout the year.

III. Inclusive education

New concepts based on global needs and demands and community needs are introduced in the syllabus. These concepts are implemented through in the syllabus. These concepts are implemented through various programmes. The planning for this is done at the beginning of the session. The concepts like Micro-Teaching, Value Education, Environment Education, Management, Information Technology, Action Research and ICT are introduced.

The National Education Policy 1986 has recommended Ten Core Elements of curriculum. It is expected that these ten core elements should be inculcated in the students' through education. The B.Ed. syllabus also reflects these elements as essential and reached to students through various activities.

IV. Practice teaching

The allotment of practice teaching in various school as like to our Students for possible his/her special methods.

1. Practice teaching: Practice teaching is organized in the schools of Kalyan Dombivli area. Students get varied experiences of teaching in different types of schools. Entire programme is aimed at providing enriching experiences in planning, organizing, classroom management, communication skills and use of ICT.

2. Classroom teaching: In order to make classroom teaching, the students are instructed regarding the planning of classroom teaching, the students are provided lesson planning book. The faculties are always keen about the work of the students in this respect local schools are engaged for classroom practice teaching. Every student has to engage 10 lessons for each method of teaching. Every student thus engages 20 lessons during the course of study. During internship period the students have to complete 10 lessons of two methods.
3. School experience / internship: Internship programme of six days duration is arranged to give students an experience of actual school life. This provides very good opportunity to understand and experience the responsibilities of a teacher in school. The students work under skilled teachers and cognitive apprenticeship is integrated with the Internship.
4. Observation of peer teaching: the students observe practice teaching of co-students. The observations are recorded in observation note-book provided for the purpose. As per syllabus the students have to observe at least 10 practice lessons for each method.
5. Peer Feedback: The peer students are given oral as well as written feedback.
6. Supervisions and Evaluation of Practice Teaching: Every faculty has maintained individual record book for supervision and evaluation of practice teaching by giving due weightage to objectivity as per the instructions of the University.
7. Reflection on Teaching by Trainees : During the course of study and the practice teaching programme the faculties provide guidance at pre-teaching stage and feedback at the post teaching stage. The feedback is oral as well as written. Students improve their teaching after the feedback.
8. Interaction with the school/community : Co-operation is sought regarding making available the infrastructure i.e. classrooms, students common room, during practice teaching. The students often use teaching material like teaching aids, scientific equipment, etc. Guidance is often sought from the senior teaching staff of practicing school.
9. Work experience / SUPW: The work experience of students in different activities is very attractive to created their self confidence. The Work

Experience workshop is held to make students skilled in making small domestic items from raw material. Students make these things under the guidance of experts.

The college is conducting various social and educational activities at time to time for better understanding among students in life.

1:3. FEEDBACK ON CURRICULUM

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

Structured feedback is sought on a regular basis. A questionnaire dealing with questions on syllabus, co-curricular activities was circulated. The questionnaire was given to lectures, teachers, students, and former circulated. The collected through the questionnaire was analyzed, discussion were held, suggestions were taken from the respondents & send to suggestion to university.

From students: Written feedback through Teacher Assessment Questionnaire is elicited at the end of both the terms. Oral feedback is sought time to time.

Alumni: The alumni offer feedback regarding the efficacy of programmes organized by the college. This is seen from the perspective of utility value in actual school situations. They also offer suggestions by virtue of their experience in the schools. Alumni surveys have been carried on and the result have provided vital feedback.

Employers: Written feedback regarding Practice Teaching programme and expectation of employers from prospective teachers is sought through structured schedules.

Community: Oral feedback is sought from the community centers.

Academic peers: Within the college, we confer with on another regarding different innovative ways to deal with curriculum. With our peer from other colleges we carry discussion at different meetings.

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.

A questionnaire dealing with question on syllabus, co-curricular activities is circulated. The questionnaire is given to lecturers, teachers, students and former students. The data collected through the questionnaire is analyzed, discussions were held and suggestions were taken from the respondents. Appropriate changes were made in the syllabus.

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

Regarding curriculum update the institute takes initiative. The students admitted to the B.Ed. Course are given a questionnaire at the start of the course as well as at the end of the course. The questionnaire reflects the students' expectations from the course as well as their suggestions at the end of the course. These suggestions are conveyed to BOS Members in the university. The curriculum for B.Ed and M.Ed was revised by the University of Mumbai in 2008 year where three faculties Dr. Vaishali Zankar, Smt. Vidya Kolhe and Smt. Archana Bhopale were parts of syllabus revision Committee. Also the curriculum for B.Ed and M.Ed is revised by the University of Mumbai in 2014 year where three faculties Smt. Archana Bhopale and Smt. Anjali kirkinde were parts of syllabus revision Committee. Also Smt Vidya Kolhe has translated the educational Psychology Book for the course M.A. Part- I at Institute of Open and Distance Learning, University of Mumbai. Thus faculty members of faculty represented our college as members of curriculum framing committees at university level.

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 B.Ed. course was revised in 2012. Major changes are in the paper Philosophical Foundations of Education. Peace Education and Human Rights Education have been

integrated in the section on Sociological Foundation of Education. Under Psychological Foundations, Constructivism, Co-operative learning, Individualized Education Plans are some newly incorporated areas Bloom's Revised Taxonomy of Education, Objectives and Norm Referenced and Criterion.

Referenced Tests are included in Educational Evaluation. Management of Education has undergone several changes with topics as Event management and administration of various Boards of Education being included. The paper on ICT in Learning has seen major changes with e learning being a thrust area.

Open book examination, Seminar presentation, Evaluation of participation in the co-curricular activities are some of the major changes in the curriculum. Special Methods too have been upgraded, in Guidance and Counseling, Environmental Education and Computer Education, the syllabus is made more relevant to present needs and burning issues of the day have been addressed. The inclusion of practical activities in every paper has added to the experience of the students. Evaluation pattern too has been revamped. Open Book examination, assessable co curricular activities and innovative techniques in simulated lessons are some additions.

There is no doubt that all these will create more informed and more empowered teachers. Students are better equipped to handle knowledge explosions, challenges posed by media. Seminar presentations have increased confidence, research skills are honed and constructivist approach has made students more competent. Students have learned more about student friendly approaches as co-operative learning. Open book examination has helped to develop reference skill. The students' interaction with on line and off line learning resources has opened to them new avenues in self learning. Impact of these new inclusions was visible immediately as simulated lessons incorporated constructivist approaches as the 5 E Lesson Model. Students used co-operative learning during internship. Research data garnered using ICT. ICT was used to analyze data. Reference work of students has definitely influenced by their knowledge of ICT.

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.)

Regarding curriculum update the institute takes initiative. The students admitted to the B.Ed. course are given a questionnaire at the end of the course. The questionnaire reflects the student's expectations from the course.

During the practice teaching programme and internship, Institution gets feedbacks from the practicing schools about the current curriculum. Taking into consideration the feedback from above all the sections, proposals are submitted to University of Mumbai the necessary action regarding curriculum revision.

1.5 BEST PRACTICES IN CURRICULAR ASPECTS

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

For the development of different factors of personality viz. physical, mental, social, emotional, spiritual etc. institution conducts related programme viz. debate competition; intramural sports competitions, art and craft competitions, stage demonstration, debate etc. Following aspects are included in the syllabus as part of Quality sustenance and quality enhancement measures.

1. Environmental awareness Programme
2. Value Education programme
3. Life Skill Programme
4. ICT Practical
5. Practical Exam and Viva-voce of Practical work,
6. Information Technology

1.5.2. What innovations / best practices in 'Curricular Aspect' have been planned /implemented by the institutions?

- i) Workshop on 'Models of Teaching' was organized,
- ii) Workshop on 'Micro-Teaching'
- iii) Seminars for students, teachers and community were organized.

Apart from these we have planned following things in coming future :

1. Starting of Online Academy for Teachers and Teacher Educators across the world for facing Challenges of Teacher Education by using ICT.
2. Capacity Building Model for Comprehensive Curriculum.
3. Various Certificate Courses to be introduced in the college alongwith B.Ed and M.Ed course

CRITERION - II

TEACHING LEARNING AND EVALUATION.

2.1 ADMISSION PROCESS AND STUDENT PROFILE:-

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

The institution follows the rules and regulations of private association of Maharashtra Vinaanudan Adhyapak Mahavidyalaya Sansthalak Association (MVAMSA) Pune for B.Ed and Central Admission Process (CAP) conducted by the Director, M.Ed. Admission process section, Higher Education, Government of Maharashtra, Pune.

The minimum entry qualification for B.Ed is graduation from any faculty with 54.5% for open and for reserved category. For B.Ed 49.5% weightage is given to graduation marks and 50% weightage is given to marks obtained in CET and 20% weightage is given to interview score.

The minimum entry qualification for M.Ed is marks at B.Ed. should be 55% for open category and 50% for reserved Category. For M.Ed 50% weightage is given to marks obtained in B.Ed course and 50% weightage is given to CET Score.

Admission Committee is formed in the institution to monitor and complete the Admission process every year.

Weightage allotted during admission procedure of B.Ed as per criteria given below:

Criteria	Weightage
Academic Score	40%
CET Score	40%
Interview Score	20%

Weightage allotted during admission procedure of M.Ed as per criteria given below:

Criteria	Weightage
Academic Score	50%
CET Score	50%

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

The admission programme of B.Ed is advertised by the MVAMSA Pune through the various leading Newspapers as well as on its website. www.assobedadmission.org , www.mahaassopune.org.

The admission programme of M.Ed is Central Admission Process. This Programme is advertised by Govt. of Maharashtra through the leading Newspapers as well as on website <http://oasis.mkcl.org/med>.

Beyond that College also advertise both the programmes (B.Ed/M.Ed) in local and State level Newspapers and website www.gcer.org.in. The institution also announces the same through website, network with senior colleges, practice teaching schools and community centers. The prospectus published by the college and Association is made available to each applicant.

Thus the institution provides clear information to applicants about admission and completion of requirements for all programmes (CET/interview, result and admission rounds), the fee structure and refund policies, financial aid and student support services.

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

The institution forms the Admission Committee and Interview Panel which consists of of a Principal and two experienced teacher educators. Students who are allotted from the merit list of MVAMSA for B.Ed and Central Admission Process (CAP) conducted by the Director, M.Ed. Admission process section, Higher Education, Government of Maharashtra, Pune, for our college student are admitted after completing the administrative office formalities. The seat which remain vacant after the First, Second and Third round are filled up in the spot admission round. The

process followed for admission is totally transparent and scope for redressal if any, is available.

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

The institution follows the reservation policies made by Pravesh Niyantaran Samiti and thus admits the students of diverse economic, cultural, gender linguistic backgrounds. Keeping in view these diversities, our college has made Students welfare Policies for different category of the students as mentioned below

1. Economically weaker students.

For the economically weaker Students the benefit of University of Mumbai, Dept of Students welfare assists students under the scheme of “Financial Assistance to Economically Backward Students”. Our college identifies such students and are availed the financial Assistance under the scheme. Also at institute level: Institution allows students to pay the fees in installments.

2. Cultural and religious diversified students.

The institution adopted secular approach in all the practices. Different types of festivals of different cultures and religions are celebrated in the college throughout the year. The Principal and faculty advisor conduct personal counseling sessions for the students according to their personal problems. Domestic difficulties are sorted out by arranging personal meeting with their family members. Remedial programmes organized in the institutions for academic weaker students.

Above all, individuality is looked as assets rather than obstacle. The exchange that takes place among the students of diverse backgrounds is more helpful for the development of the student’s personality. Atmosphere of cordial relations is maintained throughout the year to make the students feel homely environment.

2.1.5 Is there a provision for assessing Students knowledge needs and skills before the Commencement of teaching Programmes. If yes give details on the same.

Yes, there is a provision for assessing students’ knowledge, needs and skills Before the commencement of teaching programme. In the beginning of the academic year the college prepares individual student profiles by ascertaining their levels of

Multiple Intelligences, Emotional Intelligence, Achievement Motivation and Self Esteem. Talent search programme is organized every year. During the talent search programme teachers ask students to perform some activities on individual basis. The student with different potential is hunted during this and their talents are nurtured in different extracurricular activities throughout the year. The talent search programme really helps in identification of students' talent.

The teacher acts as a mentor and assesses the strong and weak points of a student. The ratio of mentor student is 1:10.

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 institution was established in July 1990's and has a great heritage of teaching learning. It helps to create a conducive environment for learning. Each student gets a copy of B.Ed. syllabus consisting of the nature and execution of B.Ed and M.Ed course. A copy of annual calendar reflecting Vision, Mission, values and objectives of institution is given to the students before commencement of the formal programme. The same is also displayed on the college website. The vision and mission of the College is reflected through the various curricular and Co-Curricular activities. The institution organizes various orientation programmes, workshops and seminars for the new entrants after the admission procedure is completed. The College organizes various cultural, social, intellectual programmes throughout the year for eg. Teaching Aid workshop, Sports day, Annual Social Gathering , Community work. Plastic free Kalyan- Dombivali awareness Campaign. Cleanliness week etc.

The institution has spacious building with play ground and adequate infrastructure which facilitates teaching-learning process. The institution is situated in a pollution free environment having all the physical facilities like girls common room, canteen, play ground, washrooms, clean and pure drinking water facilities, small garden in the campus, spacious classroom, Method Rooms, Laboratories all these facilities creates positiveness among the students.

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

Apart from learning environment the college provides different learning resources through the Library, E- learning resources, N-list online resources etc. for those students who are good in academics so as to perform better than their abilities. The college follows mentor- student formula which helps in guiding each student according to their learning abilities. Weaker students are given special guidance and remedial teaching where ever required to improve their understanding level. As every student is special and different from each other. Considering this intellectual, regional, linguistic diversity as well as different learning styles of the students the institution cater to the diverse needs of students. The process of nurturance and mentoring of student teachers is visualized and institutionalized on the basis of diverse learning of needs of the students. Gifted learners are given opportunities to display their skills through presentations or by functioning as resource person. Various curricular and co-curricular programmes are held throughout the academic year to fulfill the diverse learning needs of the students.

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 students of our institution participate in social activities and community activities. Different social community activities conducted in our college every year are as follows-

- i) Plastic Free Kalyan – Dombivali City awareness programme.
- ii) Voting Awareness Campaign
- ii) Blood Donation Camp
- iii) Street Play – On International Women's Day
- v) Rallies (Krantijyot Ralley) on the eve of Independence Day

All students are involved in the above activities without any discrimination of caste, creed and gender. Our society shows a lot of diversity this diversity has to be respected and accepted is taught to the students.

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

At the time of recruitment the preference is given to the candidate who fulfills the UGC / NCTE criteria provided by University of Mumbai. Teacher educators are ensured while appointing, that they are well qualified, knowledgeable, technosavy, communication skill and higher competence to teach.

Also teacher educators are also encouraged for professional development by participating in various seminars, workshops, paper presentations at Local, State, National Level. Attending orientation and Refresher Courses, Faculty exchange programme with other colleges are organized. University of Mumbai has specified PBAS as per UGC norms according to which the institute offers every opportunity for the faculty to grow w.r.t. their API.

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

The institution takes efforts to help the students to develop their knowledge and skills related to diversity and inclusion. It also takes efforts to provide opportunities to the students for applying this knowledge and skills effectively in classroom situations. for eg. Teaching learning programmes are arranged in classrooms such as micro teaching, Simulation lessons, Practice Teaching and other teaching activities like Internship Programme as per Academic Calendar.

Participation in workshops, seminars and talks : The member of the faculty present papers in seminars organized by the University Department of Education and other colleges on the topics pertaining to 'Challenged Learners' and 'Inclusive Education'. The faculty participates in workshops, talks and activities organized on the topics of Educational Psychology and allied subjects.

Referral through Counseling Cell: The faculty refers students with lack of coping skills for psycho-physical treatment so that they can cope up with education. Personal counseling sessions are also arranged for parents of these children.

Research work: Researches pertaining to Learner diversity is a collaborative activity wherein the students and faculty widens the horizon of their own understanding of inclusiveness through research. Resources in form of books and digital media has

expanded the faculty's knowledge in this area. All the above activities helped the teacher to plan their teaching learning activities and implement it effectively in classroom.

2.3 TEACHING –LEARNING PROCESS.

2.3.1 How does the institution engage student in "active-learning"? (Use of learning Resources such as library, website, focus group, individual projects, simulation, peer teaching, role playing, internship, practicum etc.)

We use different and innovative methods of teaching learning to make students active for eg. Brainstorming, Small group discussion, Seminars, workshops.

1. **Library** The librarian orients the students in the beginning of the year about the facilities available to the students. Students use the library resources - N-List online resources available in the college. Library orientation is from the point of view of theory papers and practice lessons. It facilitates 'active self study' throughout the year. The library resources play an important role in active learning during practice teaching, project writing, paper presentation and open book assignment. In group work, reference books are distributed in groups to collate study points pertaining to the topic.
2. **Website:** Paper presentation, research based project and viva voce, open book assignment, curricular activities and the whole practice teaching programme engage students in active learning throughout the year. The students are encouraged to use effectively browse through website pertaining to their topics. Additional information, verbal and visual is used for their lessons and exchanged with peers who are not good in computers.
3. **Focus group:** Heterogeneous groups are formed for cooperative learning. Questions are given to each group for discussion and self study. Each group submits their written answers to the respective teacher and seeks feedback on it.
4. **Individual projects:** Action research is conducted in the form of individual projects. Students suggest topics for projects and select a topic for their project. Students actively participate in preparation of tool and scoring key of the tool. They select the sample of their study and collect data from the sample independently. Collection of information and review of related literature is

done using reference book and online surfing. Thus active learning is ensured through open defense after completion of project work

5. **Simulation:** Simulated lesson students are motivated to take active participation in Dramatization, Role play, Gaming and other creative lessons.
 6. **Co-operative Learning :** Strategies of co-operative learning such as jigsaw, circle the sage, brain storming computer assisted learning are extensively used by the teacher educators to motivate active learning.
 7. **Internships:** The students take inventiveness to learn curricular programmes and organization of co-curricular activities. During internship student teachers get opportunities to interact extensively with human and non-human resources of the school.
 8. **Practicum:** Paper presentation, research based project and viva voce, open book assignment, co curricular activities and the whole practice teaching programme engage students in active learning.
- Other than the above mentioned techniques role play, Situation based learning and self learning techniques are incorporated to ensure active learning.

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 student

Syllabus of all the courses gives ample weightage to practicum which contributes To self-management of knowledge and skills. Institution focuses on teacher centered learning and tries to achieve the same by the following participatory activities; Assignments: assignments from theory papers are given to the teacher trainees which are application based and students with the help of reference books, internet search, and discussion with peers complete the assignments. The institution make the student centered learning as following activities are organized such as seminar, workshop organized by students.

- Brain storming sessions: Brainstorming sessions regarding curriculum, co-curricular and extra-curricular activities help them in developing divergent thinking skills and their application.
- Cooperative and collaborative learning sessions for curriculum helps them in developing self-learning skills.

- At M.Ed level topics from every paper of the syllabus are allotted to the student teacher. They prepare instructional material for the topic with the help of references and present them before the peer group and evaluated by the faculty.
- Activities like poster presentation, elocution, essay writing, group discussions, panel discussions, ppt presentations, self and group projects help the student teacher in developing their skills.

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

Each student teacher has to complete 4 simulated lessons using different techniques of instruction viz, Inquiry Training Model (ITM), Game, Role Play, and creative method. It is mandatory for student teacher to practice one simulated lesson using models of teaching and other creative technique as an instructional approach. In the beginning of the session of simulated lessons, inputs are given and the teacher-educator demonstrates the simulated lesson based on different techniques. Students practice the same in the peer group. The teacher educators frequently use the model of teaching for curriculum transaction. A list showing the use of model of teaching as instructional approaches is given below:

A) For simulated lessons

Inquiry Training Model (ITM), Game, Role Play, and Creative Teaching.

B) For theory transactions following models are used

Sr. No.	Name of the model of teaching	Subjects
1	CAM	Science, Mathematics and Information and Communication technology.
2.	JIM	Sociological foundation of Education, Social Science.
3	ITM	Science, /Geography / Environmental Education

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.

Our faculties give the additional training in models of teaching. As a part of internal work and ensure to learn all the students are made familiar with model of teaching. They are encouraged to deliver and plan their lessons on the pattern of ITM as an integral part of simulated lesson.

In course of I.C.T in Education CAM and ITM is a part of syllabus.

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 practices microteaching techniques to develop their teaching skill

After orienting the student teacher on microteaching skill and techniques every student teacher is required to conduct lesson for the development of teaching skills.

The following skills are practiced by student teacher. They are as follows.

- 1) Skill of Set Induction
- 2) Skill of Explanation
- 3) Skill of questioning
- 4) Skill of Black Board writing
- 5) Skill of Stimulus Variation

The institution organizes a week long micro teaching workshop. We test entry behavior of the students, by way of an unguided lesson. On the basis of their performance at unguided lesson some of the students are given additional practice during classes on communication skills. The steps of micro teaching are

- (i) Orientation to micro teaching
 - (ii) Introduction of each skill and its components
 - (iii) Demonstration lessons by student teacher (teach-feedback-reteach-feedback).
- Feedback from teacher educator and peer student teachers helps the student teacher to overcome limitations.

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 mechanism of lesson plans etc.)

According to the syllabus provided by of University of Mumbai each student has to give 20 lessons throughout the year. In First semester 10 lessons and 10 lessons in Second Semester. Institution has separate committee of practice lesson.

Orientation programme about micro teaching is organized at the beginning of the year. Teacher Educator gives subject wise and skill wise demo of micro teaching skills. Students are asked to observe and prepare for the same.

In the beginning of the academic year letters for permission to conduct practice teaching lessons are sent to the respective practicing schools by the teacher educator. The mother institution has its own English and two Marathi medium schools. Before starting of practice lesson there are demonstration lessons for each subject are given by the Faculty members. Time table of schools is taken into consideration while preparing the time table of practice teaching. Guidance is taken from method master while planning a lesson by the student teacher. Teacher educator gives positive and Negative Remarks regarding the lesson. The school teacher also gives feedback on the performance of the students. Student Teacher refer to the feedback gives by observer, teacher incharge and school teacher and tries to improve accordingly.

In the institute the student teacher has to complete the following pre practice teaching work: Each Student has to complete 5 micro skills, 1 Bridge lesson / integrated lesson, 4 Simulated lessons and one CAI lesson (Computer Assisted Presentation lesson). In Practice teaching Schools the student teacher has to complete the following 20 practice lessons in different schools who and 40 lesson observation of peer student. The pattern feedback is given in CSS pattern.

Continue- The practice of good things in teaching is to be continued,

Stop- the bad habits in classroom teaching. eg. body language, postures etc.

Start- up with one good habit in classroom teaching. This will help the student teacher to improve the teaching-learning process.

2.3.7 Describe the process of Block teaching / Internship of students in Vogue?

A teacher has to perform various roles and functions in a school apart from teaching. The college has linked with more than 15 schools in Kalyan-Dombivali and near by the city. Available schools are taken for practice teaching and one team of students and teacher educator sent to each school. As per the availability of the school one week block teaching is arranged. After completion of practice teaching by each student, one week internship programme is organized in various schools. This internship program gives real school environment for providing direct experience in holding classes.

The Student teachers during the internship programme in the schools arranges cultural and sports activities, maintain school records and registers, take interviews of the different teachers and learns how to maintain other records of the schools. To update the information they interact with the school teachers and Principal. During this period they also deliver the lesson, which are observed by school teacher and teacher educator

The experience of engaging proxy periods helps the students to develop and strengthen the teaching skills. Written and oral feedback received from students helps to schedule better internship experiences.

2.3.8 Are the practice teaching sessions / plans developed in Partnership, Cooperatively involving the school staff and mentor teacher? If yes give details on the same?

Yes, while preparing the time table of practice teaching institute takes in to consideration the time table of school.

The School Staff is involved in preparing the timetable of practice teaching lessons in their school. Sometimes School teachers are also request to supervise the lessons. When the teacher supervises the lesson, the entire programme of practice teaching is chalked out under the guidance of the headmaster of the school. The student consult the school subject teachers for guidance regarding teaching syllabus in particular class. All Student are regularly in intact with mentor teacher and method master during practice teaching.

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

The institution values diversity and provide opportunities for students to understand the role of diversity and equity in teaching learning process. 'Learner Diversity is taken care of by the mentors and guidance provided during personal coaching sessions.

The student used various teaching methods during practice teaching. Different teaching aids are also used by the students before starting practice lessons in schools. Student teachers are trained with different methodology of teaching, use of A.V. aids, use of I.C.T. use of various teaching techniques in managing the diverse learning needs of learner.

The students are also given knowledge of individual teaching differences and different learning styles amongst the classroom environment. They are also given knowledge about different classroom management techniques.

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

As a part of practicum one CAI lesson is made compulsory for student teacher. The faculties always use technology in their teaching learning process. The students are given opportunity to make the use of technology. The use of ICT in teaching, use of Power Point Presentation, in teaching use of Audio Visual Aids. Organizing workshops on preparing teaching aids, models of teaching, innovative and creative methods of teaching, new challenges of ICT in education and project work facilitates development of necessary competencies to use ICT effectively during practice teaching.

As a part of B.Ed curriculum students have to study one course of theory paper i.e ICT in education for semester II. Also As a part of M .Ed curriculum students have to study one course of theory paper i.e Advanced Educational Technology in semester II

2.4 TEACHER QUALITY

2.4.1 Are the practice teaching plans developed in partnership, Co-operatively, involving the School staff and mentor teachers? If yes give detail

Yes, In Collaboration with School staff the practice teaching plans are developed. The faculty of the institution gives demonstration on practice teaching lessons subject wise and gives sample lesson plan to students teachers. The faculty gives orientation and arranges workshop for practice teaching.

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

The ratio depends on the number of practice teaching schools are available. The ratio of student teachers to identify for practice teaching school is 1:15.

The practice teaching schools are selected on the basis of availability of the school, medium of instruction in school, timetable and the class available for practice teaching.

Wholistic planning of the practice teaching programme is done by faculty in – charge and the decisions are taken in consent with member of faculty. Decisions regarding the number of students allotted to each school are influenced by factors like availability of Practice Teaching school and schedules of the schools.

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

All faculty members are persuaded to give feedback on students' performance in various activities time to time.

After every activity/Programme faculty gives immediate feedback on their performance. The faculty observes the lessons during practice teaching and gives verbal and written suggestions to the students. Feedback to the student teacher is given after each micro lesson verbally as well as in the form of written statement.

During the Internship the student teacher are given oral feedback from the teacher educator as well as peer student. The student teacher has to write self reflection about her/her own lesson immediately after finishing of the lesson, which provides and insight in to her /his own efforts. It also helps to accept the feedback given by teacher supervisors and peer with openness helping to bring about necessary improvement in the performance.

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

As a part of B.Ed curriculum, students have to study school Management as one Of the theory papers. Through this subject, students are updated on the new educational policies. After revision of school curriculum, the guest lectures are organized by school teachers on new evaluation and new educational patterns of school curriculum.

The practice teaching schools are an important component of Teacher Education hence the college institution/ensures that the teacher educators and student teachers are updated on the policy directions and educational needs of the schools by conducting workshop on Learning Disability for school teachers.

2.4.5 How do the student teacher and faculty keeps pace with the recent development in the school subjects and teaching methodologies?

The faculty thoroughly studies the revised school curricula. The evaluation pattern has undergone major changes in Maharashtra State. The same has been studied in-depth by the faculty and accordingly students are guided regarding the changed patter of evaluation.

The faculty has made a thorough study of the National Curriculum Framework 2005 and had discussions regarding the same. Discussion with school Principals and teachers also help to get a better understanding of challenges posed by new curricula.

Through the constant interactions and contacts with the heads and teachers of the school. The teacher educators keep themselves upgraded with recent development in school and Teaching methodologies by reading articles from Educational Journals. Various trainings / workshop are conducted by KDMC, Shikshan Mandal at our college for the teacher who are teaching in KDMC Schools. Students also attended the entire programme.

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 activating promotional policies etc.)

For ensuring professional development of the teaching staff, institute organizes various seminars and workshops. College subscribes different Educational

journals, online recourses N-List which staff can use for their professional growth. Faculty also presents paper at State, National, International level and publish their research & conceptual papers.

The College arranges guest lectures and College sends their faculty as a guest lecturer to other institution. Faculty takes part in the Refresher courses & Short term Courses. The institution allows the faculty to share their resources with schools, colleges and community by giving talks to guide students, teachers and parent, judging the science exhibitions and competitions.

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

Institution has its own mechanism to reward and motivate staff members for good performance. Faculty they assigned as a in charge of various Committee and giving them more freedom for decision regarding to work freely. In planning and organizing their work, teacher educators are motivated and appreciated for their outstanding achievement at Personal and Professional level in annual day every year. The institution takes an immediate note of achievements of the faculty by felicitating, honouring and also noting down in terms of resolutions during Local Managing Committee meetings.

2.5 EVALUATION PROCESS AND REFORMS:-

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

The barriers to student learning are identified on the basis of: - content test, Observation, Feedback from peers, Interviews of the students by mentor (At the end of the each semester year), Open book assignments, term end examinations and Surprised Test.

The students content knowledge of their special method is assessed by means of a content test in each method. If the progress is not satisfactory, then remedial help is provided in the form of personal contact sessions, peer tutoring and reference reading. During microteaching sessions re-teach and if necessary re-re-teach lessons are arranged until the desired level of mastery is attained. Students' performance is continuously monitored. The mentor teacher deems it her

responsibility to speak individually to students who are not able to achieve the desired mastery level. The principal short lists students not actualizing to the best of their capacity and speaks individually to each student.

Practice examination is made mandatory for those with very poor performance in the terminal examinations. Cooperative learning sessions are arranged for the lower achievers after both semester examinations. After each semester remedial teaching is organized for the students whose performance is not satisfactory. A meeting of parents/guardians is organized to communicate the performance of their wards.

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

The institution follows the evaluation criteria prescribed by University of Mumbai, Details are given below:

B.Ed.

COURSE WISE AND SEMESTER WISE CREDIT ASSIGNMENTS SEMESTER WISE COURSES (PART A & PART B)

SEMESTER I			SEMESTER II		
R-4253 PART A			PART A		
Courses	Courses	Marks	Courses	Credits	Marks
I - USBED101			VIII- USBED108		
Philosophical Foundation of Education	2	60	Sociological Foundation of Education	2	60
II - USBED102			IX- USBED109		
Psychology of the Learner	2	60	Psychology of learning	2	60

III - USBED103			X- USBED110		
Educational Evaluation	2	60	Educational Management	2	60
IV - USBED104			XI- USBED111		
Special Method I	2	60	ICT	2	60
V - USBED105			XII- USBED112		
Special Method II	2	60	Special Fields	2	60
Total	10	300	Total	10	300
R-4254 PART B					
VI – USBED106			PART B		
Practicum – I	Credits	150	XIII- USBED113	Credits	150
Lessons	5	100	Practicum - II		
Micro- Lessons (4 x 4)		20	Lessons	5	100
Integrated Lesson (1 x 4)			Simulated Lessons (2)		10

Simulated Lessons (2)		10	Computer Assisted Presentation (1 Lesson)		10
Content tests		20	Internship		10
			Planning & Administration of Unit Test		10
VII- USBED107 Scholastic and Field work		150	Book Review		10
(A) Scholastic work	5		XIV- USBED114 Scholastic Work		150
Class test (5 x 20)		100	Class Test (5 x 20)		100
Essay (5 x 5)		25	Essay (5 x 5)		25
Open Book Assign		10	Action Research	5	20
(B) Field work			Psychology Journal		5
Community work		15			
Total	10	300	Total	10	300

For M.Ed course:

The M.Ed. examination is held on dates as specified by the University of Mumbai.

The scheme of examination is as follows:

Part A: There shall be 4 core papers and two electives. Each paper is of 100 marks.

Part B: There shall be a dissertation carrying 200 marks

Part C: Practical Work

Core Course I : Advanced Educational Philosophy & Sociology of Education	
Core Course II : Advanced Educational Psychology	
Core course III : Research Methodology in Education	
Core Course IV : Teacher Education	
Elective Courses: (Group I) (Select any one from Group I) <ul style="list-style-type: none"> • Advanced Educational Technology • Curriculum Design and Development • Quality Assurance in Education 	
Elective Courses: (Group II) (Select any one from Group II) <ul style="list-style-type: none"> • Management of Education • Inclusive Education • Guidance and Counseling 	
Dissertation	
Internship	
One class test per core and elective course held in the given semester	20 Marks

One written assignment per core and elective course held in the given semester	10 Marks
One Paper presentation/Book Review	10 Marks

2.5.3 How are the Assessment/evaluation outcomes communicated and used in improving the performance of the student and curriculum transaction?

Students are provided immediate feedback by the faculty. Continuous Comprehensive Evaluation Pattern is followed for improving the performance. Individual Feedback is given continue with good practices. The tests results are displayed on notice board which gives motivation to students. Special guidance is provided after declaration of the first term examination. The students are grouped for holding various programmes and activities. They are given feedback regarding their performance for improvement after every event. The result is displayed on the notice Board. As well as personal discussion took place with the student related to the examination. Immediate feedback is given to the student individual guidance is given. Those students got low percentage counseling programme was taken for them. During microteaching, practice teaching immediate feedback is given (oral and written) to the student. High achievers are motivated by the faculty. The low achievers are oriented and give special guidance and extra timing for the studies.

2.5.4 How is ICT used in assessment and evaluation processes?

ICT is regularly used in all the activities administrative and academic of the college. Below mentioned are the areas where ICT is used in assessment and evaluation.

- i) Preparing and communication of all instructions.
- ii) Downloading the University question paper.
- iii) Preparing & Typing question paper.
- iv) Preparing result sheets – Analysis of the marks.
- v) Preparing Internal Assessment Sheet.

2.6 BEST PRACTICES IN TEACHING LEARNING AND EVALUATION

PROCESS:-

2.6.1 Detail on any significant innovations in teaching / learning /Evaluation introduced by the institution.

- i) Faculty is sent for orientation programme related to New syllabus.
- ii) Institution encouraged faculty to write articles and published research papers in various Journals.
- iii) Motivates faculty to participate and present paper in the State, National and International Level to acquaint with the new trends in education.
- iv) Teacher uses KWL a popular technique for assessment purpose. A popular mode of assessments is the KWL technique. Each students is asked to draw three columns titled K,W and L. Under K the students writes what he/she knows about the topic, under W. what the students' wishes to know which is followed by sharing. This gives the teacher educator an idea of the previous knowledge of the students and helps to streamline the topic accordingly. After the unit is taught, the student has to fill the last column L. Students have to write what they learnt from the topic and how wi;; it be useful for them as future teachers.

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

After curricular transaction that is after teaching the complete lesson. The teacher confers with the students to find out what they expected from the lesson and the extent to which these expectations were fulfilled. This helps in modifying the teaching strategies if necessary. Thus action is not simply action n part of the learner. The teacher also uses the same steps to improvise his/her interaction. Delivery of lectures through P.P.T. presentation. Teachers use different types of teaching aid & O.H.P. Teachers also use innovative methods for teaching.*

CRITERION -III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 PROMOTION OF RESEARCH :

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

Research Committee has been constituted for planning and conducting Research Activities since A.Y.2010-11 Dr.A.N.Mishra (Chairman), Dr. R.Dhokane, , Prof. V.Kolhe, Dr.S.R.Pandya- Invited Expert. Four meetings are conducted in each Academic Year to discuss and plan the research Activities.

The institution inspires and motivates its researchers for research activities in many ways.

- i) The staff member get the facility of adjusting lectures & lesson observation, for their research work.
- ii) The management and principal always inspire & reinforces the faculty members in their efforts of research work, Ph.D. or other Research Projects.
- iii) To facilitate research work internet connection and computer are available for all teachers.
- iv) Research Workshops are conducted & staff members are encouraged to participate in such workshops out side the college.
- v) The faculty members are encouraged to present their research papers in International and National Conferences and Seminars.
- vi) The faculty members are sanctioned duty leaves for attending & presenting their research paper in National and International Conferences.
- vii) Online Resource N-List is made available to student and staff for doing research work.
- viii) Workshops are organized as a part of Regular Academic Activity for M.Ed. students & teachers to enhance their research knowledge and aptitude. the workshops includes.
 1. Research Proposal Writing Workshop.
 2. Review of Related Literature.
 3. Tools Preparation and Standardization.
 4. Techniques of Data Analysis and Report Writing.

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

The major thrust areas where the various research activities are conducted are enlisted below :

- i) Researches in Education and Psychology-MI, EI, Stress management
- ii) Quality Management in Education
- iii) Human Rights Education.
- iv) Social Problems in Society.
- v) Innovations in Education
- vi) Value & Moral Education
- vii) Environmental Education
- viii) Use of ICT in Education
- ix) Physical Education.
- x) Comparative Study and Curriculum
- xi) Innovations in Instructional Methods.

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

Action research are undertaken through DSM Course because there are in service teachers. These researches helps school teacher to solve the school problems in scientific way. As a result of that teaching and learning becomes easy, as their problem are solved in scientific way. Also B.Ed. student teachers conduct action research doing their one year course.

The significance of Action Research is as follows:

- It helps the school teacher to improve the teaching learning process.
- Incorporate innovative practices in curriculum transaction.
- Develops research culture among the school teachers.
- Administration and School Management.

3.1.4. Give details of the conferences/seminars/workshops attended and organized by faculty members in the last 5 years.

The total number of Conference/Seminars/Workshop Organized by the Institute in last five years is : 05

Workshops /Conferences/Seminars organized by the institution. :

Sr. No.	Year & Date	Target Group	Level of Workshop/ Seminars/ Conferences	Areas
1.	09/01/2010	Researchers	State	“Writing Research Papers/Scholarly Articles.”
2.	28/01/2012	Teacher Education	Regional	“Qualitative and Quantitative Research in Education.”
3.	06/04/2013	Teacher Education	State	“Mixed Method Research”
4.	25/04/2015	Teacher Education	National	“Challenges in Teacher Education.”
5.	27/02/2015	Teacher Education	Regional	Learning Disabilities for Schools Teachers

Academic year 2013-14 :

Workshop on Micro Skill :-

Journey of Hundred miles begins with single step .The student were exposed to the intricacies of teaching – learning process in the form of micro – skill in the first week of college. The teacher educators gave demonstration on various skill like set Induction, Questioning, Explanation, Stimulus variation, Blackboard work followed by group work for preparing lesson plans.

Workshop on Objectives and Specifications :-

Objectives and specifications are very important for the teachers. This workshop was conducted by **Mrs. Kolhe V. N.** and **Mrs. Kirkinde A. K.** after dividing the class into two groups, so that better explanation could be given and doubts could be clarified.

Workshop on Core Element and Values :-

Ten values are essential for the overall development of student's personality, so workshop on core element and values was conducted by Prof. Kolhe V. N On 16 August, 2013. Prof. Kolhe V.N. explained how values could be

inculcated among the students with the help of various methods of teaching.

Workshop on Instructional Material Preparation :-

Teaching is a skill and art. To make the teaching effective & innovative use of different teaching & Audio visual instruction material is very useful. For this purpose on 15th September 2013 Smita Tare Professor, Irene College of Education, was invited for guiding instructional material preparation. She demonstrated various techniques of making teaching aids.

Workshop on Practice Teaching :-

After completing micro lesson and integrated lesson students were introduced by Macro Lesson. It is also called Practice Teaching which was handled by Mrs. Bhople and Dr. Ramkisan Dhokne. IN B.Ed course student have to complete 20 Practice Lesson in different school by making groups for Practice Teaching assigning school for Practice Teaching etc. was planned by Mrs. Bhople and Dr. Dhokane.

Workshop on Simulated Teaching :-

In today's competitive world it is very difficult to sustain the attention of students with regular teaching. The role of teacher has changed from mere teacher to facilitator. Teacher has to give something new & innovative to make the teaching process interesting. This can be done through simulated lessons. The students were given demonstration on each technique in the respective methods by using effectively models of Teaching.

Workshop on Environmental Awareness:-

- i) Our college is very much aware about environment various programmes arranged for awareness of environment. One of these programmes is workshop on "Eco-friendly Ganpati" organized on 15th August 2013 under the guidance of Mrs. Minal Lele. She gave demonstration of preparation of Ganesh Murthy. She also explain the importance of "Eco Friendly Ganapati". Staff and Students booked eco-friendly ganpati spontaneously. This is the success of our workshop.
- ii) Our college had organized the workshop on "Climate Change" on 4th September, 2013. The opening ceremony of this workshop was done by Mr. Nirnjan Davkhare, MLA, Graduate constituency Konkan Region. The arrangement of workshop was done by Prof. Bharti J.

Workshop on Evaluation :-

Evaluation workshop was held on 21st January 2014. The guidance regarding Year Plan, Unit Plan, Blueprints, Planning and Administrative of Unit Test, was given by Mrs. Archana Bhople. After giving guidance the students were divided into groups as per their methods & asked them to prepare the same. Each & every query regarding year plan, unit plan etc were solved by the method master.

Workshop on Action Research :-

Action Research is an essential part of B.Ed curriculum. It was introduced by Mrs. V.N. Kolhe. There are many problems in the field of education faced by students & if there is a problem there should be a solution. To find out the solutions of such problems action research is done. First the student teachers were asked to identify a problem, collect the information related to that particular problem, analyze & interpret the results & suggest solutions to overcome such problems. The students were divided into groups & for each group one teacher educator was given as a guide.

The Internship week commenced from 27th January to 1st February. It was the opportunity for our student teachers to use their knowledge & skill in the schools that were allotted to them for internship programme. They were given list of activities which they have to be complete during the week. e.g Interact with teacher & principal of school, conducting test & various competitions etc. This was truly learning experience for student teachers.

M.Ed internship programme was also organized from 21st January, 2014 to 25th January, 2014. The students was asked to take 2 lecturer of optional subjects of B.Ed & they have to observe the lectures of B.Ed lecturers.

Workshop on Research Proposal:

M.Ed. Research proposal workshop was organised on 20th September, 2013, under the supervision and guidance of Smt. Bhople and Smt. Kolhe V. N. The two type of Research methodology had defined as descriptive and experimental Research design with presented more related examples of titles. The students have taken part in group activities on allotted topic of research.

M.Ed. Seminar was conducted in Ist Semester on four core papers on 7th to 10th October 2013, under the supervision of Smt. Kirkinde Anjali & Dr. A.N Mishra. The sub topic were allotted previously to all students in each core paper.

Each students presented their papers on as Advanced Educational Philosophy and Sociology, Advanced Educational Psychology, Research Methodology and Teacher Education.

Workshop on Research Data Analysis

Research Data Analysis Workshop for M.Ed. students was organized on 21st February, 2014, under the guidance of Mr. Sonavane. The resource person was Dr. S. R Pandya, Head of Education University of Mumbai. The descriptive and interpretational analysis, techniques are explained with examples by Dr. Pandya and given the analytical Work on their research data.

Workshop on Research Report Writing

Research Report writing Workshop was organized on 28th February, 2014 under the resource person Dr. A. N. Mishra and Shri. V.S.Lagashetty. The technique and criteria of research report writing defined with rule and regulation of report writing. All the essential point has included as cover page, title page certificate acknowledgement, content of list of table, figure, chapterization, appendix, bibliography and its APA style etc. The student has arranged their report writing option, indicated in workshop.

M.Ed. seminar. IInd seminar it was organized on 9th to 10th March 2014 on elected subject as Advanced Educational Technology, Management of Education and Guidance and Councelling. The each student presented their paper on two elective subjects, allotted on sub units. The subject & units were allotted by Mr.Sonawane Santosh

Academic Year 2014-15 :

Workshop on Micro Skill :-

The development of micro skills is essential for becoming effective teachers. The teacher educator give demonstration on various micro skills, usually in the first week of college. Micro skills are Questioning, Explanation, Blackboard writing etc. Reinforcement & Closure followed by group work for preparing lesson plans. On 18/08/14 workshop on micro skills organized by Mrs. Bhole A. & guidance is given by method master.

Workshop on Objective & Specifications :-

In order to define the expectation of teachers from the students it is

necessary to arrange for workshop on objective & specifications. College conducted workshop on 25/08/14 by Mrs. Kolhe V. During the workshop. Students were work divided into groups in order to achieve better understanding queries were replied suitably. Workshop on core elements 10 core elements are introduced in B.Ed syllabus as per new educational policy. So it is necessary to conduct workshop on core elements so that student teacher can understand how to inculcate core elements in the students.

Workshop on Instructional Material :

In order to have a effective teaching it is necessary that child's attention interest, curiosity is encouraged & sustained. This will facilitate the imparting education completely. The college arranged demonstration on various techniques of making & using teaching aids which were economical, easily available, attractive & easy to make as well. This workshop were arranged by Mr. Bharti J. & guidance was given by Smt. Rasmi More from Irene College of Education.

Workshop on Practice Teaching :-

Macro lessons i.e practice teaching was handled by Mrs. Kirkinde A. After competition integrated lesson the students have to go through macro lessons. This is actually teaching experience for the student teacher Mrs. Kirkinde A. made group of student teacher with taking into consideration of methods of students & it was also seen that everyone got equal opportunity to complete 20 lesson. The practice teaching was done by the 11th schools.

Workshop :-

Our college organized a one day workshop on 27th Feb, 2015 on L.D. (Learning Disabilities) for school teachers. This workshop was very helpful for all teachers because they can easily identify L.D. students of their class for this workshop resource person from Anjali Morries Foundation Pune. Guided the participants.

National Seminar :-

Teacher Education in India is at cross roads today due to new norms released by NCTE in December 2014. Hence there are many discussions going on the effective execution with regard to quality concern in Teacher Education" by Gurukrupa College of Education and Research, Kalyan, Dist-Thane on 25th April 2015. On day National Seminar on "Challenges in Teacher Education" was

organized by SSPM'S Gurukrupa College of Education and Research, Kalyan, Dist- Thane Maharashtra on Saturday, 25th April, 2015. Dr. Rameshchandra Kothari, Former Vice Chancellor, Veer Narmad South Gujrath University and Dean, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodra was the chief guest and the Keynote Speaker of the seminar. Dr. Shefali Pandya, Professor, Department of Education, University of Mumbai was the Guest of Honour. Principal, Dr. Vaishali Zankar felicitated the guests and spoke about necessity of organizing the Seminar. In his opening remark, Dr. Kothari brought to the notice of the audience that his talk will basically be a critical approach about the new 'Gazette on Teacher education' by NCTE. He brought into the notice that 15 courses are managed by NCTE about Revised norms & regulation of NCTE 2014 which on can easily find in the gazette (prominent educational degrees among them being the D.Ed, B.Ed., M.Ed.,). Dr. Kothari spoke about integrated courses and made a valid comparison between the actual terms of their completion to that of integrated courses. He expressed his dissatisfaction between the discrepancies in completion of these courses and the difference in time consumed to complete them, thus expressing a critical approach about the loopholes in setting up of the gazette.

ii) On 1st Feb 'Plastic Free Kalyan" event was conducted. As we know plastic bag, were banned by the govt. as they are harmful for our environments. But unfortunately the awareness of this fact in our society is very less. For the awareness of this fact the really was arranged & distribution of cloth bag was done by our college. The distribution of cloth bags was done by Mayer of Kalyani Patil, Kalyan.

Workshops /Conferences/Seminars Attended by the faculty members in last five years is : Total 99

Sr.No.	Name	Year & Date	Level of Workshop/ Seminars/ Conferences	Areas
01.	Dr. Vaishali D. Zankar	23 rd Dec, 2011	(Workshop) National	Innovation for improving the quality in Higher Education.
02.		10 th & 11 th Dec 2011	(Workshop) International	Teacher Education; Emerging Challenges of Responses
03.		8 th - 9 th Jan, 2015	(Workshop) International	The International Conference on Quality Management in Education.
04.		27 th Feb. 2015	(Workshop) Regional	Learning Disability
05.		13 th Feb, 2010	(Seminars) Regional	Constructivism and Brain Based Learning
06.		28 th Feb, 2015	(Seminars) Regional	NAAC'S Process of Assessment & Accreditation
07.		25 th Apr, 2015	(Seminar) National	Challenges in Teacher Education
08.		14 th March, 2015	(Seminars) National	Issues and Challenges in Human Rights Education.
09.		12 th -17 th Jan 2014	(Seminars) International	Enriching Communication Skills.
10.		2 nd Aug 2013 to 3 rd 2013	(Workshop) Regional	Team building and Leadership Qualities.

11.		7 th July, 2011 to 10 th July, 2011	(Workshop) State	Soft Skill & Personality Development
12.		31 st July, 2012	(Workshop) National	Child rights and Slum
13.		27 th Sept, 2010 to 3 rd Oct 2010	Orientation Programme	Seven Days XIX Orientation Programme for College Principal
14		14 th March, 2015.	(Paper Presented) National	Development of Human Rights Education Programme for B.Ed Students and its effectiveness.
15		8 th - 9 th Jan 2015	(Paper Presented) International	Study of Adequacy of the existing one year Bachelor of Education Course.
01	Lagashetty V.S.	4 th to 6 th Nov, 2011	(Conferences) International	Emerging Issues and Challenges in Higher Education
02		10 th March, 2012	(Seminar) State	Educational Socio- economic and spiritual Dimension of Development
03		29 th & 30 th Sept, 2011	(Seminar) National	Research Methodology : Importance & for pursuing PhD
04		25 th Apr, 2015	(Seminar) National	Challenges in Teacher Education
05		28 th jan, 2012	(Seminar) Regional	Qualitative and Quantitative Research of Education.

06		28 th Feb 2015	(Workshop) Regional	NAAC'S Process of Assessment and Accreditation for Non Accredited Colleges.
07		9 th Jan, 2010	(Workshop) National	Writing Research Paper/Scholarly Articles.
08		6 th April, 2013	(Workshop) National	Mixed Method Research
09		23 rd Feb 2015	(Workshop) National	E-learning Challenges and Opportunities
10		27 th Feb.2015	(Workshop) Regional	Learning Disability
01	Dr.Mishra A.N.	27 th & 28 th Aug 2010	(Conferences) National	Upholding Human Dignity.
02		28 th Jan, 2010	(Seminar) State	Measure for Quality sustenance
03		28 th Oct, 2010	(Seminar) Regional	Qualitative & Quantitative Research
04		10 th Mar, 2012	(Seminar) State	Socio – economic
05		12 th to 14 th March 2015	(Seminar) National	Revising Teacher Edu.
06		25 th Apr, 2015	(Seminar) National	Challenges in Teacher Education
07		09 th Jan 2010	(Workshop) State	Writing Res. Papers / Articles
08		17 th Dec, 2011	(Workshop) National	NAAC Accreditation Process
09		22 nd March, 2014	(Workshop) National	NAAC Accreditation Process
10		27 th	(Workshop)	Learning Disability

		Feb.2015	Regional	
11		27 th August 2010	(Paper Presented) National	Empowering Education New trends in Human Rights
12		12 th -14 th March 2015	(Paper Presented) National	Strategies in Teacher Educations
01	Bhople A.A.	16 th Oct 2010	(Conferences) State	Interdisciplinary and Quantitative Approach in Research
02		5 th ,6 th Feb, 2015	(Conferences) International	Nurturing the whole Being for the 21 th Century – Exploring Indian Psychology"
03		28 th Jan 2012	(Seminar) Regional	Qualitative and Quantitative Research.
04		10 th March 2012	(Seminar) State	Educational Socio – economic and spiritual Dimension of Development
05		6 th April 2013	(Seminar) Regional	"Mixed Method Research
06		14 th March 2015	(Seminar) National	Issues and Challenges In Human Rights Education
07		25 th Apr, 2015	(Seminar) National	Challenges in Teacher Education
08		9 Jan 2010	(Workshop) Regional	Writing Research Papers/Scholarly Articles
09		22 March, 2011	(Workshop) Regional	Paradigm Shifts in Learning & Evaluation
10		15 Sept, 2012	(Workshop) Regional	Blue Print of B.Ed Question Papers

11		4 th July 2014	(Workshop) Regional	Capacity Building in Conducting Experimental Research in Education
12		27/03/14	(Workshop) State	Life Skills & Academic Stress Management."
13		27 th Feb.2015	(Workshop) Regional	Learning Disability
14		14 th March 2015	(Paper Presented) National	"Protecting Human Rights of Children.
15		25 April 2015	(Paper Presented) National	A Study of Aptitude to Wards ICT in Learning.
16		5 th & 6 th Feb.2015	(Paper Presented) International	Role of Teacher in Overall Development.
01	Kolhe V.N.	16 th Oct 2010	(Conferences) State	Interdisciplinary and Quantitative Approach in Research .
02		18 th April 2015	(Conferences) International	Political & Sociological Issues in Education.
03		9 Jan 2010	(Workshop) Regional	Writing Research Papers/Scholarly Articles
04		4 th July 2014	(Workshop) Regional	Capacity Building in Conducting Experimental Research in Education
05		9 th Jan.2010	(Seminar) Regional	Writing Research Papers.
06		13 th Feb, 2010	(Seminar) Regional	Constructivism and Brain Based Learning
07		13 th Mar, 2012	(Seminar) State	Educational – Socio economic and spiritual Dimension of

				Development
08		28 th Jan.2012	(Seminar) State	Qualitative and Quantitative Research in Education.
09		6 th April 2013	(Seminar) State	Mixed Method Research.
10		25 th Apr, 2015	(Seminar) National	Challenges in Teacher Education
11		21 st -22 nd March 2011	(Workshop) Regional	Paradigm shifts in Learning & Evaluation (Dept of Ed University of Mumbai)
12		29 th March, 2012	(Workshop) State	Enhancing of Teaching Personality
13		22 nd March, 2014	(Workshop) National	NAAC Accreditation Process
14		27 th Feb.2015	(Workshop) Regional	Learning Disability
15		14 th March 2015	(Paper Presented) National	Various Activities of Human Right Education.
16		25 April 2015	(Paper Presented) National	Study of Attitude of B.Ed. students towards practice Teaching
01	Dr. Gadhe N. K.	09 th Jan, 2012	(Conferences) National	Higher Education & Development.
02		10 th Jan 2015	(Conferences) National	Research Methodology in Digital Age.
03		4 th To 6 th Nov, 2011	(Conferences) International	Total Quality Management.
04		18 April 2015	(Conferences) International	Political and Sociological Issues in Education.

05		28 th Jan 2012	(Seminar) Regional	Qualitative and Quantitative Research In Education.
06		06 th Apr, 2013	(Seminar) Regional	Mixed Method Research
07		10 th Mar, 2012	(Seminar) State	Educational Socio Economic and Spiritual Dimension of Development
08		25 th Apr, 2015	(Seminar) National	Challenges in Teacher Education
09		17 th /18 th Oct, 2013	(Workshop) State	36, STATE LEVEL MATHS TEACHER WORKSHOP 2012-13
10		27 th Feb.2015	(Workshop) Regional	Learning Disability
11		9 th Jan 2012	(Paper Presentation) National	Higher Education & Development
12		25 th April. 2015	(Paper Presentation) National	Emerging Issue of Education & Role of Teacher.
13		4 th Nov to 6 th Nov, 2011	(Paper Presentation) International	Total Quality Management.
01	Kirkinde A.G.	28 th Jan, 2012	(Seminar) Regional	Qualitative & Quantitative research in education
02		6 th Apr, 2013	(Seminar) Regional	Mixed method research
03		10 th Mar, 2012	(Seminar) State	Educational Socio – economic and spiritual

				Dimension of Development
04		23 rd Feb, 2015	(Seminar) National	E-commerce challenges and opportunities
05		14 th March, 2015	(Seminar) National	Issues and challenges in Human Rights.
06		25 th Apr, 2015	(Seminar) National	Challenges in Teacher Education
07		26 th & 27 th March 2012	(Workshop) Regional	Quantitative Data Analysis in Education
08		15 th Sept 2012	(Workshop) Regional	Blue Print of B.Ed Question Papers
09		23 Feb, 2015	(Paper Presented) National	E-Commerce – Challenges and Opportunities
10		14 March 2015	(Paper Presented) National	Issues and Challenges in Human Rights
11		25 th Apr, 2015	(Paper Presented) National	Study of Attitude of B.Ed. Students towards Practice Teaching.
01	Sonawane Santosh	27&28 Sep.2014	(Workshop) State	Multiple Intelligence in Classroom.
02		2011-2012	(Workshop) State	The Seven Habits of Highly Effective People Training Program.
03		11 th & 12 th Oct.2014	(Conferences) National	Innovative Practices in Teacher Education.
04		13 th & 14 th Oct.	(Conferences) International	National Conference on Changing Phases in

		2014		Women Empowerment.
05		11 th & 12 th Oct.2014	(Paper Presented) National	Life Skill Education (Innovation Practices in Teacher Education.)
06		13 th & 14 th Oct. 2014	(Paper Presented) International	National Conference on Changing Phases in Women Empowerment.

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.

1) Students generated resources:

To prepare relevant teaching aids in the form of charts, models and kits to enhance the effectiveness of their practice lessons. College organizes workshop on Preparation of Teaching Aids, Experts are invited for this Workshop Students of Science method prepare working models for the exhibition; audio tapes, are prepared by language method students. Every year students prepare and submit two teaching aids. They also prepare power point presentations for seminars and simulated lessons.

2) Teacher generated resources

The teaching faculty prepares PowerPoint presentations to Support their lectures. Videos relevant to the syllabus are downloaded from the internet and used during the lecture. Relevant movie clips are used as per the need of the topic. The faculty has developed the following learning resources for the teacher the form of booklets –

- Models of pedagogical analysis of all methods
- Model lesson plans: macro and simulated
- Criteria and skills of micro teaching
- Classroom objectives and its specifications
- Criteria for critical evaluation of text books
- Long term objectives of all methods
- Formats of year plan, unit plan and unit design

- Formats for evaluation of micro simulated and macro lessons
- Format for pre and post reflective teaching
- Format for evaluation of paper presentation
- Format for evaluation of co curricular activities

3) Research generated in collaboration with students

- Research tools: Questionnaires, rating scales and opinionnaires were generated and used by students in their research work

4) Resources for co curricular activities

- A set of scripts for street plays on various educational and social issues
- Scripts of drama and cultural programmes
- power point presentations on value based assemblies

5) Resources for Essential Reading

- Grey literature in all subjects
- Downloaded information pertaining to various topics

Along with this Power point presentation on various topics of the syllabus, Educational CD's: ICT Project CDs based on school curriculum, prepared as part of ICT Practical, Recordings of lectures: Lectures are recorded and stored for student reference, Handouts : Handouts of ICT notes in Microsoft office and of other subjects presentations were distributed to students, OHP transparencies : Used in presentations for all subjects. Every staff member develops his/her own instructional material for teaching their curricular activities. The instructional material is in the form of power point presentation. All these things help to enrich the teaching learning process and develop competency and performance skills among students.

3.2.2 Give details of the facilities available with the institution for developing instructional material.

Facilities for developing instructional materials:

- A budget is allocated of use, up gradation and developing instructional material.
- Chart papers, stationary, transparencies, compact discs, laptops and internet facility are made available to the faculty to develop instructional material.
- Resource persons are invited to orient student teacher and faculty to develop useful, interesting and attractive instructional material and teaching aids.
- Workshop on "Preparation of Teaching Aids" is held regularly, every year. The student teacher enthusiastically participate in these workshops.

3.2.3 Did the institution developed any ICT/Technology related instructional material in the last five years? Give Details.

Yes: The College has generated and developed several ICT /technology related instructional materials during the last five years to mention a few :

i)Power point presentations of ICT projects.

	2011-12	2012-13	2013-14	2014-15
B.Ed.	100	100	200	100
M.Ed.	10	20	20	25

3.2.4 Give details of various training programs and or workshops on material development. (Both instructional and other material)

	Resource Person	Training Programme
01	Prof.Rashmi More, Irene college of Education, Kalyan	Developing Innovative Instructional Material.

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

The faculty members are very competent in the field of research and have certain national and international publications they are as follows:

Sr.No.	Name of Faculty	Name of journal with ISBN number
01	Dr.Vaishali D.Zankar	ISSN NO:0976-4720- Education At Crossroads. "Development of Human Rights Education Programme for B.Ed. students and Its Effectiveness." Jan to March 2011.
02	Dr. Mishra A.N.	Revising Teacher Education ISBN – 978-81-922534-28 Title Strategies in Teacher Education. 12 March, 2015
03	Dr. Mishra A.N.	ISSN NO:0976-4720- Education At Crossroads. "A Study of Effectiveness of Concept Attainment Model for Teaching The Science Subject At8th Standrd."April to June 2012.

04	Lagashetty V.S.	ISSN NO:0976-4720- Education At Crossroads. "Classroom Leadership Styles." Jan to March 2012.
05	Lagashetty V.S.	ISSN NO:0976-4720- Education At Crossroads. "Work Culture in India." April to June 2012.
06	Bhople A.A.	"Role of Teacher in Overall Development. 5 th & 6 th Feb.2015
07	Bhople A.A.	Protecting Human Rights of Children. 14 th March 2015
08	Bhople A.A.	A Study of Aptitude towards ICT in Learning. 25 April 2015
09	Kolhe V.N	Sanshodhan Chetana
10	Kolhe V.N	ISSN NO:0976-4720- Education At Crossroads. "Constructivism As A Paradigm For Teaching and Learning." April to June 2012.
11	Dr.Dhokane R.G.	ISSN NO:0976-4720- Education At Crossroads. "A Study of Adjustment among B.Ed. Student-Teachers Coming from Rural Area to Urban Area's B.Ed. College." Jan to March 2011.
12	Dr. Gadhe N.K.	ISSN No-0976-4720- Education At Crossroads "Emotional intelligence Developing Strong "People Skills" April to Jun 2012
13	Dr. Gadhe N.K.	ISSN 2248-972 शिक्षण संवेदन— शिक्षणशास्त्र पदविका अध्यापकांच्या भावनिक बुद्धिमत्तेचा त्याच्या अध्यापनावर होणा परिणामांचा आशय Nov, Dec.2012
14	Bharati J.S.	ISSN NO:0976-4720- Education At Crossroads. "Peace Education need of an hour." Jan to March 2011.

15	Kirkinde A.G.	ISSN NO:0976-4720- Education At Crossroads. “Problem Based Learning(PBL)”April to June 2012.
16	Kirkinde A.G.	E-Commerce-Challenges & opportunities
17	Kirkinde A.G.	Issues and Challenges in Human Rights

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

Detail of the awards and honors received by the faculty members in last five years is given Below:

Sr. No.	Name of the faculty	Details of the Award
1	Dr. Ramkisan Dhokane	Ph.D.
2	Dr. Nitin Gadhe	Ph.D.
3	Dr. Atulkumar Shirsat	Ph.D.

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

All though the faculty members are involved in research at their own levels but no major or minor research project is completed by the faculty members.

3.3 CONSULTANCY :

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

Consultancy services are provided in following Areas :

1. Schools

- School Administrators and teachers are given guidance on evaluation practices,
- Methodology of teaching and preparation of Instructional Material
- Orientation course regarding ICT for school teachers.
- Selection of teachers for their schools.
- Faculties are invited Judges for Various competition in School in the Vicinity of college.

- 2 **Interviews procedures for Recruitment :** The Faculty members are invited as nominees and experts for selection committees and they thus share their knowledge and expertise with other teacher training colleges principal guides other faculty members with respect to interview procedures for selection of

candidates. college also provides guidance with respect to different management activities

3 Consultancy services for conducting Research :

The institution has the faculty members from different B.Ed. M.Ed. colleges and students who are doing research in various areas are also invited as experts and resource to give guidance in various areas.

3.3.2 Are the faculty/staff members of the institution competent to undertake consultancy? If yes list the areas of competency of staff members and the steps initiated by the institution to publish the available expertise.

Yes, Faculty/staff members of the institute are competent to undertake consultancy. the areas of competency are:

The staff is competent to undertake consultancy in varied areas. These include Environmental awareness Education campaign for Plastic Free Kalyan-Dombivali Municipal corporation. Research in Education. Awareness of Social Issues. Educational Evaluation. Innovations in Education. Innovative methods of Teaching, Learning Resources, ICT in Education, Self Awareness and Self Improvement Programmes. On line learning and e-learning, Parenting skills, Psychology and Learning, Models of Teaching, Emotional Intelligence, Multiple Intelligences and Learning Styles, Brain Based Learning, Constructivist Learning, Value education, Life Skills, Transactional Analysis, Peace Education, Classroom Games, Non formal Education, Dealing with Classroom Problems and such allied themes. The faculty has prepared consolidated profile of the staff and circulated it to the schools in kalyan. Network with schools and social institutions publicize the expertise of the faculty. We intend to upload the profile of the staff on college website in the current year.

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?

The management and college believes in the philosophy that no revenue be generated through consultancy services. As we receives many things at free of cost from the society. its our duty to repay the same to the society spreading the knowledge and experiences.

3.3. 4 HOW DOES THE INSTITUTION USE THE REVENUE GENERATED THROUGH CONSULTANCY?

The Institute does not generate any revenue through consultancy.

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 programme, partnering with NGO's and GO's)

- i) As a part of social service the students are engaged in a number of social service programs. Activities included in social service programs, various social issues by dramatization and many others.
- ii) Social awareness rallies self-defense programmes and Lecture for women empowerment is conducted.
- iii) Environmental awareness programme is carried out by means of tree plantation and visit to plant nursery.
- iv) Plastic free KDMC in association with Sagarmitra NGO and Kalyan Dombivali Municipal Corporation.
- v) Anti-tobacco campaign “Gutakha Holi”
- vi) Blood donation camps are organized every year.
- vii) Teaching aids and models exhibition.
- viii) On holidays the infrastructure facility available in the institute are provided to the various other agencies of community for arranging meetings and other various programmes for which they are not charged such as Church prayer on Sunday. Shree Swami Samarth Prayers, Buddha Vandana.

3.4.2. How has the institution benefited from the community? (Community participation in institution's development, Institution- Community net working, Institution-school Networking etc.)

The institution has benefited from the community in following ways:

- The institution also has good network with the schools. They conduct their practice teaching and internship in schools. The faculty members and the principal co-ordinates with the school. During co-curricular activities like Christmas, Eid, Makar sankrant function the institution invites principals from various schools to share their thoughts and interact with the students thus the students' knowledge, skill and attitude is developed through their

experiences.

- The school teachers of the practice lesson of the school are available as resource persons for demonstration lesson and as examiner for various competitions.
- The schools also invite faculty members for guest lecturers and judges for various competitions from different streams of Education and conducts activities related to schools thus establishing institution school networking.
- Schools provide opportunities to study various educational and social problems as subjects for research to the college.
- The samples for the research are provided by the school and society to B.Ed. and M.Ed. Research scholars and faculty members.
- Senior Citizen's Club-activities is conducted on senior citizen's Day- Lectures Health Checkup etc.

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

The institution's future plans and major activities for providing community orientation to the student teacher are as follows:

- Establishment Institution Community Radio setup – Career Guidance and counseling of the students from community. This will also provide platform the students' talents from the community.
- Eco-Friendly college campus.
- Environmental awareness
- Development of democratic citizenship
- planting and preserving trees
- Street plays on different Social Issues, such as Women's Exploitation and Empowering Women.
- computer literacy programs for senior citizens

(The social service program will be a mandatory activity for the teacher trainees and the faculty members will be supportive in providing guidance and orientation.)

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

The college provides its human as well as physical infrastructure for various activities for benefitting the teachers in particular and society in general. Collage has conducted a research on teachers' attitude towards accepting new changes in curriculum and their preparedness towards the same. This has given the recommendations to the education department at local as well as state level to improve the training programme for effective implementation.

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

- College organizes poster presentations which carry social messages such as Road safety week and Voting awareness Campaign.
- Through the curriculum also social values are inculcated.
- These activities help the student teacher to develop values among themselves and also to act properly in required situations.
- In every co-curricular activity students are involved right from planning, organizing and execution stage.
- The college also has Student Council Election where the candidates stand for election in C.R. and L.R., They canvas and the others have the right for the appropriate candidate for the desired post. In this way it helps to develop democratic values amongst. The students and also helps them in judging who the appropriate candidate is. It also helps to develop skills of leadership among the students.
- Formation and Functioning of Student Council.
- Daily Assembly which includes Prayers. National Anthem, Newspaper reading with Value based stories.
- Celebration of Different National Festivals to inculcate the Citizenship & Democratic.
- Sports week in organized to develop social and citizenship Values of Co-operation, Co-ordination, adjustment and truthfulness.
- The institute has established linkage with the National level organization like NCTE, UGC and All India Association of Educational Research and follows the instruction Rules and Resolution issued time to time.

3.5 COLLABORATIONS:

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

Principal and four faculty members are life member of All India Association For Education Research which has resulted in upgradation of knowledge and recent trends of research by attending various Seminars and Conferences organized by them.

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

Other Linkages:

The Department of Lifelong Learning and Extension (DLLE) of the University Of Mumbai has a close linkage with the college. All students for an activity wherein they render some service to the community in one of the following fields: Awareness about Open Schooling, Status of women in society, Information Technology and Career Projects. Students visit the community and disburse information about NIOS and Policy of state of Maharashtra for Women's Welfare through interaction and street play. Under Career Project, each student works on particular career and disseminates the information to school students. An annual exhibition is held and it benefits several schools.

The college also has linkages with Maharashtra knowledge Corporation Limited (MKCL) and Yashwantrao Chavan Maharashtra Open University (YCMOU). The linkage has benefited the faculty and the teacher trainees as described in the answer to the next question.

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

- Curriculum Development
- Teaching
- Training
- Practice Teaching
- Research
- Consultancy
- Extension
- Publication
- Student Placement

Linkages developed with external agencies have changed the perspective of the faculty towards the teaching learning process. These new perspectives are discussed and this has helped all faculty members to redesign their course. New avenue for research have been explored. The experiences have definitely added weightage to our consultancy services. The staff feels more competent to guide the society especially in case of students with challenges in learning. Extension activities have an added dimension due to our linkage with DACEE. We have done commendable work in society by disseminating information about policies for women and NIOS. Thus, Our role as social engineers has been fortified. Faculty has contributed articles based on their personal experiences with linkage institutions.

1. Curriculum Development: Its has helped in exposing the Faculty to the latest and international trends in Education. The ICT curriculum of the B.Ed. course was also developed and integrated because of these linkages.

2. Teaching & Practice Teaching: Exposing the faculty to New emerging International Trends in Teaching Methodology and use of ICT in practice teaching.

3. Research: It has also contributed in development of research skills among the faculty members by knowing new Trends in Research. The conferences and seminars organized by various organization are attended by the teacher educators which was helped to develop research attitude among them. It has lead to greater acquaintance with research methodology, tools and techniques of research.

4. Extension : The workshop organized in the institute helped in optimum use of infrastructure and resources, and to motivate the teacher educators and student teachers for professional growth.

5. Publication : The research papers of the faculty member are published in the proceedings of conferences organized by different organization.

6. Student Placement : The linkages with alumni, Practice Teaching Schools and the stakeholders of the education associated with institute contribute for students placements.

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

- SSPM'S, Gurukrupa College of Education and Research, B.Ed., M.Ed., Primary and Secondary Schools of Marathi Medium and English Medium, all these institutions are linked with each other.

- The college in association with KDMC, Shikshan Mandal, State Government of Maharashtra, has conducted workshop for developing creativity among school teachers and new teaching methods.
- School Principals are invited as chief guests for various co-curricular programs.
- The schools visit the college for Campus Recruitment thus giving placement to many students in National and International schools.
- The schools also invite the faculty members as subject experts for conducting interview for recruitment of teachers thus creating Institute-School-Community Networking.
- The faculty members also go to the colleges for conducting guest lectures related to teaching learning methods.

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

The faculty is actively involved in schools and with teachers and other school personnel to school design. The faculty member interacts with the school principal, takes permission of practice teaching, Coordinate with teachers for timetable and lessons. The student teacher thus undertakes practice teaching which is major component of core curriculum. Even during internship the student teachers are in the school and undertake all the responsibilities of the school as assigned to them. These include completion of their block teaching, taking proxy periods in such when the main teacher is absent, conducting co-curricular activities for students doing their practical related work. The student teachers are given feedback from the teachers of the school. In this way the faculty co-ordinates with the school for bringing quality in practice teaching. Our faculty members also guide the school teachers for effective teaching and evaluation.

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

The faculty collaborates with school and other college or university faculty as follows :

- i) Attending various seminars, workshop organized by other colleges.
- ii) Faculty of the college is also involved in the work of university examination,

evaluation work. – M.Ed.Viva voce, M.Ed./B.Ed. Paper setting and evaluation work etc.

iii) The college provides easy access to books, internet resources, good infrastructure facilities, good technical assistance.

iv) Creating awareness of importance and need of research for professional opportunities.

v) Motivation and guidance for research by the Management and Principal.

vi) Availability of faculty as expert guides for M.Ed. level research.

vii) Broad Band Internet connection. N-List User ID& Accounts are provided by College to faculties and research scholars.

viii) Free Consultancy for school Research.

ix) Faculty of college provides help in University Management by going as members on various committees.

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 last five years?

To enhance the quality of research, consultancy and extension activities we use the following strategy-

Identification of the problem- We identify the areas of concern through brainstorming amongst staff, deliberations with practice teaching schools and non Government Organizations. We ascertain social needs from these areas and analyze it in accordance with the national objectives.

Planning- We plan activities to fulfill the needs in the area keeping in mind available resources, time and assistance from the society.

Implementation- In case of research and extension activities, we inform the respected authorities about the schedule followed by implementation. In case of consultancy we try to provide on demand services to the schools, colleges and other institutions.

Evaluation- The activities are evaluated through multi-rater feedback system and reflective practices.

2. What are significant innovations/ good practices in research, consultancy and extension activities of the institutions?

Action Research:

In order to facilitate the fostering of global competencies among prospective teachers, the college undertakes an action research project. The college has adopted its sister institution, D. S.D. School. Areas of academic weakness among school students were identified after discussion with school teachers. An analysis of the annual results showed that mathematics and English were to areas where school students were continually weak. Through diagnostic testing, areas of weakness were identified and accordingly a remedial plan of action was drawn up. The implementation of this plan is carried out by the B.Ed students. General line of action involves working with the students on a one-to one basis, deploying innovative and joyful methods as use of Computer aided instruction, games and worksheets. The students are tested before and after the action programme. Analysis of their scores shows a steady improvement in performance, sustained interest in the subjects and a favorable change in attitudes towards English and Mathematics. Long term effects have been indirectly noted in the sense that the performance of the students at the board examinations in these subjects has improved.

Projects to Awaken:

In order to sensitize prospective teachers to issues that are pertinent to nation building, we have embarked on the 'Aspire to Inspire' programme. A few issues that are in need of attention in the locality are the problems of dropouts in economically backward areas, secondary status accorded to women and the lack of adequate career guidance facilities. Hence under the aegis of the University Department of Lifelong Learning, the institution has continually undertaken Extension Work. The faculty identifies areas of high dropout rate after consultation with the local schools. Rapport is built with the residents of such pockets. Students visit families to disseminate information about open schooling system. Street plays are performed at strategic locations and interested dropouts are guided.

Open Collaborative Consultancy

For open collaborative consultancy the faculty has prepared consolidated profile of the staff and circulated it through the schools in Kalyan. Area of expertise

is mentioned in the profile, so that the school authorities can invite the faculty for enrichment of school teachers and to provide guidance to the parents and students. The schools approach the faculty on the occasion of PTA meeting, school exhibition, annual functions and teachers meet. The faculty is also called as expert to observe demonstration lessons and conduct interviews during placement procedure in school.



CRITERIA - 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.

The institution have adequate resources as per NCTE norms. The facilities are as follows: Total area of the institution for independent use is 7701 sq mts.

- (i) **Lecture Hall:** Area of main lecture hall is 111.50 sq mts. and it can accommodate about 120 people. It is used for all general lectures, seminars and conferences. The seating arrangement is comfortable. Each seat has arrangement for keeping baggage. The lecture hall has a chalkboard, a display board, an audio system with public address, arrangement for LCD, laptop and OHP.
- (ii) **Method room:** Total number of Method Rooms available are three. Two of which are area of 41.07 sq.mts and one room is of 55.75 sq.mts. Which accommodates about 30 students. Lectures for teaching methods are organizes in these rooms.
- (iii) **Psychology laboratory:** with an area of 41.07 sq.mts. The Psychological laboratory accommodates about 20 students at a time. All apparatus and psychological tests are available in this room as per prescribed syllabus
- (iv) **Library:** With an area of 165.80 sq.mts. the library can accommodate 35 students at a time. The storage cupboards are open for access. 03 computers are available for student use in the library. There is provision for tables within the library. These are meant for faculty members and research scholars. Comfortable seating arrangement is available. The librarian's seating arrangement ensure that she can supervise the library. Photocopying facility is available.
- (v) **Ladies common room:** There is provision for a rest room for girls. The room is furnished with a sofa and chairs. The area of this room is 55.75 sq. mts.

- (vi) **Multi purpose hall:** About 624.45 sq.mts of open space is available. This is used to yoga, craft workshop ,dance/singing classes. The place is also used for annual exhibition to display students work.
- (vii) **Science laboratory:** While most of the college activities are carried out on floor, the science laboratory is on a floor below and it shared with a D.S.D School run by the same management. This 41.07 sq.mts laboratory has all equipments and chemicals required by the school syllabus. It can accommodate about 20 students at a time and is used by students-teachers to practice science practical.
- (viii) **Computer Laboratory:** The computer laboratory is around 41.07 sq.mts. and has 20 computers. All computers are Dual Core and have Windows XP as their operating system. There is a LAN system. One computer has an attached scanner there is printer available. Internet facility is available. Since the room doubles as an educational Technology room, there is storage space for CD's, slides, audio and video cassettes. A Television with a VCD player is stored here. Audio apparatus and material for language laboratory is also stored here.
- (ix) **Staff room:** The staff room is about 55.75 sq.mts in area. Besides individual work space for each faculty member there is arrangement for group discussion and meeting. Lockers and storage space is available.
- (x) **College Office:** The 82.05 sq.mts. college office has arrangement for storage of records. There are nine computers used exclusively for administrative work. This section also houses a photocopier.
- (xi) **A.V aids storage room:** Teaching aids prepared by students are stored here after classification and used by students for practice lessons.

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

Sr.No.	Name of room	Room No.	Floor	Area in sq.mtr.
1.	Canteen	001	Ground	15.00
2.	Multipurpose hall	002	Ground	624.45
3.	Gents toilet	003	Ground	25.08
4.	Management	101	1 st	32.51
5.	Management office	102	1 st	18.28
6.	Visitors room	103	1 st	18.28

7.	Pantry room	104	1 st	15.00
8.	Music/Dance/Teaching Aids room	105	1 st	83.75
9.	Administrative office	106	1 st	82.05
10.	Ladies Toilet	110	1 st	25.08
11.	Principal room	201	2 nd	32.51
12.	H.O.D (B.Ed)	202(a)	2 nd	18.28
13.	H.O.D (M.Ed)	202(b)	2 nd	18.28
14.	Ladies Toilet	203	2 nd	15.00
15.	Library cum Reading room	204	2 nd	165.80
16.	Lecture/Seminar Hall	205	2 nd	111.50
17.	Staff room (B.Ed/M.Ed)	206	2 nd	55.75
18.	Gents toilet	207	2 nd	25.08
19.	Gents toilet	304	3 rd	15.00
20.	Psychology lab	305	3 rd	41.07
21.	Science lab	306	3 rd	41.07
22.	Methodology Room	307	3 rd	41.07
23.	Methodology Room	308	3 rd	41.07
24.	Methodology Room	309	3 rd	55.75
25.	M.Ed Class room	310	3 rd	55.75
26.	Girls Common Room	311	3 rd	55.75
27.	Ladies Toilet	312	3 rd	25.08
28.	Sports room	401	4 th	32.51
29.	Store room	402	4 th	18.28
30.	Ladies Toilet	404	4 th	15.00
31.	Arts Room/Work Experience Room	405	4 th	82.14
32.	Computer/ICT Room/Language lab	406	4 th	41.07
33.	Gents Toilet	411	4 th	25.08

Drinking Water Platform, Water Tank are available on each floor. Parking Space is also available in our college campus for vehicles.

At present the institution has adequate infrastructure available to meet out the requirement for keeping pace with the academic growth.

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

List of the facilities available for co-curricular and extracurricular activities are as under.

1.	Multipurpose Hall	-	1
2.	Work Experience Room	-	1
3.	Method Room	-	4
4.	First Aid Room	-	1
5.	Store Room	-	1
6.	Play Ground	-	1

The institution has a large open space approximately 624.47 sq.mt in the stilt area; Co-curricular activities are conducted here. Art and craft room is available where Fine Art and other activities are conducted. Musical instruments are available in the college. Students can use them whenever required. These are used for outdoor programs during celebration of National Days, Annual Day and other festivals. Large playground approximately 1.5 acre is available on the campus. Indoor games equipment is available for the students. P.T equipment is also provided for practice. These infrastructure is being shared with the sister unit- DSD School run by the same management with appropriate timetables and schedule planned in the beginning of academic year.

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

The College building is shared with a D.S.D School managed by the same management. Careful planning and scheduling ensures that there is no clash in timetables of B.Ed and M.Ed course. Sometimes common programs are organized for D.S.D SCHOOL. In such cases the hall in the B.Ed premises is used similarly the playground is used by our institution as well as by a school. Careful scheduling and networking with the other institutions ensures that all institutions avail of the playground effectively. The science exhibition was held by Department of School education Kalyan Dombivali Municipal Corporation in collaboration of our institution. District and Regional level Yuva mahostav for the year 2014-15 was held conducted by Thane District Sports Office. The institution has centre of DSM program of YCMOU. The lectures and all activates are organized on Sundays.

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 faculties for men and women, canteen, health center, etc.)

Cleanliness is ensured in the premises of the institute. The Institution has separate rest rooms for boys and girls. These rooms are spacious and airy. Adequate numbers of washrooms and toilets are available. Hygiene is strictly maintained. Drinking water is purified by means of a reverse osmosis purifier. There is canteen facility available in the premises of institution. As regards to the facilities for First Aid, first aid care is available in the college premises, but in case of any emergency either Doctor is called at the premises or the patient is shifted to the Hospital in the vicinity.

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.

The institution does not have hostel facility. As most of students are local & don't required hostel facility.

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.

Sr No.	Particular	2010-11	2011-12	2012-13	2013-14	2014-15
1	Building	10040/-	3000/-	990/-	39304/-	As the Audit is not yet finalized, exact figures are not provided here.
2	Laboratories	9073/-	Nil	Nil	Nil	
3	Furniture	Nil	40000/-	150/-	Nil	
4	Equipments	3340/-	3000/-	12000/-	15000/-	
5	Computer	20760/-	12462/-	14480/-	12715/-	
6	Transport vehicle	Nil	Nil	Nil	Nil	

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

A detailed system of planning ensures a match between available resources and its utilization. The time table is planned so that diversified activities are arranged at different places at different times. This reduces congestion of space. Budgetary allocations are made to develop infrastructure. Students have free access to the library, Computer centre, CDs and books are available for home lending. Students are free to use the Computer Laboratory during non instructional hours. The institution uses all the infrastructural facilities for various purposes. The main objective of the college is to make optimum use of the infrastructure. Hence building rooms are given to the attached school in the morning shift; B.Ed micro teaching & method period are allocated in the afternoon shift to ensure the maximum utilization of available resources. For micro teaching, M.Ed guidance & other practical work specific rooms are allocated. The college organizes various conferences, seminars & workshops. On Sundays DSM sessions are conducted from regular lectures.

Also the infrastructure is provided on demand for various educational programs – like trainings and workshops, sports activities, social and cultural programmes of various Local, District, Regional and State level offices and NGO's.

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

The institution makes sure that the surrounding area and the atmosphere are maintained suitable for teaching and learning process. The college building is kept clean and pollution free. The campus has planted 365 plants which are conserved and gives green coverage to the campus. Students are not allowed to cause any harm to the plant. Noise pollution is also controlled.

Campus waste is separated in to dry waste and wet waste. As we have started the Plastic Free Kalyan Dombivali from 2013, the plastic is recollected at home which is sent for recycling. In dry waste plastic waste is sent for recycling process as we believe in 4 R's ie. Recollect, Reduce, Reuse, and Recycle to sensitize towards environmental responsibility. Garden waste and wet waste is used for making the compost. Earth warm composting unit has been set up in the campus.

We also believe in the conservation of energy and hence we utilize the solar energy to lighten our campus at night. We have installed solar street lights in our campus.

Rapid changes in technology, low initial cost and planned obsolescence have resulted in a fast growing surplus of electronic waste around the globe. Informal processing of electronic waste in developing countries causes serious health and pollution problems being a part of this world our college has taken steps towards overcome this problem. We regularly collect electronic waste from students, staff and institution itself and send for recycling of materials. While giving the waste for recycling, we ensure that e-waste is being recycled safely and ethically.

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 major asset of Gurukrupa College of Education and Research is the Library. Fully automation of the library makes easy access of books and all resources available in the library. The library is having separate stock rooms and reading hall of capacity of 35 students. The library is well equipped and spacious with necessary sufficient reading and reference material, cupboard, issuing counter, chair and tables. All the short researches of the past M.Ed students, action research of past D.S.M students are kept in the library. Photocopy facility is also available in library. N-list journals subscription for using online learning resources is available to each student of B.Ed and M.Ed as well as faculty members.

Presently the librarian is a B Lib Sc. degree holder. He is well versed with computers. He is supported by an assistant who is equipped with and has completed a Certificate Course In Information Technology (MS-CIT). They satisfactorily look after the cataloguing, maintenance. computerization and other works associated with the library.

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 library is well equipped with reading material. Details of the available resources are given below:



- No. of Books :7262 (B.Ed. – 4112 + M.Ed. - 3150)
- No. of Titles: 5408 (B.Ed. – 2788 + M.Ed. - 2620)
- No. of Text Books : 1111
- No. of Reference Books : 5261 (B.Ed. – 2358 + M.Ed. - 2903)
- No. of International Journals: 00
- No. of National Journals: 09
- No. of Peer reviewed Journals: 15
- No. of Magazines and Journals: 36
- ‘N’ list subscription for online journals and books.
- Internet access is available to staff and students

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.

The Library committee is in-charge of reviewing library resources. Generally they have bi-annual meetings to take stock of resources and find details of the usage of these resources Accordingly. New titles are added Books that need to be replaced due to damage or by Virtue of being outdated are removed.

Details of the Library Committee

1	Dr. Vaishali Zankar	Principal	Chairperson
2	Mr. Pramod Sonule	Librarian	Secretary
3	Mr. Lagashetty V. S.	Lecturer	Member
4	Mr. Bharti Jitendra	Lecturer	Member
5	Mrs. VIdyullata kolhe	Lecturer	Member
6	Swarup Gawade	Student Representative	Member
7	Jyotsna Kolhe	Student Representative	Member
8	Deepika Kolambe	Alumni Representative	

The committee is retained for three years. Only the student representatives change annually. Alumni representative changes after two years.

Functions:

- Upgrading resources available in the library by adding relevant and necessary titles magazines, journals and electronic material
- Improvement in library services through effective mechanism of distribution of resources

- Addressing problems associated with the day to day functioning of the library
- Ensuring adequate and appropriate usage of the library resources

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

The library is computerized. The institution has purchased advanced library automation software namely Vridhhi. Cataloguing and classification of resources is digitized "by means of custom made software". Issuing of resources is also managed by the use of computers. Retrieval of books is made easy because of the use of keyword search. . All the books are enlisted on the software.

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.

The library has four computers. One of these is used by the librarian for data entry, stock check and such work. The other three computers are for students use. These are mainly used to VIEW the electronic learning resources available. Internet facility is available and is used adequately by both staff and students. Students use it for reference work in case of projects theory subjects and practice teaching. The staff also uses the internet for retrieval of information and networking with Teacher Education Institutes or bodies of educational importance. The computers are used for an average of four hours daily, while internet facilities are availed of for a period of three hours daily. There is a backup system to supply uninterrupted power as the area where the institution is located faces a problem of frequent load shedding.

Reprographic facilities are available albeit not in the library. The photocopier is located in the college office. However if students need to photocopy any sections of a book they hand it over to the library assistant, who in turns does the photocopying for them.

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

Yes, Inflibnet - N-list online learning resources is available for B.Ed, M.Ed students and faculty members.

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.)

Library is open on all days of the year except on Public holidays and Sundays. During the summer vacation it is closed for three to four days for stock checking and maintenance. Prior to examinations it is also open on public holidays and Sundays. The library timings are from 9 am to 5 pm and the timing is extended in case there is a request from the students or alumni using the library.

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

A special display corner is utilized to let stakeholders know of new arrivals. Staff members announce the arrival of books pertaining to their subjects. When a large number of books are purchased a display of the same is facilitated through a mini exhibition.

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, there is book bank facility for 10% of the students is available in library. Book Bank, comprising of about 100 books, is an asset of the library. At the beginning of the academic year, 10 students who has given their applications to avail book bank facility receives a set of text books, which they can use till the end of the academic year. Thus students are beneficiaries of the book bank system.

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

Physically challenged students admitted are very less in numbers in the faculty of education. But in case of physically challenged person college provides facilities as per their requirements.

4.4 ICT AS LEARNING RESOURCE

4.1.1. 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.

- ICT has been prime importance by the college. The Computer Laboratory has 15 computers and LAN system facilitates sharing of

documents. The college office also makes optimal use of computers for data storage, retrieval and evaluation work.

- VCR,OHP, Video camera, Digital camera, Colour TV, Tape recorder, DVD players, Slide projector are used for day to day teaching activities.
- Teaching aids are prepared by teacher trainees for all subjects as per their methods, Pictures, Charts, Models, Outline maps are prime importance in teaching learning process. The hardware software and teaching aids are utilized by the staff and student teacher for micro skills lesson. Integrated lessons & practice lessons.

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.

One of the basic pre- practice teaching programmes includes a workshop on Computer Literacy. A learner analysis helps to decide the level of computer literacy that is present in the students. Accordingly they are grouped and an Instructional design is formulated. Mentoring is done by both faculty and peers. Adequate hands on experience is given during the year. Major knowledge /skills imparted include:

- Basic knowledge of hardware and software.
- Use of MS-Office- MS Word. MS PowerPoint, MS Excel
- Use of internet for retrieval of information. networking through blogs, chat. E mail
- Basic of E-learning
- Use of peripherals as printers, scanner. CD ROMS
- Computers in pedagogy (use of computers for CAI)

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

ICT is the backbone of the curriculum transaction process in the college.

- (a) Self learning instructional material in the form of PowerPoint presentations is available on several topics in the syllabus. Advanced learners are encouraged to refer to SLM on topics beyond the prescribed syllabus.
- (b) There are Facebook; Whatsapp groups are formed for students to interact with one another and with faculty. Whatsapp groups also open to teacher; educators from other B.Ed Colleges affiliated to University of Mumbai and

hence the students can interact not only With their teachers but also teachers from other teacher education institutes with the help of these groups students can contribute and share their own creative ideas.

- (c) Number of Power Point presentations on school subjects is available. They can be borrowed for Practice Teaching lessons. These resources are also available to teachers teaching in neighboring schools.
- (d) OHP is widely used for lectures LCD facility is available. Power Point presentations prepared by the faculty are used as support material.
- (f) Students can avail psychological tests in electronic form to determine aspects of their personality.
- (i) Internet facility is available to students to promote a quest for learning to learn. Students use the same for reference work research and projects.

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).

All student teachers prepare Computer based lessons and deliver the same in peer groups. Use of ICT during Practice teaching is encouraged. For developing effective lesson plan, student teacher use of the tape recorder, ppt, mobile etc. Student teachers prepare transparencies, PPT presentation for teaching purpose. The students' avail of internet facilities and this is useful during Practice lessons. They are encouraged to access electronic books and Journals for research work Computers are also used for Research Data Analysis by students and Research Faculties.

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 learning resources prepared by the students teacher are displayed annually for the benefit of our sister institutes ie DSD school. Teachers from these schools are permitted to borrow the same for a specific period of time. Workshops on preparation of low cost teaching aids are held in the college and along with the student teachers, & expert teachers form other colleges. PowerPoint presentations for school subjects prepared by the students and staff disseminated to schools. Similarly

PowerPoint presentations for social issues as those pertaining to environmental responsibilities are also available in the College.

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 various audio-visual materials available with the institution are:

- ❖ Teaching Aids
- ❖ Charts
- ❖ Maps
- ❖ DVD Players
- ❖ Models
- ❖ Transparencies
- ❖ Tape Recorder
- ❖ Projector

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 College has a Psychology Laboratory, where students perform experiments in Psychology. There is storage space for storing apparatus and material required for the same. The Science Laboratory is shared along with the DSD school run by the same management. The college has a well furnished Computer Laboratory. All the above mentioned laboratories are maintained with the help of college Staff and technicians. For maintenance of the Computers as per budget availability of necessary hardware and software is constantly added. Students and alumni assist by adding software.

In case of Psychology and Science Laboratories the faculty in charge looks after the enhancement of facilities and suggests the necessary changes. Feedback sought from the students also gives an idea of lacunae in the available resources and helps to upgrade the same. Proper safety measures are installed for electrification of all electronic equipments.

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

The Multipurpose Hall is shared with the DSD School run by the same management. This is generally used for common celebration of festivals. Guest lectures and such programs. There is an open space of 624.45 sq.mts area within the college premises and this is exclusively available to the college social and cultural activities. Indoor games are played in this space. Practice sessions for co-curricular activities are conducted here. Lecture Hall is used for academic activities as well as for seminars and workshops.

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.

The main lecture hall has an OHP and an LCD projector. Both these are amply used by teachers for lectures. Students use the same for lessons conducted in the college premises. Use of technology is incorporated for the morning assembly or during celebration of festivals. All students are trained in the use of hardware and preparation of relevant software. The college also has one more OHP, which is portable and is used for small group instruction, as in methods or special fields. A portable audio player and TV with Home Theatre system is used for projecting movies and programs of educational interest.

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?

For preparing the new learners of 21st century, The major responsibility of institution today is to shift their focus from knowledge intensive curricula to competency building of learners through appropriate learning provision & capacity building of faculty members & students. The faculty takes keen interest in ongoing changes in the field of ICT. Peer interaction and interaction with faculty from other Teacher Education Institutes on ICT related matters helps to broaden horizons of thought and action the faculty regularly attends seminars and workshops to keep abreast of changes in ICT. The management continually supports innovations in use

of ICT integrated interactions and provides necessary manual and other support. The college notice board is used to disseminate relevant information on ICT in education. All efforts are made to provide diverse inputs, both in content and methodology. and thus mould students to be teachers for the IT era.

The faculty members use variety of teaching methods like co-operative learning, collaborative learning, Team Teaching etc. as per the need of students & requirement of content.

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

:Some innovative practices related to the use of ICT are:

- (i) Preparation and use of multimedia resources in the classroom in form of videos and Power Point presentations
- (ii) A full fledged Computer Literacy programme for students
- (iii) Online networking with teacher educators from other Teacher Education Institutes to share ideas in Teacher Education.

(iv) Digital Library:-

Objectives:-

To make digital learning resources available.

N-list no of journals 254 are available for research students of M.Ed and faculties.

Practice:-

The library is fully digitalized. It is very important aspect in terms of enhancing quality. A variety of books of all the course are available in Vridhi software. All the books, magazines, journals etc. are uploaded.

Impact:-

Use of digital library in reviewing, collecting information, helps in enhancing the quality of research.

The uploaded learning resources are easily accessible anytime & anywhere in campus.

(v) Free access to ICT resources:-

Objectives:-

To make the technological resources freely available to the teacher trainees faculty.

Process:-

Teacher trainees are motivated to use the ICT in lessons, seminars, & co-curricular activities.

Impact:-

- ❖ ICT based teaching helps in better attainment of the concepts by the teacher trainees.
- ❖ B.Ed, M.Ed. students use ICT for presentation research work etc. leading to quality enhancement.

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

The institution has the best innovative practices in infrastructure & learning resources:-

Library best user award

Goal of the Practice: To attract more students to visit the library and use the resources.

The Process: Data is gathered through visitor register maintained in the library. Usage data is compiled through circulation of library items. Based on the above data and the observations of the librarian one best user award are given to the student who has made maximum use of the library. Cash/book in the form of award is given to best user from the each discipline.

Impact of the Practice: Increase in frequency of visits to the library. Increase in the use of library reference materials.

Resources required: Finance for instituting awards. Maintenance/Monitoring of user statistics. Commitment from librarian and support of management is also required.

User Feedback Practice through suggestion boxes

Goal of the practice To maintain suggestion Box to get User feed back on various services provided to them. To evaluate the feedback forms or letters to improve library services. Streamlining or focusing the services with modifications, if any to meet the User needs.

The Process: Library is a service center to support the teaching, learning and research needs of the users. Apart from providing regular and routine services, it is necessary to provide new and improved services. It is necessary to get feedback on the regular and new services from the Users to streamline or modify to suite to the requirements of the end users. The feedback forms or letters are opened every day by the Reader Services Section to evaluate them to take further decisions in the matter.

Impact of the practice: User satisfaction levels have increased. The informal feedback from the users in the form of dialogue also helped to correct or modify certain procedures that helped them. User interaction is encouraged by all the sections on informal basis and this has improved the functioning and activities in the library.

Resources required: A feedback box near the entry point of the library. The Reader Services Section to open this box regularly to take decisions at their level or at a staff meeting based on the issues. Regularly scheduled meetings of Section Heads to discuss the issues.

On-line retrieval (Internet access facility)

Goal of the Practice: To provide online access to globally generated information to the students and researchers.

The Process: One of the most important roles the libraries play in society is providing access to information. Access to current and comprehensive information is important to improve teaching and learning activities. For this purpose, an air-conditioned computer room with five computers with broadband connection of 512 kbps is created exclusively to the students and researchers with a nominal fee of Rs.300 for 50 hours to access online information resources. Library staff members monitor this service during the working hours of the Library.

Impact of the Practice: The User Community received it with enthusiasm. Within a short span of time, it became one of the most utilized services of the library.

Resources required: Five PCs, Computer Tables and Chairs, broadband connectivity of 512 kbps and skilled library staff to guide the users to retrieve relevant information.

Free browsing Unit (Internet access facility)

Goal of the Practice: To provide access to Web resources, to facilitate students easily access Web resources, to educate the users for the systematic approach to the current information to support their projects, assignments etc.

The Process: Large numbers of resources are available in the Web and students need to be provided with the required facility to access the same. A browsing unit with five computers with Internet connectivity is created for free use by the students during working hours. Librarian and senior faculty members are guiding them in searching the relevant topics and also taking printouts.

Impact of the Practice: Students are well informed about the e-resources and they are permitted to use the facility only for academic purpose. Students are benefited by getting current information.

Resources required: Thirteen Computers with multimedia facility with 256 kbps Internet connectivity. Training to library staff in familiarizing e-resources to enable them to guide the students.

- The digital library is very rich learning resources as there are many books related to various subjects related journals & magazines which are used by all the students.
- The learning here takes into consideration the multicultural aspects of the students & social inclusion.
- Regular use of ICT is made by the faculty for curricular transaction.
- LCD have been installed in lecture hall for easy use of ICT.
- College surrounding premises utility has been increased by putting cement blades as flooring.
- The lecture hall, the library, laboratories common room have continuous power supply.
- For drinking water aqua guard is installed for water purification.
- Environmental awareness is generated by initiating various programs such as plastic free kalyan.
- “Segregation of waste at site” and regarding of wet waste for warm composting.

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 advice through the commencement of their professional education programme (students' pre-requisite knowledge and skill to advance) to completion?

In the beginning of the academic year the college prepares individual student Profiles by ascertaining their levels of Multiple Intelligences, Emotional Intelligence, Achievement Motivation and Self Esteem. The students' computer proficiency and areas of talent are noted. The Institution provides clear information to aspiring students about its history, Vision, Mission, goals, objectives, admission rules, fee structure and the faculties available through its prospectus. The institution being a professional one sees that all students who for the B.Ed course appear for a Common Entrance Test (CET). Being a minority institution, CET is conducted by Government or Maharashtra Vijnanadani Adhyapak Mahavidyalaya Sanstha Chalak Association.

CET is followed by interview where the content knowledge of candidates is tested. The faculty counsels students regarding choice of subjects, nature of B.Ed. course and potential for the completion of the course. The institution organizes orientation programme in the Methods chosen. Home assignments, book bank and library work support the content preparation. Content test is conducted to assess the content knowledge in the methods chosen. Micro teaching workshop is preceded by a workshop on Effective Use of Teaching- Learning Resources. The Micro Teaching Workshop helps students to imbibe and practice different skills needed for classroom teaching. Integrated and Simulation lessons are planned in the pre-practice teaching in the school. The institution organizes a workshop on "Chalkboard work" to help students organize their chalkboard work skills. Drill work is provided wherever necessary. This academic year the institution conducted training computer literacy for the benefit of the students. DLLE workshops & orientation programme are organized for the student teachers on all paper. Various programme that are held during the academic year which includes following activities 1. Orientation programme on all

papers. 2. Micro-Teaching Skills Workshop. 3. Lesson Planning Workshop. 4. Practice Teaching Lessons. 5. Social, Cultural, Sports & Other activities. The assessment of the activities is done in the following ways: Open book assignment, Essays, Term end exams, Practice teaching, and lessons observation. As the institute follows mentor- tutor practice, Every Friday meeting are conducted under the Chairmanship of mentor of each group and problems and progress is discussed and informed to the principal by the concerned mentors. Along with this mentors try their level best to solve the problems of the students.

M. Ed. Admissions: M.Ed. in the college is co-educational. A candidate for the Master's degree in Education (M. Ed) must have passed a bachelor's degree examination in the respective subject plus B.Ed.

The general and open category candidate should have an aggregate of 54.5% marks.

Reserved category 49.5% is the minimum requirement in their B.Ed.

- Candidate must pass CET (Common Entrance Test) conducted by the Director, Higher Education, Government of Maharashtra, Pune.
- The institution gives admission to those student-teacher after the verification of relevant documents.

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

At the beginning of the year, the institution gives an orientation to students about the B.Ed course. This is followed by a doubt clarification session conducted in small groups by the faculty. Clear information about the college, nature of the curriculum, expectations, resources and study material is provided during these faculty meetings. The institution encourages student to participate in different activities. Several relevant courses are conducted throughout the year and students are free to opt for course of their choice.

The institution ensures that the campus environment is suitable and helpful for the improvement of the students as well as teaching staff, a good library, Audio-visual aids, Cultural Programmes, Sports activities are available for students. Our leadership brings out effective coordination in human resource of the institution. The institution allows financially weak students to pay the fees in convenient installments. We also invite our alumni who have achieved excellence to share their

experiences. They are also given opportunities to conduct seminars which motivate students for presentation. Students are also encouraged to share their difficulties with the faculty so that academic guidance can be provided to them.

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

The dropout rate is very negligible for B.Ed. and M.Ed. course. A large number of students are females. Due to family problems few married girls find it difficult to deal with with the course. Such students are provided counseling and support system is by way of family counseling. In case of genuine difficulties, the institution permits students flexibility in the academic schedule and later they compensate for the same through peer tutoring, individual guidance and library work. Unless they have compelling personal reasons, students do not dropout. The faculty is approachable and provides timely guidance in case of difficulties, as a result of this the dropout rate is at minimal level.

Programme-wise “dropout rate” for the last Five Batches

Year	Dropout rate No. of Students				Reason
	B.Ed.		M.Ed.		
	Male	Female	Male	Female	
2009-10	--	--	--	--	Own Request
2010-11	01	01	--	--	Own Request
2011-12	01	--	01	--	Change in the profession
2012-13	--	04	01	--	Own Request
2013-14	02	--	--	--	Own Request

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 last two years?

Doors of the institution are open for students who are close: help to secure Jobs and pursue higher education. To get a Job, the Institution provides placement

service by organizing campus interviews. Interviews are conducted in the institution by the schools from the Vicinity. Students get coaching before they give demonstration lessons in the schools.

Circulars about vacancies in school and colleges and Government Departments which are filled up by MPSC, Staff Selection Commission etc. as well as information about higher education is displayed on the notice boards. Students at the outset are provided information regarding higher education after B. Ed course and about courses related to their subject or area of interest. Library provides reading and book lending facilities to the students who pursue higher education.

Approximately 40 to 50 % students do their further studies i.e. M.A/M Sc/M.Com, M.A.in Education and or M. Ed, or M.Phil. In last two years 50% students' have taken admission for M A, M A (Education), and in research work like M.Phil and Ph.D. Four students have been registered for Ph.D. Three students have passed SLET and MPSC Examinations.

5.1.5. What Percentage of students on an average goes for further studies / choose 'teaching as a career? Give details for the last three years.

About 50% of the students secure Jobs immediately after completing B Ed and M.Ed. Apprx. 40% Students desirous of pursuing higher education do so through regular or distance mode. Few students do not take up a job after their B.Ed. or M.Ed but they prefer to prepare for competitive exams and choose other civil services.

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's teacher after graduating from the institution? If yes give details of the same.

Yes, our institution provides training and assess to library & internet facility, audio-video resources, Psychological Test etc. It also offers its resources by way of books, CAI lessons, CDs and cassettes. The faculty also provides individualized guidance to ex-students who pursue higher education regarding the completion of their assignments and projects. Since past four years M Ed. students come for internship in our college, most of them are alumni. They are allotted activities as per

the requirement of M Ed course. The institution also provide personal guidance, careering counseling and academic guidance etc. to the ex student teachers.

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.

The College has a well established placement cell which provides placement related inputs and guidance to the students. The institution has a placement cell. The committee comprises of as follows:

Chairman	: Principal Dr. Vaishali Zankar
Member Secretary	: Dr. Nitin Gadhe
Members	Dr. Atulkumar Shirsath
	Mr. Jitendra Bharati
	Mr. Santosh Sonawane

Our institution has a healthy rapport with schools in the Vicinity. These include practice teaching schools as well as other schools. Our placement services function at two levels.

1. Out of campus placement

2. Campus placement

1. Out of campus placement program helps to co-ordinate schools and the institution. As per our experience, some students are appointed by Heads of schools even during their internship or practice teaching. Besides the above placement a good number of students is absorbed in various schools through members of the Alumni Association who inform the college authorities and faculty about vacancies that arise from time to time.

2. Campus Placement Programs. We invite heads of schools for campus interviews. Students do not have to wait for placement as schools come forward to conduct campus Interviews and show interest in appointing the products of the institution. The details of the same are as follows:

Name of the school	No. of Vacancies	Interviews	Demo. Lessons	Content Test	Selected
Year 2011-12					
D.S.D School Kalyan (West)	06	10	08	08	02
Bharatiyam School	02	20	18	17	01
Saket junior College	04	20	15	10	02
Patil Highschool Dombivili	02	22	16	12	01
Year 2012-13					
Heven Bell School	07	17	12	08	01
Birla School kalyan(west)	04	10	08	08	01
Year 2013-14					
D.S.D School, kalyan	04	15	12	10	02
Bharatiyam School	02	12	07	07	01
Don Bosco School, Bharatiyam	02	08	06	06	01
Navi Mumbai Jr. College	04	12	10	08	02
K.C Gandhi School Kalyan	02	08	04	04	02
BTRC school Titwala	02	22	20	18	01
Patil Vidyalaya Dombivali	04	12	08	04	02

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

College placements cell functions very well. Interviews are held in the premises of the institution. So far there has been no serious hindrance faced by the

Placement cell. Sometimes schools request that the campus interviews be scheduled according to their convenience and this request is easily complied with by college.

5.1.9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?

Practice teaching schools always show keen Interest in absorbing promising students'. During internship and Practice lessons; schools appoint students on the basis of their Performance. Such schools communicate with our institution regarding vacancies in their schools. The letters are displayed on the notice board and alumni are also inform about the vacancies. A good number of schools fill their vacancies through the placement cell of the Institution.

5.1.10. What are the resources (Financial, human and ICT) provided by the institution to the placement cell?

Very hospitable and welcoming atmosphere is provided by the institution to the representatives of different schools who come to recruit candidates Dr Vaishali Zankar and Dr. Nitin Gadhe – Member Secretary of the Placement Cell co-ordinates the interview schedules to ensure that the interviews go on smoothly. Separate rooms, stationery and furniture are made available to the representatives of schools.

5.2 STUDENT SUPPORT

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

Planning is done in the light of vision, mission and objectives of the Institution as well as university requirements and expectations of the stakeholders. Planning for the subsequent year is done at the end of the academic year. Formal, as well as informal feedback from alumni and suggestions received help to find out the expectations and need of trainee teachers. Faculty holds sessions of discussions on feedback received and the output of these sessions is incorporated in subsequent planning. Necessary changes are made in the activities identified and reviewed. This information gives insight to plan for the forthcoming year.

After these brainstorming sessions the faculty prepares the academic calendar. The Year plan includes portfolios of each faculty. Action plan of each department

transaction of prescribed curriculum as well as complementary curriculum for all the subjects. A copy of the calendar is circulated among the staff and also put up on the notice board in the staff room. The calendar is referred, reviewed and revised from time to time and necessary changes are incorporated as per the need of the students.

Objectives	--	Planning	--	Implementation
Developing Teachers Personality		Annual Monthly		Curricular Co-curricular Extra curricular

Objectives of Curricular Activities: - Development of Student - Teacher's Personality with following aims.

- Social commitment
- Knowledge commitment
- Student commitment
- Decision making
- Character development
- Leadership quality
- Creativity and innovation
- Discipline and good manners
- National integration & Brotherhood

Planning :- Annual Plan

Planning of curricular and co-curricular activities –

Monthly, Unit Planning of Teaching & Co-curricular activities

Implementation:

A. Curricular :

- Regular Teaching
- Weekly writing work & assignment
- Discourses and lectures
- Symposium & workshop
- Test & Examination
- Micro-Teaching workshop
- Lesson planning workshop
- Audio-Visual aids workshop

- Work experience workshop
- Models of teaching workshop
- Communication skill
- Computer training (ICT)
- Psychological experiments
- Personality development Programme

B. Co-Curricular:

- Blood Donation Camp
- Tree Plantation & Awareness for environment
- Community Work- Visit to Hospital, Temples and public place.
- Social Awareness Camps- Health Awareness, Self Defense programme for women, Voters Awareness campaign etc.
- Rallies for Environmental awareness, National Integration, Sensitization towards diff. female issues.

Literary Activities:

- Preparing manuals
- Report writing of every activities
- Organizing Library Week
- Publishing of Annual Magazines
- Debates, Elocution & Other Activities

Games and Sports:

- Sports Competitions Organization
- Individual and Group Events
- Value Based Programmes

Cultural Programmes:

- Annual Anniversaries of Various Our Great Leaders
- Annual Cultural Programmes
- Monthly Cultural Activities of Various Committees & Mandals

Evaluation:

- Weekly Written Works
- Tests & Terms Examinations
- Competitions & Contests etc.
- Application based assignments.

Feedback: feedback of the students is taken in writing w.r.t. their views and opinion and experiences of training period about institution, campus, faculties, Library and

Non-teaching staff, practice teaching etc. If students give suggestions, we carefully take up these suggestions under consideration for improvement in our further work.

The Institution has a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement in the curriculum. Changes in curricular and co- curricular activities are brought about depending upon the need of the students' e. g. changes in the examination dates have been made to accommodate the needs of the students. Faculty seeks feedback from the students orally as well through teacher's assessment questionnaire. Alumni also supply feedback to the faculty regarding various programmes. To incorporate changes and improve the quality of practice teaching programme a written feedback is sought from the heads of the practice teaching schools through a check list. The same is conveyed to the faculty during staff meetings. Changes in academic calendar, especially with respect to Practice Teaching Programme are also made as per the schedules of schools.

5.2.2. How is the curriculum planning done differently for physically challenged students?

So far we have not had any physically challenged student with 40% or more disability. The institution has always adopted friendly measures to accommodate physically challenged students with minor disability.

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

The college has mentoring arrangement for the students at personal as well as at family level. Mentoring is done in the following manner-

Faculty Advisor Policy: Each faculty member is entrusted with a group of ten students. The faculty advisor holds regular meetings with the group and renders advice on a one-to-one basis. Students are free to meet the faculty advisor or seek counseling through telephone or home visits. Mentoring is done in special cases explained below –

Examination — Removal of examination fear is done through personal coaching and by providing referral. Many relaxation techniques are practiced in the college regularly which relieves the students from distress.

Guidance and Counselling- Personal counseling is provided to students facing domestic problems. They are also advised regarding advancement in career.

Academic difficulties, appearing for competitive examinations and completion of assignments. Alumni also approach the members of the faculty regarding their personal and job related difficulties. The problems are kept confidential and resolved by the faculty. If they are unable to find a solution help is sought from competent personnel through referral services.

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

The institution has been most supportive toward the staff so that they enrich themselves to handle their duties effectively.

(i) **Deputation for Career Advancement Courses, Seminars and Workshops:**

The staff is encouraged to enhance their skills in teaching and mentoring by participating in orientation and refresher courses, seminars and workshops.

(ii) **Provision of ICT resources:** The faculty is encouraged to procure knowledge about effective means of teaching and counseling from Open Resources available on the internet. For this the college provides all ICT related infrastructure to the staff.

(iii) **Up gradation of Library Resources:** Library resources have been upgraded from time to time and this has helped the faculty to increase their level of effectiveness.

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

Information of the college is displayed on its website www.gcer.org.in Information pertaining to the college is uploaded on the website under the following titles- About college, Organization Chart, About Trust , Vision, Mission, Motto, Objectives, values, About University, Affiliation, Faculties List, Duty Allocation, portfolio Distribution, Course Details- Admission Criteria and Eligibility, Curriculum and Examination Scheme, Facilities and Infrastructure : Learning Resources, Instructional Facilities, Library, Computer & ICT Lab, Psychology Laboratory, Results, activities conducted, News and Events, Rules and Regulations of Admission Process, Academic Policy and Process and Fee Structure.

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

Remedial programmes for academically low achievers are conducted regularly. Tutorials are organized after the results. Students also write practice essays and examinations for mental drill. Sessions of cooperative learning organized for all the subjects are beneficial for them. Students get individualized coaching when their performance is below expected level in case of content, teaching skills, practice lessons and communication skills. Individual guidance is provided to the students for essays examination and assignments about expected answers and expectations from the examiner. Students are encouraged to solve questions from past papers and these are assessed by the faculty. Performance of some students is low due to ill health; these students are also considered while organizing remedial programmes.

5.2.7. What Specific teaching Strategies are adapted for teaching a) Advanced learners b) Slow learners.

For the Advanced learners: The College provides different teaching strategies such as ensuring the "Involvement in paper presentations, allotting them reference work of higher Order. Advanced learners are encouraged to access Electronic books and Open learning resources. They are given a chance to conduct projects and seminars on topics beyond the syllabus. Advanced learners are also encouraged to take up leadership positions during group study session. Extra library hours are provided

Strategies for Slow learners- There are efforts made to pace teaching –learning Process according to the needs of slow learners. It must be mentioned that the learners are not slow due to any cognitive problem. However the nature of B Ed and M.Ed programme is quite different from the regular academic programme that the students were not familiar with up till now. It is this change that some students find difficult. In such cases they seem to be 'slow learners'. By gearing our teaching methods according to their learning style, by one to one counseling and proper guidance, such students are empowered With coping strategies to overcome their apparent academic backwardness .Other than this, extra practice examinations, essays, remedial measures and extra practice teaching lessons are the strategies incorporated to help slow learners. Special study hours are provided to them for their guidance by the expert faculty to enhance their teaching skills. Extra efforts are taken by faculty to enhance their teaching skills.

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

The College has an active Counseling Cell. Guidance and counseling cell is setup in the institution with the **objectives:**

- To provide educational guidance to the students,
- Providing counseling to the students to solve their problems,
- To provide them experience in the field of education and later provide guidance according to the interests,
- To make them aware of the abilities to become successful in the field of teaching,
- To provide information about the teaching-learning process in the institution,
- To develop the all-round personality of the students.

The committee comprises the following Faculties: Guidance and **Counseling Committee:**

Chairman	:-	Principal Dr. Vaishali Zankar
Member Secretary	:-	Dr. Ramkisan Dhokane
Members	:-	Smt Bhople A A Shri Jayant Shinde

The faculty provides guidance to the students. Guidance is given with respect to study skills, academic issues, facing challenges or any other topic where the students sense the need for guidance.

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

The grievance redressal committee has been constituted in the institute for students teaching and non-teaching staff's complaints and problems are solved by this committee.

Chairperson	:-	Principal Dr. Vaishali Zankar
Member Secretary	:-	Dr Mishra A N
Members	:-	Smt Kolhe V N
Students Rep. (B.Ed.):-		Mr Tandale Ajay Shivaji
Students Rep. (M.Ed.):-		Mr Thakare Ajay
Non-teaching Rep.	:-	Shri Mali Suresh

Objectives of Grievance Committee :-

- To pay attention towards the complaints of the students,

- To analyze the complaints,
- To find out the remedy complaints
- Suggestion and Complaint Box has been installed on the premises.

Genuine grievances of students are always given priority. The institution has a suggestion box. Grievances of students are reported by representatives during council meetings, faculty meetings, and through TAQ. Generally open-door policy and approachability of the faculty handles the grievances. There were no complaints of grievance for redressal before the grievance committee during last two years.

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

The progress of the candidates in academic field is monitored through essays, first and second term examinations, Simulated and practice teaching lessons. These programmes are monitored by the respective faculty incharge under their advice and supervision. The progress of the students is observed and assessed by the respective incharge and progress is informed to the students with suggestion to their further improvement by the mentor time to time.

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

As mentioned earlier workshops on pedagogical skills, lesson planning learning resources ,effective use of chalk board, communication skills and computer literacy programmes are organized in the pre-practice teaching period This facilitates practice teaching and ensures the students competency to begin their practice lessons. The institution conducts micro teaching workshop to give an insight into the students competency of practice teaching. Need based coaching based on the basis of micro lessons, pertaining to content, teaching skills, communication is given to them during initial stages. This is further continued during sessions of simulated lessons. For each skill of micro teaching two or more demonstration lessons are given by the method masters. In languages demonstration lessons of prose, poetry, grammar and composition are given by the method masters. The librarian organizes visits to

'subject corners' in the library so that the students become aware of resources available for lessons in their subjects

5.3 STUDENT ACTIVITIES

5.3.1. Does the institution have an Alumni Association? If yes,

a) List the current office bearers.

The college has an Alumni Association and the alumni keep in touch regularly with the college. Following are the current officer bearers

The office bearers for the year 2007-08 were chosen. They were

- 1) Chairperson – Dr Nitin K Gadhe
- 2) Secretary- Mr Patangrao Umesh Vinayak
- 3) Member -Ms Kurhade Kanchan Anshiram
- 4) Ms Deshmukh Raghunath Tanaji
- 5) Mr Dhokne Ramkisan Grakshnath
- 6) Mr Shinde Nilesh Mahadev
- 7) Ms Shinde Leena Parshuram
- 8) Mr Thakare Sushant Mitharam
- 9) Mr Ratnaparkhe Vikas Venkatrao
- 10) Ms Kirkinde Anjali Girish
- 11) Ms Patil Kavita Bhikaji
- 12) Mr Sable Ramesh Nana

ii) Give the year of last election

The above mentioned office bearers were elected in 16th March 2013.

iii) List Alumni Association activities of last two years:

The Alumni Association conducts the following activities.

- Felicitation of the members of alumni who have received awards for academic excellence in the field of education
- alumni occupying prominent positions
- Contribution/donation of books to the book bank-
- Providing support for the college annual function-
- Regularly attend college activities and functions.

iv) Give details of the top ten alumni occupying prominent positions

Alumni are reasonably well placed in educational institutions; Prominent positions held by alumni are as follows-

Sr. No	Name of Students	Year of Passing	Address
1	Mr Prashant More	1995	Well – Known Poet, Asst. Professor, K.M. Agrawal College Kalyan.
2	Ms Waikar Shruti	2004	I/C Principal, Mutha Arts, Commers & Science Jr. College Kalyan (w)
3	Dr. Jadhav Kunal	2000 NET-SET	Asst. Professor, DLLE, University of Mumbai.
4	Dr. Zankar Vaishali D.	2004 NET-SET	Principal, Gurukrupa College of Education and Research, Kalyan. (w)
5	Mrs. Anjali Kirkinde	2005 SET PASS	Asst. Prof. Gurukrupa College of Education and Research, Kalyan. (w)
6	Dr. Dhokne R. G.	2008 NET-SET	Asst. Professor, Gurukrupa College of Education and Research, Kalyan.w)
7	Dr. Mhatre Sukhada	2009	H.M. Sandesh Vidyalaya, Vikroli, Mumbai.
8	Dr. Shirsath Sanjay D.	2009 SET Pass	Asst. Professor, SST College of Education. Ulhasnagar-4 Dist- Thane
9	Mrs. Savita Kasale	2013 MPSC Pass	Food and Supply Dep. Charchgate, Mumbai
10	Mr. Bhaskar Praveen	2013 SET PASS	Ass. Prof. Arts, commers, & Science College, Goveli Tal- Kalyan Dist- Thane
11	Mrs. Bagore Megha	2015	Principal, D.S. D.school, Kalyan.

Several of our alumni serve as teacher-educators in B.Ed and D Ed colleges. A large number of alumni are Principals in various schools. Three of our alumni have been awarded Ph D in Education. About 4 members of alumni are pursuing their Ph D in Education

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

The alumni have constantly extended their support for the development of the college in its various spheres, Refer 5.3.1 – (iii)

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

The college provides ample opportunities to the students to organize and Participate in extracurricular activities. A List of the activities is given to students in their diaries. At the beginning of the year the college organizes talent search programme where students exhibit their talents in dance, drama and singing. A display of articles made by the students is organized where talents in art and craft are displayed.

The college arranges all types of extracurricular activities. Students have to participate in it including sports and games at college level and inter college level. It is the tradition of the college to organize college annual day. Encouragement is provided to students to exhibit their talents on the stage as well as through the annual exhibition.

The college participated UDAAN festival in the academic year 2013-14 and presented street play and secured 2nd prize and Consolation prize for poster making competition at University Level. In the academic year 2014-15at University Of Mumbai UDDAN Festival the college has bagged First prize in street play competition. Also won 1st prize, District level in Swayamsiddha Competition at District level as well as 1st prize at State level Swayamsiddha competition organized by Dept.of Youth Welfare pune.

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?

On the occasion of Annual Day we publish college magazine. Students are encouraged to contribute article, poems and essay of educational interest. The theme is provided to write articles and scripts for the magazine last year on Light and Light

based Technology. They are also involved in editing of the magazine. Students are also encouraged to contribute in theme based magazines. Some of our students publish their articles in various local and educational magazines.

5.3.4. Does the institution have a student council or any similar body? Give details on constitution. Major activities and funding.

The institution has a student council The Council comprises of ten members, where 7 out of 10 members are female. This is in accordance with the normal male: female ratio of students in the college. One of the ten members is elected as Chairperson, other member is the Secretary. The other eight members are allotted various portfolios to assist the working and co-ordination of various departments. The composition for this academic year is as follows.

Designation/Portfolio

Chairperson –	Tandale Ajay Shivaji
Secretary-	Utekar Sarika Anil
Member-	Tambuskar Pradhya
	Sawant Priyanka
	Saraf Subhada
	Bhundere Shivaji
	Joshi Shakuntala
	Jadhav utpala
	Pathan Mohsin F.
	More Neeta

The Student council organizes the following activities throughout the year:-

- 1) Competitions at college level like Rangoli, Aarti decoration and Candle decoration.
- 2) Celebration of cultural festivals such as Diwali, Christmas, Makar Sankranti.
- 3) Sports competitions on Annual Sports Day.
- 4) Cultural programmes and exhibition on College Annual Day.

5.3.5. Give details of the various bodies and their activities (academic and administrative) which have students' representation on it.

Besides various co-curricular activities good encouragement is provided to students to represent various academic and administrative bodies

Name of the body	Activities
1.Literature Club	Celebration of Days- Makar Sankranti, Hindi day, organization of competition, book review
2.Environmental Club	Organization of activities, distribution of time table, getting permission from the schools, Networking with the schools
3. Practice Teaching Department	Practice teaching time table, distribution of time table, getting permission from the schools, networking with the schools
4. Department of Co-curricular activities	Organization of activities
5. Extension work	Create awareness about NIOS, Survey of status of women in the community, Plan visits to orphanages, conduct activities for inmates of old age homes, celebrate festival with them.
6. Essay and Examination	Display of notices
7. Women's cell	Organization of various activities

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 participation of the programme and the growth and development of the institution?

The college has well structured feedback mechanism to collect information from alumni and from employers. Oral as well as written feedback is sought from the alumni and college identifies the areas for improvement from this feedback and necessary changes are incorporated in the curriculum. Feedback regarding practice teaching programme is solicited from heads of practice.

Teaching Schools. Employers of our alumni also give feedback regarding their effectiveness as teachers

5.4 BEST PRACTICES IN STUDENTS SUPPORT AND PROGRESSION.

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

(i) **Training Courses:** At the start of the year, workshops are conducted in Information Communication Technology and Communication Skills. The course in ICT covers various areas as use of computers in pedagogy, training in preparation of

PowerPoint presentations, networking use of Internet and Intellectual Property Rights. The workshop on Communication Skills includes sessions on pronunciation, presentation and public speaking. These workshops are conducted during the pre-practice teaching period and are extremely useful during practice lessons.

(ii) Student Support Cell: Faculty advisors- Faculty meeting is conducted by the college on a monthly basis to develop rapport, sort out the problems and improve the quality of students' input. Each faculty group is monitored by a faculty advisor. The students in need of personal counseling are referred to Counseling Cell to resolve mental conflicts and relieve them from stress. In the students' diary a few pages are allotted to maintain a record of activities done by the students throughout the year. This encourages students to participate in academic and non academic activities.

(iii) Guidance and Counseling Cell- In case of individual guidance the concerned student is referred to Mrs. Kolhe. Students seek guidance on academic and professional matters. To cope with emotional stress and/ or other difficulties personal guidance is provided. The services provided by the unit are considered effective by us because even alumni often visit the faculty seeking guidance on various issues. The kind of confidence displayed by students owes credit to the rapport that has been formed between the members of the staff and students. The Principal too is approached by students for guidance on various topics. The psycho spiritual experiences of the Principal prove highly beneficial in this case.

(iv) Placement cell – since we had positive experience of previous years we approach the Principals of local schools every year. The placement service enabled us to serve our students better. The process begins by inviting several practice teaching schools in the month of January. The Principals and Directors conduct interview followed by demonstration lessons and content test. Students are guided regarding the applications to be forwarded, the demonstration lessons to be given and the interview they would face.

(v) Alumni Activities: Our alumni are a great support when it comes to helping us with both human and non human resources. The following alumni helped us in the last academic year: Mrs. Megha Bagore, Faculty D.S.D. School, conducted 'Certificate Course in Vocal Music'. The alumni help us in our fund raising programme by procuring advertisements and contributing towards the souvenir. In cases where we have needed supervisors for practice lessons, those of our alumni with an M. Ed degree have readily agreed to supervise and also to guide practice lessons.



CRITERION -VI

GOVERNANCE AND LEADERSHIP

6.1 INSTITUTIONAL VISION AND LEADERSHIP

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

Motto:-

न हि ज्ञानेन सदृश पवित्रं इह विद्यते।

Vision:-

Development of capabilities for educating teacher who are committed to attain the vision of Indian society as enshrined in our Constitution and inculcating values, duties and rights as presented in the Constitution.

Mission:-

1. To develop an understanding of content at a higher level by weaving 21st century interdisciplinary themes into core subjects.
2. To develop learning and Innovation Skills among students and teachers.
3. To Equip teachers and students with research driven instructional practices.
4. To foster life skills and work place skills among students and teachers.
5. To empower teachers and students with knowledge, skills and attitude required to create inclusive and multicultural learning environment.
6. To install among the students and teachers the civic virtues and the spirit of giving back to the society multifold.

Values :-

01. Humanity
02. Sensitivity
03. Honesty
04. Forgiveness
05. Non-violence
06. Punctuality
07. Tolerance

- 08. Self Realisation
- 09. Secularism
- 10. National Integration

Objectives :-

1. To pay a special attention towards upgrading the skills of student teachers to that they can fully play their roles in the ultimate renewal of educational practice.
2. To empower student teachers to discharge their duties and functions in such a way as to provide significant inputs in school education.
3. To prepare teacher for developing finer skills of research methodology and skills to build connectivity between institution and community.
4. To build to capabilities and competencies of the student teachers so that they can stimulate intellectual curiosity of student and make themselves as a friend, philosopher and guide of the student.
5. To make student teachers aware about new changing perceptions regarding his roles and responsibilities as a teacher.
6. To foster skills and attitude for involving the community as an educational partner and use community resources in education.
7. To enable students to understand the core concepts, tools of inquiry and structures of the disciplines of Education in general and teacher education in particular. To provide opportunities to student teachers that will enable learning experiences to make subject matter meaningful.
8. To make the student teachers understand student learning styles and create learning opportunities that will benefit diverse learners and learning contexts.
9. To develop the capacity among student teachers to use knowledge of effective verbal, non-verbal and media communication techniques to foster active enquiry, collaboration and supportive interaction in the classroom.
10. To enable the student teachers to understand and use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual social, emotional and physical development of the learners.

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

Yes, the institutions mission reflects its goals and objectives, needs of global or modern student teacher, tradition of the institution, values orientation and need of the society.

We try to find to free society from the restraints of social impediments. The life skills imparted to student teachers will have a ripple effect on the students they teach hence and mission statement terms our education is inspiring.

The purpose of education is emancipation and this can come through empowering.

Knowledge imparted goes beyond the prescribed course; every activity is looked upon as a vehicle to transmit values. The traditions of the institution as concern for the marginalized, quest for excellence and sincerity is kept the forefront. Not only the tradition of the college, but the tradition of the Shetkari Shikshan Prasarak Mandal (the order that manages our college, which has put in over 100 years of unstinted service in India) is also kept alive. We sincerely believe that learners today are leaders tomorrow and hence every effort is made to mould them for this role.

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

The college is managed by the Shetkari Shikshan Prasarak Mandal, Mumbai's, and Local Managing Committee. Both these provide the college with an inspiring leadership to initiate and execute value based teacher education. The management is thoroughly committed to its goal of “न हि ज्ञानेन सदृश पवित्रं ह्य विद्यत ” There is a shared leadership with a good balance between task and people management. Trust in the institution forms the base of all transactions. The management plays the role of a visionary and with their foresight they are able to generate insight in the staff. Enthusing a team spirit, dependability, shared responsibility, relentless service, open communication and concern for the students and staff are a few traits of the management.

The management plays proactive role on the functioning of the college by arranging regular meetings from time to time. Important issues are taken up for deliberation. The staff representatives put forth suggestions to make the teaching learning process more effective and within budgetary provisions these requirements the management inspires the staff to undertake professional growth by attending professional development programs. Adequate assistance is provided for research, attending seminars and conferences.

An enlightened, concerned, experience and committed management is truly the backbone of the institution.

Composition of the LMC:

The LMC has the following members:



Mrs. L. D. Veer	Chairperson
Dr. Vaishali Zankar	Secretary (Principal)
Mr. Pankaj D. Veer	Member (Secretary)
Mr. Father Abhijeet	Member (Social Department)
Mr. Borgaonkar	Member (Political Department)
Mr. Avinash Ombase	Member (Sports Department)
Mr. Vishwanath Patil	Member (Education Department)
Dr. A.N. Mishra	Member (Assistant Professor)
Mr. Lagashetty V.S.	Member (Assistant Professor)
Mrs. Bhople A.A	Member (Assistant Professor)
Mr. Suresh Mali	Member (Non-Teaching)

Members of the LMC interact regularly with the staff and the students to facilitate achievement of the goals of the college. The staff too wholeheartedly supports the LMC in programmes associated with the development of the college.

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?

Regular Meetings with the staff, analysis of past performances, discussions on pertinent matters ensures that there is proper communication between management and staff. Prior to important events as start of the year, annual functions, visits from officials, special meetings are conveyed so that there is proper distribution of duties. The Principal convenes staff meetings regularly to plan for forthcoming sessions, to have an overview and feedback of work done. Besides this, the staff is met on an individual basis if there is work pertaining to their respective departments. At times the staff takes up responsibilities on their own after conferring the same with the Principal. Each member of the teaching faculty is assigned a distinct portfolio to ensure smooth functioning of various activities. Role clarification exercises are carried out from time to time to communicate expectations of the Management.

6.1.5 How does the management/ head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

The Principal and members of the LMC meet the students to seek feedback on how far their expectations of the course are fulfilled. They carefully go through the College Report and Activities and offer their suggestions. Members of the staff are interviewed by the Principal and members of LMC to ensure that the activities are planned and executed in synchronization with the objectives and goals of the institution. The Principal goes through the written feedback submitted by the students on all activities that are carried out in the college. Feedback solicited from stakeholders as heads of institutions is also screened by the Principal. Unstructured feedback is got when Principal visits Practice teaching schools to interact with the staff and principals of practicing schools. Thus a multi-rater 360 degree feedback system is used.

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

As the B.Ed is a course of about nine months' duration, it a challenge to achieve the predetermined goals within a short time. Moreover the students come from various social, educational and economic backgrounds and hence there is diversity in their own systems of thinking, experiences and values. We realize goals

are not being achieved when we notice a discrepancy between expected and observed behavior. As far as possible all possible impediments are taken into account and planning is done to avoid barriers in goal achievement.

Financial barriers do exist but a careful match of resources has so far helped us to overcome these difficulties. The most important thing we believe is that achievement of goals is not to be restricted to the time the students are doing their training, but continues even after their training period and hence our mission of imparting education that is liberating, inspiring, formative and empowering continues even after B.Ed due to our sustained contacts with students.

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?

Staff is encouraged to carry out research to improve the efficiency of the institutional process. They are deputed for professional development programmes. The management promotes and encourages the staff for their professional growth. Management allows all staff to participate and attend the various orientation, refresher courses, seminars and workshops. It also appreciates achievement in the form of felicitation through the Local Management Committee.

Suggestions of staff for increasing efficiency are invited and duly considered. Staff involvement on setting benchmarks to define excellence is encouraged. Investment in books, electronic learning resources helps to improve the effectiveness of institutional working. Motivation is provided and efforts are appreciated.

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 Principal plays an active role in development of the curriculum for the year by helping in matching resources and set goals. Principal executes an advisory role and advises management or interdepartmental committees on education strategies and initiatives. The Principal also

- Provides educational leadership to teachers in the development and coordination of educational programs
- Educational research aimed at providing new directions for the educational system

- Represents the organization on committees to identify present and future needs within the educational system, and plan develop and modify facilities and programs
- Guides the incorporation of new approaches
- Arranges workshops and conferences for self growth of human resources.
- processes related to review, teacher assessment
- Oversees the preparation of reports
- Creates an inspiring culture within organization by supplying a shared vision and inspiring people to act for the same.

6.2.ORGANIZATIONAL ARRANGEMENTS

6.2.1 List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

The following Committees are functional in the institute:

- (a) **Governing Body:** This body comprises of members of the Shetkari Shikshan Prasarak Mandal, Mumbai. This plays an advisory and supervisory role in the college functioning.
- (b) **Local Managing Committee:** This committee of Eleven members to evaluate college functioning and to co-ordinate plans for future functioning. Meetings are held at least once in each term. Resource allocation, evaluation of admissions, academic inputs and student performance are major concerns. Suggestions made by staff are considered by the LMC.
- (c) **Admission Committee:** This committee oversees the admission procedures, conducting of entrance examination, interviews, counseling of students. The committee has a series of meetings prior to start of the academic year. Meetings are also held at the close of the academic year so as to facilitate the admission procedure for the forthcoming year.
- (d) **Library Committee:** This committee Ensures the smooth functioning of resources useful in teaching learning process. The committee meets twice a year to take stock of the needs of the library. The extend to which library services are availed is reviewed and a plan of action is drawn up to optimize the use of resources.

- (e) **Examination Committee:** This committee manages the conducting of examinations and the evaluation process. The committee meets regularly throughout the year ensure a productive evaluation system. Remedial measures are also undertaken.
- (f) **Committee for IQAC:** The Internal Quality Assurance Cell of the College is instrumental in devising programmes according to the needs and objectives of the college. The Annual Quality Assurance Report is also prepared by this Cell. The cell updates the staff regarding decisions and expectations of academic bodies as NCTE and NAAC.

Along with the above committees the institute deals different areas as mentioned below for smooth functioning :

Academic management: Decisions regarding the curriculum have been taken by the various Committees as per the need. It was decided that study material be prepared to facilitate the transaction of revised syllabus. Upgrading of library resources and digital resources was to be undertaken.

Finance: The Governing Body has decided to support the College in terms of financial difficulties by granting loans to the college. The Fund raising activities would continue as in previous years.

Faculty: There has been no major change in policies for the faculty. As in the past, they are encouraged to incorporate constructivist ways in teacher education. They are encouraged to interact with schools and undertake research to ensure a match between the training in college and the actual field conditions.

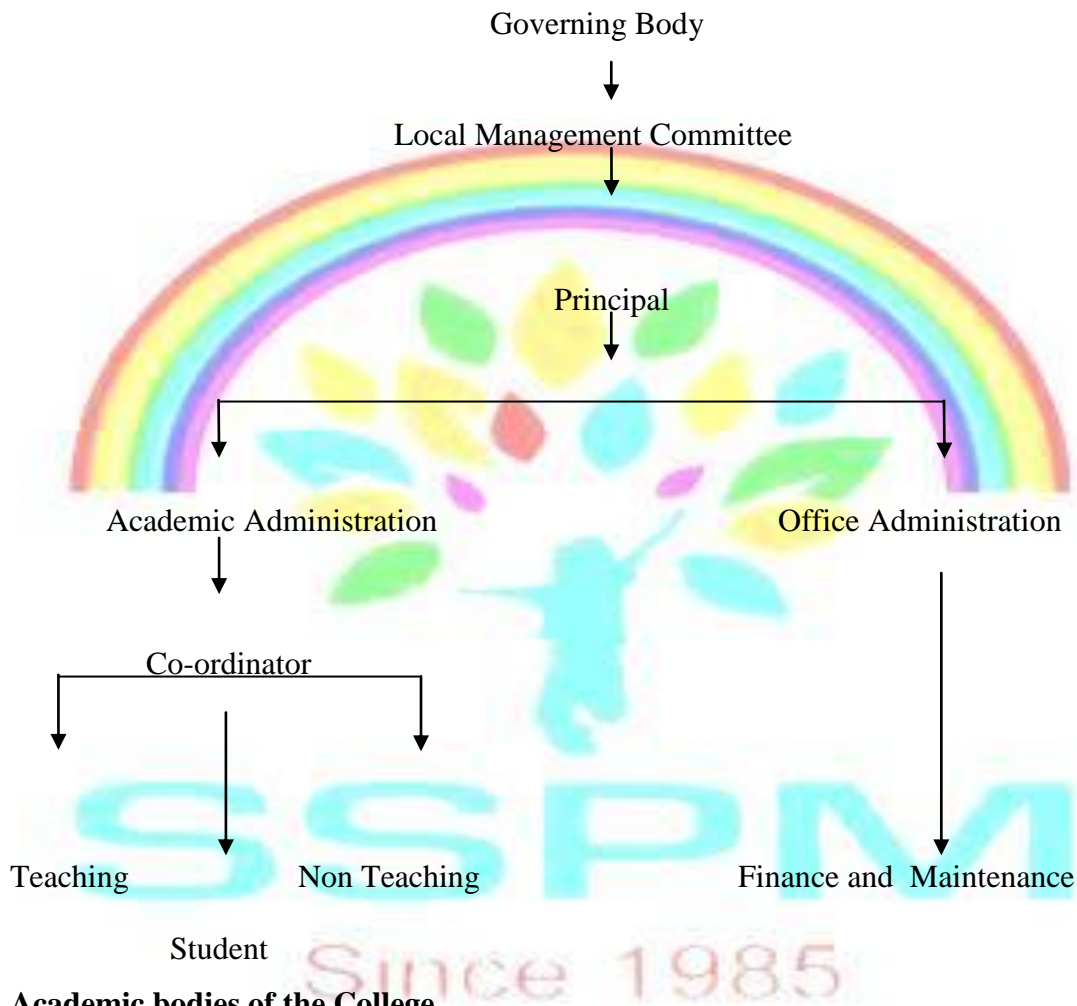
Research: As in previous years, the management has decided to extend full support and co-operation to any staff member undertaking research work. This would be in form of exemption from duty, support from library, access of the online resources, computer assistance as would be required by the researcher.

Extension: The College has decided to continue its extension work in the field of Open Schooling, Women Empowerment, Career Awareness and Information Technology. Community tie ups with orphanages and homes for the aged would be continued as before. This is ensued with a linkage with University of Mumbai's Dept. of Adult and Continuing Education and Extension as well as various Government

Departments Offices such as- Higher and Technical, Minority, School Education and Sports Dept and others.

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

Organization Structure of the college is mentioned below:



Academic bodies of the College

1. **Academic cell and planning committee** planning the year's calendar
2. **Practice teaching Department** co-ordinates with schools and arranges field experiences
3. **Evaluation Committee** conducts examinations, oversees internal assessment and organizes remedial measures
4. **Library Committee** helps the optimal use of resources as books and ICT
5. **Extension Work Department** Co-ordinates with community to carry out extension work and community building
6. **Co-curricular Activities Department** organizes and helps execution of co-Curricular activities for Holistic development

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

Various Committees and bodies constituted for smooth educational and administration work have been mentioned 6.2.1.and 6.2.2. Convener and assistant they keep a record of the activities undertaken by the department and finally submit it to the Principal. Due to this decentralization procedure, academic work is distributed equally and effectively completed.

Monthly meeting of the committees are held. All decisions are taken by each committee meeting after open discussion. Follow-up is always taken and changes suggested for better attainment.

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

A teacher training institute can function successfully only when it co-ordinates with the arena of action viz. the schools. Our institution has built a strong mechanism for co-ordination within the college and with society. All departments within the college are co-ordinate to ensure that activities do not clash. Resources are shared and duplication of work is avoided. The college maintains cordial relationship with practice teaching schools, community centers, and other teacher education institutes and University Departments. Ties are also fostered with other University to widen the horizons of experience. Linkages with the above have helped to broaden our own vision, develop new strategies, share resources and thus facilitate the process of teacher education. Students benefit by availing of the expertise of personnel from different areas. Placement is facilitated due to good will generated. Research work has benefited from the good rapport shared with schools.

6.2.5 Does the institution use the various data and information obtained from the feedback in decision- making and performance improvement? If yes, give details.

The institution used the data and information obtained from the feedback in decision making and performance improvement for academic improvement, the institution has the following feedback mechanism. Permanent suggestion box for student teachers' feedback is installed by the institution. At the end of the academic year, the institution takes the written feedback from teachers trainees. This is used to

improve the quality the academic program. It is used the improving the facilities provided by the institution.

6.2.6 What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment.)

- The institution takes initiatives in promoting Co-operation and sharing of knowledge, innovations and empowerment of the faculty by following ways.
- Organization of seminar, workshop and conferences for sharing of knowledge and innovation.
- Participation in National and International seminars and conferences.
- Sharing of experiences and special contribution through staff meeting.

6.3.STRATEGY DEVELOPMENT AND DEPLOYMENT

6.3.1 Has the Institution an MIS in place to select collect aligns and integrates data and information on academic and administrative aspects of the institution?

College has MIS in place to select align and integrate data and information on the academic and administrative aspects of the college on our own website.

6.3.2 How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

Provision is made to ensure the best match between resources and action financial planning at the start of the academic year is done to allot reasonable amounts to every department. Human resources are also: carefully geared towards the goals or the institution. The staff is deputed for training as per requirements.

Time and task flexibility allows human resources to be utilized optimally without causing stress.

6.3.3 How are the resources needed (human and financial) to support the implementation at the mission and goals planned and obtained?

The institution has its mission and goals to support the implementation of the mission and goals, qualified and sufficient human resources are made available with

the help of the parent institution necessary financial provision is also made available through L.M.C.

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?

In the beginning of every academic year the principal distributes the responsibilities of academic programs to all the faculty members. As per the guidelines from the principal, the coordinator calls for the plan of every department from all the faculty members. They conduct separate meetings of their departments and prepare tentative plan for the concerned department. This plan is then submitted to the co-coordinator. For the development of academic plans the meetings with principals of practice teaching schools are arranged with faculty and the administrators to achieve the objectives of the institution

Pre-Planning Sessions (May/ June)

- Need analysis
- Priority setting
- Submission of Reports of previous academic terms
- Review of feedback



- **Planning Sessions I (May/ June)**
- Review
- Set objectives
- Identify theme for the year
- Designate Action Teams



Pre-Planning Sessions II (May/ June)

- Plans the general academic calendar
- Discussion of new ventures/ programs
- Set up Action teams for new programs
- Individual Departmental Planning and Drawing of Plans of Action.



Submission of plans for Principal's approval (July)

Review and revision of plans if required

Dissemination of proposed programme to practice teaching schools

Followed by revision if required

6.3.5 How are the objectives communicated and deployed at all levels to assure Individual employee's contribution for institutional development?

The IQAC draws up objectives for the forthcoming academic year. These objectives are drawn bearing in mind the Vision and mission of the institution as well as the expected core components drawn by NAAC. There is similarity between the two and hence there has been no problem dovetailing one into the other. Objectives are discussed during the planning sessions. The Suggestions of the staff are solicited and incorporated wherever possible. A copy of the same is circulated to all for deliberation and suggestions. All departments prepare a plan of action to actualize these objectives. Individual staff members are encouraged to carry out action research and deploy innovative measures on curriculum transaction.

6.3.6 How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

The institution monitors and evaluates its implementation plan at different stages. The principal conducts term end meetings. The plan which was discussed in the beginning

of the academic year is evaluated in this meeting and finalized. The vision and mission of the institution are monitored and evaluated after each year and revisions are made whenever necessities are felt.

6.3.7 How does the institution plan and deploy the new technology?

As mentioned in previous sections the institution uses technology for academic purposes, evaluation, enhancing the effectiveness of teaching learning networking within and out at the institution. In case of administration all admission procedures are computerized. The use of the Internet facilitates professional growth and helps staff to Identify with new milestones in management thus enhancing quality of our-own planning process. Dissemination of new techniques is done through Power Point presentations.

6.4. HUMAN RESOURCE MANAGEMENT

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

The institution is concerned about the academic needs and progression of its faculty members. The faculty is guided by the Principal and the members of the LMC regarding their development. The Principal has discussion with the staff on a one to one basis and identifies areas where the staff might need development Sometimes staff members themselves express the areas of need and the Management tries to offer assistance for development in the area.

The management has always been sensitive to the needs of the faculty and has motivated the faculty to update their qualifications from time to time. It has taken the initiative to arrange for faculty development programmes both at the group and the individual levels by inviting eminent resource persons to address the group as a whole. Individuals are encouraged to attend courses, seminars, workshops. They present papers and contribute to the above as resource persons and participants. Flexibility in the time table and adjustments are given priority so that they are able to benefit for discussion and participation.

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?

There is a detailed mechanism to assess the performance of all members of faculty and staff. We follow the 360 degree multi rater feedback mechanism. The faculty seeks feedback is sought for various departments and this adds to the performance assessment. In cases of Practice Teaching and Extension Work Departments, feedback comes for sources out of the institution. Alumni also sent their feedback. The staff carries out an annual self appraisal. The Principal seeks feedback from students on a one to one basis to evaluate the functioning of the institution. A strategically placed suggestion box is used to seek suggestions. Thus a multi-rater system of evaluation is in vague. Analysis of the feedback helps in re-considering our mechanism. Objectives are formulated and plans of action are drawn up based on the feedback received.

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)

- Mediclaim facility is given to each faculty and their family members by the institution.
- P.F loan facilities are provided as per the requirement and request from the staff members.

6.4.4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non – teaching staff? If yes, give details.

The guidance strategy is discussed and finalized method wise. For upgrading skills in various types of lesson observations, a common staff meeting is conducted and observation strategy is decided.

Demonstration programs are also organized by the institution to upgrade the technological skills.

6.4.5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skill (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.)?

Faculty is recruited following the prescribed procedures. The Recruitment Cell interviews the candidates and tries to get a through insight into the candidates' capacities, commitment and value system. Staff is recruited initially on probation

Staff retained is ensured of stability in service by securing appointment on permanent basis. The staff is paid in accordance with the prescribed scales. Being an unaided institution, difficulties in this area do arise. So far all these have been amicably handled. Arrears have been disbursed when financial conditions have been suitable. An atmosphere of trust is the backbone of the institution's functioning. Staff members sense a feeling of importance and recognition. The Management has fostered extremely cordial relations with staff. This has helped to retain staff.

6.4.6. What are the criteria for employing par-time/Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

Employment is done according to the rules, regulations, norms and the reservation policy decided by the Government of Maharashtra. The part time and adhoc faculty is given consolidated salary decided by the institution and the regular faculty draws salary according to the structure fixed by Maharashtra State Government.

6.4.7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The institution whole heartedly supports the professional growth of the faculty. Each year a stipulated budget is set aside to foster the same. Staff is

encouraged to attend seminars, present papers and carry out research. Their involvement therein helps them enhance their effectiveness. In such cases, exemption from duty during the training period is a policy that the institution follows.

6.4.8. What are the physical facilities provided to faculty? (Well- maintained and functional office, instructional and other space to carry out their work effectively)

The institution provides sufficient physical facility to each faculty member to carry out the academic and instructional work effectively. Separate method rooms are provided to all method in charge and separate rooms are provided to other faculty. The resource material (teaching, mentoring, models) are made available for student teacher.

In ICT laboratory, the computers are made available with internal facility.

Thus, all these facilities lead to a conducive environment required for teaching and learning activities.

6.4.9. What are the major mechanism in place for faculty and other stakeholders to seek information and / or make complaints?

As mentioned earlier, the institution is proud of the atmosphere of trust that is its hallmark. Faculty as well as stakeholders find it easy to approach the Principal and speak out their grievances or discuss their suggestions. A suggestions box is placed to receive suggestions from the students. The multi rater feedback system is also another means to address problems experienced. Transparency in dealing enables seeking of information. Information regarding scheduling of activities is furnished through the years' calendar that is distributed. The LMC meetings present statement of accounts and this leads to transparency in financial matters.

6.4.10. Detail on the workload policies and practice 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.

Workload is allotted as per the structure stipulated by University of Mumbai. We have several Departments to ensure the smooth functioning of college activities.

These departments are headed by the faculty rotation of the same every three years ensures fairness. Whenever staff members have been involved in research work, adjustments have been made to facilitate concerned staff member. Assessment is distributed fairly, the underlying principle has been to let every member of faculty self actualize and use their potential wholly with the support of the rest. Shared responsibility is prominent. As mentioned earlier an atmosphere of trust, support and the quest for excellence pervade the working in the college.

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

Felicitation in the faculty and Staff meeting. LMC and annual gathering is done in recognition of the faculty's achievements in different areas. The institution encourages and felicitates teacher educators for the awarding of M.Phil., Ph.D. Presentation of research papers, presentation or participation in State, National and International conferences. The photos and special news is highlighted in the institutional campus in the form of banner.

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. The Institution does not receive any grant from the government as it is a permanently unaided institution. The only financial help is students' fees. All finances are self generated through way of fees. The annual audit statement in the appendix elucidates the same. The institution appeals to well wishers to contribute towards the annual fund raising programme and this has helped to augment the finances of the institution. In times of economic difficulties the management has supported the institution by granting loans.

6.5.2 What is the quantum of resources mobilized through donations? Give information for the last three years?

The institution does not mobilize financial resources through donations.

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?

No, the S.S.P.M. fulfills the requirements of the fund whenever so needed.

6.5.4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

Only tuition fee is the budgetary resources to fulfill the mission and offer quality programs.

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 papers, objections raised and dropped).

Accounts are audited every year. Internal audit is done by M/s. S.F.Yeolawala & Co. Financial Advisor and Member of Local Managing Committee. M/s. S.F.Yeolawala & Co. do internal audit. Every year by end of March auditing is done by the accountants. Balance sheet, Income and Expenditure Account of the college is audited at the end of the financial year and certified by them by giving 'Auditor's report. The report submitted by M/s. S.F.Yeolawala & Co. attached in the appendix.

6.5.6 Has the institution computerized its finance management systems? If yes, give details.

The institution has computerized its finance management system. All the financial budget allocations are made with help of computers; all details of income and expenditure are stored with the help of Tally Software. All the financial statements and pay sheets are prepared using the computer.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

1.What are the significant best practices in Governance and Leadership carried out by the institution?

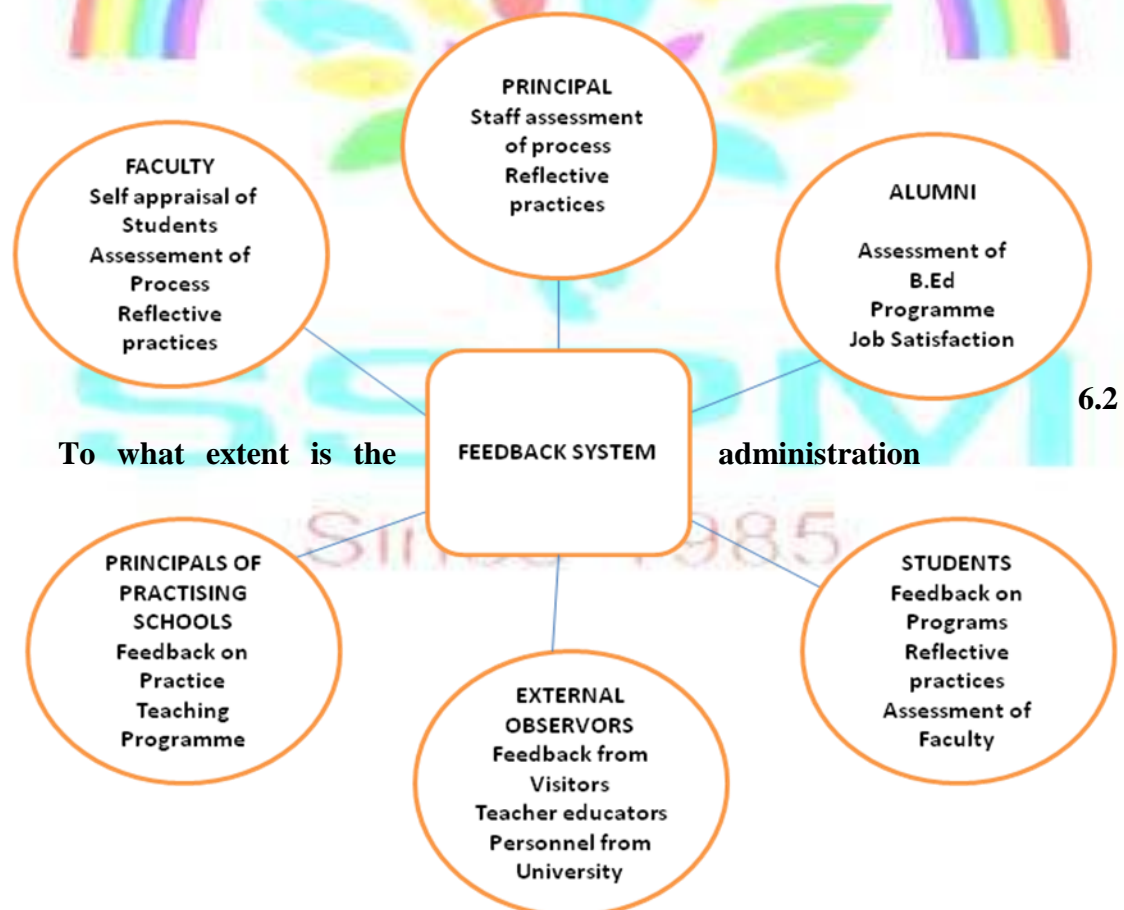
Shared Leadership:

The institution believes in shared leadership. Hence there is departmental freedom where the department In-charge draws a plan of action and executes it with assistances of the other staff members. Autonomy is seen in the working of the college. There exists a strong rapport between management and staff and students.

Feedback system:

The Institution seeks feedback from various stakeholders. Collaboration these, results in a multi –perspective view of our working. The feedback is then used to improvise the planning and execution of activities for the sessions that follow.

Schematic representation of feedback



decentralized? Give the structure and details of its functioning.



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 Institute has established the Internal Quality Assurance Cell on 12-06-2012. Principal as a chairperson, two members of local managing committee, one member of governing body, two representatives from community, all members of each faculty, Librarian and two members of administrative staff. Thus we have on IQAC Cell of 12 members of whom four are External and eight are Internal.

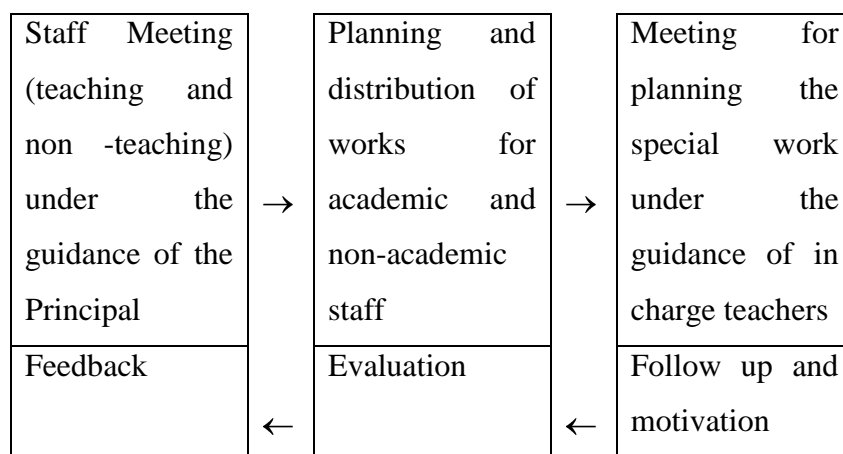
The major activities undertaken by Cell are

- * Quality Assessment of Human and Non Human resources.
- * Formulated the objectives of forthcoming year.
- * Quality check exercises at end of year.
- * Updating the faculty about activities and programmes.
- * Participation in workshop and seminars conducted / sponsored by NAAC
- * Preparation of Annul Quality Assurance Repot.
- * Organize orientation for preparation of SSR.

The meeting of IQAC is conducted in each academic year. There are major activities/works are undertaken and finalized in the Cell. The core committee is deciding the various aspects which are more applicable for quality maintenance for Institution. The students' progress is dependent on better availabilities in Institution. The Institute is trying to give better facilities for students and staffs. To develop students' confidence, moral values, social relationship, the institution is organizing various activities and programmes periodically.

7.1.2. Describe the mechanism used by the institution to evaluate the Achievement of goals and objectives.

Design of the mechanism used by the institute to evaluate the assessment of goals and objectives are follows:



The principal and staff meet for regular discussion to ensure that specific goals are being met. Feed back on every activity of sought both in oral and written form, from peers, students and past pupils. Based on feedback future programmes are formulated. Careful planning and pre activity stages of any programmes are done. All influencing parameters are considered so that an activity is sustainable.

Monthly meetings with the faculty group help us to build a rapport with the students and get closer to our goals.

7.1.3. How does the institution ensure the quality of its academic programmes?

The Institute is committed for the academic programmes - curricular and co-curricular activities. The institution ensures quality of both the activities and its implication at ground level, providing the better facilities in campus for academic achievement. The faculty is committed for self growth and hence regularly participates in the programmes for professional growths such as paper presentations, Refresher course, and research.

In order to ensure the inculcation of the best practices among the students, the College has maintained a strict discipline at the campus and the students are required to follow the rules and regulations assigned by the Management / Principal of the College and strict action is taken against those violating the norms. Foremost emphasis is given on Quality enhancement of students by the College and in this direction proper assignments, mid-term test, internal examination have been conducted by the college and also value based programmes have been added in the working schedule of the College.

The day begin with morning assembly, this is followed by news and views so to provide a platform to the students for enhancing their communication skills and personality development. The teaching schedule and timely examinations ensure conducting. Maintaining discipline in the campus. Quality enhancement is ensured by making a provision of internal marks on attendance and discipline.

Regular analysis of University Examination results, Students feedback, Alumni's feedback, Practice Teaching Schools feedback are taken into consideration for ensuring quality in academics. Practice teaching and internship are major components of the quality assurance mechanism

7.1.4. How does the institution ensure the quality of its administration and financial management processes?

The Institute is ensuring the quality of the administration and financial supports provided by the management at time to time. The institution is fortunate to have a committed administrative body which has shares a healthy rapport with the staff and stakeholders. Regular meetings, careful planning and an open attitude to positive change are the features that ensure the quality of the administration process. The general steps followed in the administration process are:

- a) Internal analysis of resources, Analysis of task environment, Analysis of external environment.
- (b) Based on the above step, formulation of objectives in synchronization with the mission of the institution and national goals
- (c) Formulation of strategy for execution with the help at stall and stakeholders
- (d) Evaluation and control by defining parameters to be measured, Setting target values, measuring of achievement and comparing to pre defined standards

Similar steps are followed in managing the manual resources. The institution is self financed and hence thorough financial planning is required for quality improvement.

Annual financial budget is prepared by the college which is discussed in the Local managing committee of the college and is sent to the Governing body for approval. The changes or suggestion if any are incorporated in the same. The annual expenses are done strictly as per the budget head provided in the annual budget. At the end of each financial year, the internal auditing is done by the Certified Auditor company- M/S S.F.Yeolawala and Company.

Thus regular financial management which is an important aspect of the organization ensures Proper planning and implementation of the academic activities which leads to quality improvement. Preparation of Annul Quality Assurance Report, meetings, careful planning and open attitude towards positive change are the features that insure the quality of the administration process. The principal provides guidance to the staff in their work, principal often gives feedback and encouragement for better performance.

7.1.5. How does the institution identify and share good practices with various constituents of the institution.

Good practices go a long way in ensuring academic excellence. Identification of good practices is done on two levels

- (i) Those have evolved within the institution. Number at good practices which are found to be initiated to cater the needs of the local learner. These are institutionalized
- (ii) Some good practices are imported from external sources. Observation at other Teacher Education Institutes and reading about good practices from resource material as NAAC publications or from websites has given the institution a glimpse at good practices in teacher education. These are shared through brain storming Experiences got through seminars, workshops, conferences, refresher courses by teaching and non-teaching staff and are discussed in depth. These good practices are shared with the constituents of the institution through discussion, display at some good articles on the notice board however the most important aspect is that of implementation. This is done with diligence practices are reviewed and refined, thus leading to their institutionalization.

7.2 INCLUSIVE PRACTICES

7.2.1. How does the institution sensitive teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.

Inclusive education is accorded a place or importance in our curricular agenda. The Institution is sensitive towards the issues of inclusion and focus about national policies in school curriculum to create values, morality, human relation, environment protection and awareness, spiritual, social, cultural development, honesty, national

unity and integration etc.

The faculty makes the students aware about the concessions allotted for learning disabled.

Action research for school teachers and students is undertaken. This research gives the trainee teachers, firsthand experience at organizing remedial programmes for academic achievement.

Teachers in the vicinity have been sensitized to the cause at inclusive education.

Within the college we experience academic underachievement. Remedial teaching for low achievers is arranged and this has been elaborated under Criterion V.

The College is successful in developing a healthy work culture and traditions by combining the core courses together with culture and literary actives, helping in the inculcation of civic responsibilities among students.

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 syllabus has content on inclusive education and educationally exceptional children. This is done both from practical and theoretical aspects.

The better performances have obtained of female students in comparison to male students. The good impact has shown on learning in female students. Women empowerment activities are undertaken by Women's Cell

The various Group work is arranged for:

- Micro-teaching,
- Lesson demonstrations,
- Co-curricular activities,
- Internship,
- Hand writing articles
- Extension works/activities.
- Community works
- Social works as social awareness 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 Institute believes strongly in interactive teaching learning. Lectures are supported by discussion and probing, sharing and activity works and case studies.

Team teaching is incorporated for some topics that are common to or more subjects. We encourage students to interact with guest lecturers and learn from their experiences. The various types of works / activities are conducted workshop on L.D. organized as Talent Search programme, disability learning workshop, workshop on preparation of Audio Visual , festival celebration, special day programmes ,assignment ,class level Seminar, Community work, Seminar and workshop, Debates, Singing. Song, Dancing , Rangoli, Fancy Dress, Music, etc. Action research and dissertations sports and Games, Co-curricular and extra co-curricular activities are engaged time to time to create learning environment in learning and self-motivation. Etc

a) The Academic Activities

- * Essay writing.
- * Assignment writing,
 - Class test.
 - Micro-teaching
 - Practice Teaching
 - Simulated Lesson
 - Content Test in each special method.
 - Open book assignment
 - Psychological Experiments,
 - Project works for B.Ed, / Action Research
 - Dissertation work for M.Ed.
 - Computer aided lesson for B.Ed. (AI lesson)
 - University Examination-.First and Second Semester
 - E-resource learning facility. (N- list)

b) The Social Activities

- Visit to Old age Home, Hospitals, Public Places etc.
- Participation in rallies, as August Kranti Jyot Rally etc.

- Plastic free Kalyan Dombivali Abhiyan
- Participation in Govt. sponsored activities as Swachha Bharat Mission
- Blood donation camp
- Yuva Mahotsav.
- Community work
- Health care Camp for women
- Road safety Campaign
- Tree Plantation Programme.
- Extension activities etc.
- Women cell

c) Co- curricular and Extra Activities

- Morning Assembly
- Prayer, National Anthem, Thought for the Day
- Students attendance
- Demonstration lessons,
- Audio-visual Aids workshop,
- Evaluation workshop,
- Special Day celebrations, as Hindi day. Marathi day. Science day World women day, Maharashtra day, Gandhi Jayanti. National day, Gurupornima, Vivekanand Birth Anniversary etc.
- Work Experience workshop,
- Psychological Experiments,
- Practice Teaching,
- Internship,
- Sports and Games
- Debate Competition
- Singing Competition.
- Dancing Competition
- Rangoli Competition,
- Fancy Dress Competition,
- Different festival celebration
- Alumni association
- Value Based Activities
- Students Meeting

7.2.4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

In order to equip students with skills to successfully handle diverse learners' Practice teaching is organized in different schools. The varying background at the learners gives adequate experience to the learners. Planning of lessons is done with the learner background in mind. The student teachers are doing their role & responsibilities to co-operate the Children and manage them to create good atmosphere in classroom for learning. Practice Teaching programme and Internship are the occasions wherein the students are exposed to children from diverse background and exceptionalities. The internship programmes include the following teaching and co-curricular actives as Practice Teaching, Organizing Contests, Organizing Social Events, Sports, Cultural programmes, maintaining the office record - daily attendance of one class, Morning Assembly, Prayers, Thought of day etc. These opportunities make the students learn about the needs of the children with exceptionality. Students are encouraged to use Theory at Multiple intelligence while planning instructional strategies, so that they can do justice to students with different abilities.

7.2.5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

If the physically challenged and differently students are appearing in training courses, the institute is providing the facilitates as like required for them. So far we have not had students with physical challenges. Differently – abled students are catered to by conducting Remedial classes. Gifted learners are given Challenges or Projects

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 role of teachers as social engineers is aptly emphasized. Gender sensitivity is an important core element that is focused upon through all curricular transactions. The institution firmly believes that education alone can empower and an

empowered woman is the best remedy to several social problems. The institution believes in empowerment of women, therefore college has constituted a Women Cell to resolve the issue of female students and staff. The various activities are conducted under this Cell such as workshop of Judo Karate, Safety Techniques advisory movement and Women health care camp etc.

7:3 STAKEHOLDER RELATIONSHIPS

7.3.1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The student teachers feedback, teacher educator's feedback, Alumni Feedback, teachers meeting serves as a platform to update the organizational performance. The society and Alumni get a glimpse of organizational performance through the annual college report that published in college magazine.

All planning for the development of the College including implementation and evaluation of the academic programmes is discussed in the local management committee meeting and the decisions taken are sent to the Governing body/ Management committee for approval. The college follows the guidelines, actions, policy decisions, practices suggested by the management committee.

The College conducts various curricular, co-curricular, extracurricular activities and ICT related teaching to create an overall climate conducive to learning. Good discipline, effective teaching, punctuality and sincerity of staff, good examination results etc. results in stakeholder's satisfaction. The College follows the action plan and policy as suggested by stakeholders.

7.3.2 How does the institution share and use the information/data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The main goal of the Institution is evolving a holistic development by means of achieving academic strength, moral and spiritual value and social responsibilities and that is the way, the Institute determines students' satisfaction relative to academic benchmark. This approach is updated in view of the current and future educational needs and challenges. Increased teacher-taught interaction in and outside the class, in social service activates, co-curricular activities helps to attract and retain students leading to enhance students performance and to meet

their expectations of leading, imparting value-based education is emphasizes, stressing an all round development of the individual.

Special attention and care to personal problems are duly provided to the Staffs by the management. Any type of complaint or suggestion are taken into consideration and used in the improvement of the organization and for the better stakeholder relationship and satisfaction. There are very less chances of failures of process of Institution because high carefulness and alertness, under the organization.

7.3.3 What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

The quality of the academic programmes is ascertained through Teacher's Assessment Questionnaire. The Principal collects the same and offers advice for improvement to each faculty. Every teacher carries a Self Assessment Procedure. The oral feedback is sought after all major activities. The all data from students, professional community, alumni and other Social persons are accepted positively and suggestive. Questionnaire and oral feedback mechanism is used to collect data.

- Students Feedback Questionnaire.
- Alumni Feedback Questionnaire.
- Headmasters' Feedback Questionnaire.

A meeting of the Headmaster of the Practicing Schools is held at the beginning of the session. Discussions are held and planning is done accordingly. Alumni Association also provides feedback and suggestions for Improvement. In-charge personally contact with the alumni and gets feedback from Alumni.

The suggestions for improving the respective areas of administration and academics are accepted after discussions in staff meeting with Principal and sent to the Management for final approval. and implemented with positive change suggested if any.





PART III

- 1) ANNEXURE**
- 2) BEST PRACTICES OF NSTITUATION**
- 3) CERTIFICATE OF COMPLIANCE**
- 4) DECLARATION**

SSPM
Since 1985

ANNEXURE

LIST OF DOCUMENT

Sr. No	Title	Page No.
1.	Scenario of Teacher Education in Maharashtra	189
2.	Society's Registration Certificate (1860) (In Marathi)	191
3.	Society's Registration Certificate (1860) (Translated in English)	192
4.	Society's Registration Certificate (1950) (In Marathi)	193
5.	Society's Registration Certificate (1950) (Translated in English)	194
6.	Society's Minority Status Letter (In Marathi)	195
7.	Society's Minority Status Letter (Translated in English)	196
8.	Society's All Educational Unit List	197
9.	Permission Letter for B.Ed. Course from Govt. of Maharashtra (In Marathi)	198
10.	Permission Letter for B.Ed. Course from Govt. of Maharashtra (Translated in English)	200
11.	University of Mumbai's Affiliation Letter for B.Ed. Course Dated 1 st November, 1991.	202
12.	University of Mumbai's Affiliation Letter for the Academic Year 2004-2005 for B.Ed. Course Dated 11 th April 2007.	205
13.	N.C.T.E. Recognition Letter in the Academic Year 2000-2001 for Intake 80 students (B.Ed. Course)	206
14.	N.C.T.E. Recognition Letter in the Academic Year 2005-2006 for Intake 100 students (B.Ed. Course)	208

15.	N.C.T.E. Recognition Letter in the Academic Year 2006-2007 for Intake 25 students (M.Ed. Course)	209
16.	Permission Letter for M.Ed. Course from Govt. of Maharashtra (In Marathi)	211
17.	Permission Letter for M.Ed. Course from Govt. of Maharashtra (Translated in English)	212
18.	University of Mumbai's Affiliation Letter for M.Ed. Course Dated 6 th October 2007.	213
19.	N.C.T.E. Recognition Letter in the Academic year 2008-2009 for Intake 40 students (M.Ed. Course)	214
20.	Permission Letter for M.Ed. Course with Intake 40 students from Govt. of Maharashtra.	216
21.	University of Mumbai's Affiliation Letter for M.Ed. Course with intake 40 students Dated 4 th October 2008.	219
22.	University of Mumbai's Affiliation Letter for B.Ed. and M.Ed. Course up to the Academic Year 2014-2015 Dated 13 th February 2015.	220
23.	Master Plan of the Institution	221
24.	Audit Cum Expenditure Statement- Previous Financial Year 2013-14 (B.Ed. Course)	224
25.	Audit Cum Expenditure Statement- Previous Financial Year 2013-14 (M.Ed. Course)	225
26.	Mapping of Academic Activities of the institution	226
27.	B.Ed. Annual Plan for the Academic Year 2014-15	231
28.	M.Ed. Annual Plan for the Academic Year 2014-15	235
29.	A Copy of Syllabus (B.Ed. Course)	238
30.	A Copy of Syllabus (M.Ed. Course)	240
31.	Time Table Semester I & II (B.Ed. Course)	242
32.	Time Table Semester I & II (M.Ed. Course)	244

33.	Extension Programme Report	246
34.	Community Work Programme List	247
35.	Result Analysis of the Academic Year 2013-14 (B.Ed. Course)	248
36.	Result Analysis of the Academic Year 2013-14 (M.Ed. Course)	258
37.	Sample of Feed Back Forms	265
38.	Analysis and Interpretation of Teacher Evaluation by Students (B.Ed. Course)	283
40.	Analysis and Interpretation of Teacher Evaluation by Students (M.Ed. Course)	285
41.	Teaching and Non-Teaching Staff List (B.Ed. Course)	287
42.	Teaching and Non-Teaching Staff List (M.Ed. Course)	288
43.	List of Committees	289
44.	Prospectus (B.Ed. / M.Ed.) for the Academic Year 2014-15	290
45.	Samples of Micro Teaching and Practice Teaching Lesson Plan, Observation Diary, Action Research Record, Evaluation Record, Internship Record etc.	299
46.	List of Abbreviations	316

SSPM
Since 1985

Scenario of Teacher Education in Maharashtra

State of Maharashtra was established on 1st May 1960. At that time Western Maharashtra was educationally advanced, as compared to North and interior Maharashtra. Teacher education colleges were not an exception to this. The disparity is reduced over the span of 60 years, in quantitative as well as qualitative terms. Today Mumbai and its suburban regions have about 88 teacher education colleges (B.Ed) affiliated to the University of Mumbai. Due to the permission granted by NCTE to start teacher education colleges, many colleges mushroomed during last decade in the state. Majority of the colleges have permanently unaided status. Marathi being the regional language the medium of instruction is Marathi in maximum number of teacher education colleges in the state. But among the colleges affiliated to the University of Mumbai, the colleges that are situated in Mumbai have English as their medium of instruction.

❖ **Total Number of Colleges in Maharashtra**

Universities	:	42
Teacher Education Colleges	:	550 (App.)
Teacher Training Colleges Affiliated to the	:	11 (Aided)
University of Mumbai	:	77 (Un-aided) app.

While a large number of institutes / universities were offering teacher education programmes through correspondence/distance mod prior to the establishment of NCTE as a statutory body by the Government of India, at present there are only 11 institutes / universities (roughly 10% of the total Distance Education Institutes) offering teacher education programmes through distance education mode. YCMOU represents the only university in Maharashtra to offer teacher education programme through distance education mode.

District Institute of Education and Training (DIET) are established to prove quality pre-service and in-service education to teachers and Adult Education/ Non –Formal Education instructors. The training gives academic and resource support to the elementary and adult education systems also helps them to engage in action research and innovation in these area. State Council for Educational Research and

Training (SCERT) Shoulders the responsibility to supervise and guide the functioning of DIET's, district Resource Units (DRUs) and other teacher education institutions.

The endeavour of the Government is to make teacher education in Maharashtra more accessible to the rural students and to create employment opportunity through higher education in Maharashtra. A Diploma in Education (D.Ed), Bachelor of Education (B.Ed) and a Masters in Education M.Ed is available for those looking to pursue a career in teaching. The concourse of teaching is also extensive with different levels. As a result there are plenty of specializations available in this field. Pertaining to qualifications one can opt for teaching at the nursery and pre- school level, at special schools and many others. Various proficiencies are required to various levels of teaching.

❖ **Academic Rules and Regulation :** The college has the status of temporary affiliation and follows academic rules and regulations laid down by the University of Mumbai. The rule pertains to the following criteria-

- Eligibility for B.Ed. admission
- Completion of two academic terms
- External assessment
- Internal assessment (For details see syllabus copy& appendix)

❖ **Administrative Rules and Regulations :** For the purpose of administration co-ordination committee is formed by the University of Mumbai which consists of-

1. Chairperson- Board of Studies in Education
2. Chairperson, B.Ed. examination of the concerned year
3. Two principal, who are not the members of the Board of studies in Education.
4. Two members of B.O.S. in education, nominated every year by the B.O.S.

The committee is authorized to check all the internal work of the students to verify the marks awarded by the college and make necessary changes wherever required in addition to this the college adheres to all norms prescribed by NCTE. For academic as well as administrative purpose.

[विशेष—घ.आ./मुं.सा.वि./५०म.]

क्रमांक

148108



नोंदणी प्रमाणपत्र

संस्था नोंदणी अधिनियम, १८६०

(१८६० चा अधिनियम २१)

नोंदणी क्रमांक महाराष्ट्र राज्य, मुंबई. ४०५
१९८६जी.बी.बी.एस.डी.

याद्वारे असे प्रमाणित करण्यात येते की, "होतकरी शिक्षण प्रसारक मंडळ"

महाराष्ट्र, ठेवई-४००००६.

खालील तारखेस संस्था नोंदणी अधिनियम, १८६० (सन १८६० चा अधिनियम २१) अन्वये योग्य रीत्या नोंदणी करण्यात आली.

तारीख

२५/११/८६

रोजी माझ्या सहीनिशी दिले.



संस्थाचे सहायक निबंधक,

ठेवई ठेवई विभाग.

Principal

Gurukrupa College of Education And Research
Kalyan.

Translated from Marathi

REGISTRATION CERTIFICATE

Society Registration Act, 1860

(Act No. 21 of Year 1860)

Registration No. 405

Is is hereby Certified that, a Shetkari Shikshan Prasarak Mandal, Malbar Hill, Mumbai- 400006, mentioned below date has been properly registered under the Society Registration Act, 1860 (Act No. 21 Year 1860).

Given under my Signature & Seal

On Today date 9th June 1986

Seal

Assistant Registrar

of Society

Greater Bombay Region

Sd/-

Assistant Registrar

of Society

Brihan Mumbai, Mumbai

[Spl.—CC BPT 2]



No. 030374

नोंदणीचे प्रमाणपत्र

हे प्रमाणपत्र देण्यात येते की, खाली वर्णन केलेली सार्वजनिक विश्वस्त व्यवस्था ही आज, मुंबई सार्वजनिक विश्वस्त व्यवस्था अधिनियम, १९५० (सन १९५० चा मुंबई अधिनियम क्रमांक २९) याअन्वये **बृहन् मुंबई विभाग मुंबई** येथील सार्वजनिक विश्वस्त व्यवस्था नोंदणी कार्यालयात योग्य रीतीने दण्यात आली आहे.

सार्वजनिक विश्वस्त व्यवस्थेचे नाव **“शेतकरी शिक्षण प्रसारक मंडळ” मुंबई.**

वर्जनिक विश्वस्त व्यवस्थांच्या नोंदणी पुस्तकातील क्रमांक **एफ- ११४३२ (मुंबई)**
श्री. दत्तात्रय भिकाजी वीर. यांस प्रमाणपत्र दिले.

आज दिनांक **७ माहे ऑगस्ट १९८६** रोजी माझ्या सहीनिशी दिले.

शिक्का



सही

हुद्दा

सहायक धर्मादाय बाबुल
 बृहन् मुंबई विभाग, मुंबई

Principal
Principal
 Gurukrupa College of Education And Research
 Kalyan.



Translated from Marathi

REGISTRATION CERTIFICATE

It is hereby certified that the Public Trust mentioned below has been properly registered today under the Mumbai Public Trust Act, 1950 (Mumbai Act No. 29 of Year 1950) in the Public Trust Registration office at Bhrihan Mumbai Division, Mumabi

Name of the Public Trust : "Shetkari Shikshan Prasarak Mandal,"
Mumbai

No. of the Public Trust

In the Regn. Book : F – 11432 (Mumbai)

Certificate given to Shri. Dattatraya Bhikaji Veer

Given under my signature & seal on Today,
dated 7th day of August, 1986.

Seal

Charity Commissioner

Maharashtra State

Gr. Mumbai Region.

Sd/-

Asst. Charity Commissioner

Gr. Mumbai Region, Mumbai



२५२

महाराष्ट्र शासन
सक्षम प्राधिकारी तथा सहसचिव
 अल्पसंख्याक विकास विभाग
 मंत्रालय, मुंबई - ४०० ०३२.

क्रमांक:अशैस-२०१४/प्र.क्र.४७५/का-५,

दिनांक :- २०.१०.२०१४

अल्पसंख्याक दर्जाच्या मान्यतेचे प्रमाणपत्र

शेतकरी शिक्षण प्रसारक मंडळ, मुंबई या शैक्षणिक संस्थेने त्यांच्या संस्थेस धार्मिक (ख्रिश्चन) अल्पसंख्याक शैक्षणिक संस्था म्हणून दर्जाच्या मान्यतेचे प्रमाणपत्र मिळण्यासाठी दि.२५/०९/२०१४ रोजी अर्ज सादर केला होता. दिनांक २०.१०.२०१४ रोजी माझ्या समक्ष संबंधित संस्थेसोबत झालेल्या सुनावणी दरम्यान संस्थेच्या पदाधिकाऱ्यांनी केलेल्या सादरीकरणाच्या आधारे सदर संस्था ही अल्पसंख्याक विकास विभाग, शासन निर्णय, क्रमांक अशैस-२०१२/प्र.क्र.२१/का.५, दि.२७ मे, २०१३ अन्वये विहित करण्यात आलेल्या निकषांतर्गत राज्य शासनाने घोषित केलेल्या धार्मिक (ख्रिश्चन) अल्पसंख्याकामधील व्यक्तींकडून अथवा व्यक्तींच्या समुदायाकडून स्थापित व संचालित करण्यात येत असल्याबाबत माझे समाधान झाले आहे. परिणामतः सदर संस्था ही भारतीय संविधानाच्या कलम ३० अन्वये अल्पसंख्याक शैक्षणिक संस्था असल्याचे याद्वारे घोषित करण्यात येत आहे.

हे प्रमाणपत्र केवळ महाराष्ट्र राज्यापुरते लागू असेल. सदर संस्थेस प्रदान करण्यात आलेला धार्मिक (ख्रिश्चन) अल्पसंख्याक दर्जा हा संस्था संचालित करत असलेल्या सर्व शैक्षणिक शाखांना लागू राहील.

उपरोल्लेखित शैक्षणिक संस्थेस याद्वारे प्रदान करण्यात आलेला धार्मिक (ख्रिश्चन) अल्पसंख्याक दर्जा हा शैक्षणिक वर्ष २०१४-१५ पासून विधिग्राह्य असेल. संबंधित संस्थेने अल्पसंख्याक विकास विभाग, शासन निर्णय, क्र.अशैस-२०१२/प्र.क्र.२१/का.५ दि. २७ मे, २०१३ अन्वये विहित करण्यात आलेल्या निकष व अटींची सातत्याने व विनिर्देशपूर्वक पूर्तता करणे बंधनकारक राहील.



(Signature)
 २०/१०/१४
 (अनुल अत्तार)

सक्षम प्राधिकारी तथा सह सचिव
 अल्पसंख्याक विकास विभाग, महाराष्ट्र शासन
 मंत्रालय, मुंबई-४०००३२.

(Signature)
 Principal

Gurukrupa College of Education And Research
 Kalyan.

ENGLISH COPY
Date : 21/04/2015

No.252

Government of Maharashtra
Competent Authority and Joint Secretary
Minorities Development Department,
Mantralaya, Mumbai -400 032

No. ASS -2014/C.R.475/D-5

Date 20.10.2014

Certificate of Minority Status

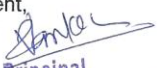
Shetkari Shikhshan Prasarak Mandal, Mumbai had applied for Minority Status Certificate to their Educational Institution as Religious (Christian) on 25nd September 2014. The society was heard by me on 20th October 2014. In view of the proof submitted by the office-bearers of the Institution, I am satisfied that above mentioned institution is established and maintained by a person or group of persons from amongst the Religious (Christian) minorities declared by the State Government and fulfill the prescribed criteria determined vide Government Resolution, Minorities Development Department, No ASS 2012/CR-21/D-5, Dated 27th May, 2013. Hence the aforesaid institution is hereby recognised as a Minority Educational Institution under Article 30 of the Constitution of India.

This Minority Status Certificate will apply only in the state of Maharashtra. The recognition of Religious (Christian) minority status granted to the above mentioned institution shall be applicable to all the educational unit's conducted by the institution.

The Religious (Christian) minority status granted to aforesaid educational institution shall be valid from the academic educational year 2014-2015. It will be mandatory for the concerned educational institution to fulfill all the criteria and conditions prescribed Government of Maharashtra Resolution, Minorities Development Department, No ASS 2012/CR-21/D-5, Dated 27th May, 2013 and as amended from time to time.




(Ainul Attar)
Competent Authority and Joint Secretary
Minorities Development Department,
Mantralaya, Mumbai -400 032


Principal
Gurukrupa College of Education And Research
Kalyan



SHETKARI SHIKSHAN PRASARAK MANDAL MUMBAI'S

ALL EDUCATIONAL UNIT LIST

Sr. No.	Name of the Unit	Establish Year	Remark
1.	Shri. Swami Samarth Adhyapak Vidyalaya, (D.T.Ed./Marathi Medium) Agaskhind, Tal. Sinner, Dist. Nashik.	1986	Un-Aided
2.	Chacha Neharu Prathmik Vidyalaya (Std 1 st to 7 th / Marathi Medium) Kalyan, Dist- Thane	1987	Aided
3.	Shri Bhairavnath Madyamik Vidyalaya (Std 8 th to 10 th / Marathi Medium) Kalyan, Dist- Thane	1987	Aided
4.	Gurukrupa College of Education & Research, (B.Ed / Marathi Medium) Kalyan, Dist- Thane	1990	Un-Aided
5.	Shri Swami Samrth Vidyaniketan (Std 5 th to 12 th / Marathi Medium) Agaskhind Tal- Sinner Dist- Nashik.	1991	Aided
6.	Gurukrupa College of Education & Research, (M.Ed / Marathi Medium) Kalyan, Dist- Thane	2007	Un-Aided
7.	Shri Swami Samarth College of Education (B.Ed / Marathi Medium) Agaskhind Tal- Sinner Dist- Nashik.	2008	Un-Aided
8.	D. S. D. School, (Std 1 st to 10 th / English Medium) Kalyan Dist- Thane	2009	Un-Aided
9.	Y.C.M.O.U. Nashik (Authorized Study Centre) Diploma in School Management (D.S.M) Kalyan Dist- Thane	2010	Un-Aided

[Signature]
Principal
Gurukrupa College of Education And Research
Kalyan.



महाराष्ट्र शासन

क्रमांक: एस्टीसी ३९९०/२८२७] विधि २
शिक्षण व सेवायोजन विभाग
मंत्रालय विस्तार भवन, मुंबई ४०० ०३२.
दिनांक : २ जुलै १९९०.

प्रति,

कुलसचिव,

• मुंबई विद्यापीठ, मुंबई.

विषय : सन १९९०-९१ या शैक्षणिक वर्षापासून अध्यापक
महाविद्यालये उघडण्यास परवानगी . . .

महोदय,

सन १९९०-९१ या वर्षापासून नवीन महाविद्यालये उघडण्याकरिता शासनाने प्राप्त झालेल्या अर्जांचा विचार करून **गुरुकृपा शिक्षण प्रसारक मंडळ, कल्याण** या संस्थेच्या १९९०-९१ पासून खाली नमूद केल्याप्रमाणे नवीन अध्यापक महाविद्यालये उघडण्याकरिता आलेल्या अर्जावर **मुंबई** विद्यापीठ अधिनियम १९७४ च्या कलम ४३ [४] व [५] अन्वये पुढील कार्यवाही करण्याची विद्यापीठास परवानगी देण्याचे शासनाने ठरविले आहे.


महाविद्यालयाचे ठिकाण

विद्याशाखा.

कल्याण, जि. ठाणे

अध्यापक महाविद्यालय

२. शासनाने संलग्नकरणाकरिता वर दिलेली परवानगी ही पुढील अटीवरच आहे -
१] सदर महाविद्यालयास कायम विना अनुदान तत्वावर परवानगी देण्यात येत आहे.


Principal
Gurukrupa College of Education And Research
Kalyan.

- २ -

- २] शासन पत्र क्रमांक:एसटीसी २२८९/[१८८८]-विधि २, दिनांक २२.६.१९९० मध्ये खाजगी अध्यापक महाविद्यालयात विद्यार्थ्यांना प्रवेश देण्यासाठी विहि केलेली कार्यपद्धत अनुसारण्यात यावी.
- ३] सदर महाविद्यालयाची प्रवेश क्षमता ८० असेल व दरवर्षी प्रत्येक विद्यार्थ्यास सदर महाविद्यालये रु. २,५००/- शिक्षण शुल्क आकारतील. विद्यापीठाचे घालून दिलेल्या इतर अटी व शर्तीचे सदर अध्यापक महाविद्यालयातून पाबन करण्यात यावे.
- ४] स्थानिक चौकशी समिती, कार्यकारी परिषद व सिनेट यांचा अहवाल विद्यापीठाकडून प्राप्त झाल्यावर कलम ४३[६] व [७] यांनुसार अंतिम संलग्निकेच्या आदेशा शासनाकडून निर्गमित करण्याबाबत योग्य ती कावाई केली जाईल.

पत्राची प्रत संबंधित व्यवस्थापनाकडे पाठविण्यात येत आहे.

आपला विश्वासू,

[Signature]

[शरद परब] -

कक्ष अधिकारी, महाराष्ट्र शासन.

प्रत :

१] शिक्षण संचालक [उ. शि.], महाराष्ट्र राज्य, पुणे.

२] प्रशासनाधिकारी [उच्च शिक्षण अनुदान],

३] ☒ सचिव, शैक्षणिक शिक्षण प्रसारक मंडळ, कल्याण, जिल्हा- ठाणे.

४] निवड नसती.

सखीदि/२१९०.

Government Of Maharashtra

No.

STC/3990/(2827)VC2

Education & extension
department
Mantralaya vistar bhavan,
Mumbai-32
Date:- 02 - 07 – 1990

To,
The Registrar,
Mumbai University,
Mumbai.

Subject :- Regarding granting the permission to open new Colleges
in the faculty of education from the Academic session
1990 - 91

Sir,

Taking into consideration the recommendations received from the government about opening new colleges from 1990-91, the Mumbai University is directed to take further action under the University act 1974, article 43(4) & (5) about the permission granted to Shetakari Shikshan Prasarak Mandal, Kalyan to start new college of Education in facilities as mentioned below.

Place of College	Facilities
Kalyan, Dist. Thane	Education (B.Ed)

Govt. has provided permission for affiliation considering the following norms and conditions.

- 1) The above mentioned college has been given the permission on Permanent Non – Granted base.
- 2) The admission should be given in private college of Education according to Govt. decision No. STC/2289/(1888)- VS- 2, Dt. 22 - 06 - 1990.
- 3) This college will be the capacity to admit 80 students and have to collect Rs. 2,500/-

as a tuition fees from each students. The college has to follow the other rules and regulation given by the University.

4) After receiving and considering the report from local enquiry committee, the executive council and the senate from the University, under the section 43 (6) & (7) the Govt. shall be issue the orders relating to the last affiliation.

The copy of the letter has been forwarded to the relation managing body.

Yours Sincerely

sd/-

(Sharad Parab)

Section Officer, Govt. of Maharashtra

Copy to :

- 1) Director of Education (Higher Education) Govt. of Maharashtra, Pune.
- 2) Administrative Officer (Higher Education, Grant) Mumbai Region, Mumbai.
- 3) Secretary, Shetakari Shikshan Prasarak Mandal, Kalyan Dist – Thane.

SSPM
Since 1985



Bombay-400 032,

October, 1991.

NOV 1991

Dear Shri Veer,

I am writing this to inform you that application No. nil

dated 22nd Aug st, 1990, made by you for Affiliation of a
college of Education of your
~~college~~ for teaching the courses of study mentioned therein,
 together with the report/\$ of the local inquiry committee/\$
 thereon, was placed before the Academic Council for consideration
 at its meeting held on 15th February, 1991. The
 Academic Council approved the report/\$ of the local inquiry
 committee/\$ and the recommendations contained therein and recommended
 to the Executive Council affiliation of a College of Education
 of your ~~college~~ ^{Society}. The resolution of the Academic Council (vide
 Appendix 'A') was approved by the Executive Council at its meeting
 held on 30th April, 1991. The report of the
 local inquiry committee as also the recommendations of the Academic
 Council and the Executive Council are now to be considered by the
 Senate at their meeting to be held on Monday, 25th November, 1991.

2. I am sending herewith for your information a copy/~~copies~~
 of the report/\$ of the local inquiry committee/\$ (vide Appendix 'B').
 It will be seen that the ~~affiliation of a College of Education~~
 of your college for teaching the courses of study mentioned in
 the report has been recommended for a period of one year
 with effect from academic year 1990-91 subject to

....2/-

11-91

-: 2 :-

fulfilment of the condition that the college authorities have given an undertaking in writing that the condition mentioned in the resolution of the Academic Council will be fulfilled by the college authorities. In order, therefore, to enable me to inform the Senate that the college authorities have given the necessary undertaking, I request you to kindly let me have, by return of post, positively, an undertaking in terms of each of the clauses of the condition mentioned in Appendix 'A'. A general letter stating that the college authorities undertake to fulfil the condition of affiliation will not be sufficient. An undertaking will have to be given in terms of each condition enumerated in Appendix 'A'. Please treat this as urgent.

3. The local inquiry committee must have discussed with you the requirements necessary to be fulfilled for the purpose of granting the request made in your application for ~~affiliation of a~~ ~~College of Education~~ and possibly you must have taken steps to meet those requirements. I shall, therefore be thankful if you will kindly inform the University of the latest position in regard to the extent of actual fulfilment of each of the clauses of the condition enumerated in Appendix 'A', so that the Senate could be informed about the same. If you have not been able to fulfil any of the clauses of the condition, the reasons for the same may also be clarified.

With regards,

Yours sincerely,

Sd/-

(Dr. (Kum) M.D. Bengalee)
VICE-CHANCELLOR.

Encl: as above

Shri D.B. Veer,
Secretary,
Shetkari Shikshan Prasarak Mandal,
Kalyan, Dist. Thane.

usk/-23.10.91.

P.T.O.



Bombay-400 032,
Gadchod, 12001.

= 1 NOV 1991

✓ Copy forwarded with compliments for information
to the Principal, Shetkari Shikshan Prasarak Mandal's
Gurukrupa College of Education & Research, Kalyan,
Dist. Thane, along with enclosures.

= 1 NOV 1991

M. B. G. Lin
DR. (KUM.) M.D. BENGALIE
VICE-CHANCELLOR.

vrp/- 25.10.91.

[Signature]
Principal
Gurukrupa College of Education And Research
Kalyan.

Re.07-08

University of Mumbai



URGENT/BY HAND
No.Aff./Recog.II/ of 2007. 1279
Mumbai : 400 032.
11th April, 2007.

The Principal,
Shetkari Shikshan Prasarak Mandal's
Gurukrupa College of Education & Research,
Ramkrishna Nagar, "E" wing, Poornima Campus,
Murbad Road, Kalyan (W),
Dist. - Thane


Sub :- Application for continuation of affiliation
for the B.Ed.(Bachelor of Education)
Degree examination for the Academic year
2004-2005.

Sir ,

I am to inform you that the Academic Council at its meeting held on 9th February, 2007, (vide item No.3.15), as required under Clauses (a) and (b) of Section 83 (4) of the Maharashtra Universities Act, 1994 as amended by the Maharashtra Universities (Amendment and Continuance) Act, 2000, considered the report of the local inquiry committee on your application for continuation of affiliation for the B.Ed.(Bachelor of Education) degree examinations for the academic year 2004-2005 of your college and has resolved that the report of the committee be approved.

In accordance with the resolution of the Academic Council, I am to inform you that your college has been granted continuation of affiliation for the teaching of the course of study leading to the B.Ed.(Bachelor of Education) degree examination for a period of seven years from the academic years 1999-2000 to 2005-2006, subject to the fulfillment of the conditions mentioned by the Committee in its report.

I am enclosing herewith copies of the resolution of the Academic Council (Appendix 'A') and the report of the local inquiry committee (Appendix 'B') for your information and necessary action.


Principal
Gurukrupa College of Education And Research
Kalyan.

Yours faithfully,


for REGISTRAR



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

श्री. शि. प्र. म. मुंबई

आवक / फाइल

क्रमांक 290 दिनांक 16.9

शेरा जोर

TO BE PUBLISHED IN THE GAZETTE OF INDIA - PART-III, SECTION-IV

No/WRC/5-6/20/2000/ 6492

Date: 8 SEP 2000

ORDER

In exercise of the powers vested under section 14(3) (a) of the National Council for Teacher Education (NCTE) Act, 1993, the Western Regional Committee grants recognition to Gurukripa College of Education and Research, Kalyan (West), Dist. Thana for B.Ed. course of one year duration from the academic session 2000-2001 with an annual intake of 80 students, subject to fulfilling the following conditions:

1. All such teachers already appointed who do not fulfil the NCTE norms shall acquire the qualifications as per the norms within a period of two years of this order.
2. The institution shall ensure library, laboratories and other instructional infrastructure as per the NCTE norms.
3. The admission to the approved course shall be given only to those candidates who are eligible as per the regulations governing the course and in the manner laid down by the affiliating university/State Government.
4. Tuition fee and other fees will be charged from the students as per the norms of the affiliating university/State Government till such time NCTE regulations in respect of fee structure come into force.
5. Curriculum transaction, including practical work/activities, should be organised as per the norms and standards for the course and the requirements of the affiliating university/examining body.
6. Teaching days including practice teaching should not be less than the number fixed in the NCTE norms for the course.
7. The institution, if unaided, shall maintain endowment and reserve fund as per NCTE norms.
8. The institution shall continue to fulfil the norms laid down under the regulations of the NCTE and submit to the Regional Committee the Annual Report and the Performance Appraisal Report at the end of each academic year. The Performance Appraisal Report should inter alia give the extent of compliance of the conditions indicated at 1 to 8 above.

.. 2..

मानस भवन, श्यामला हिल्स, भोपाल-462 002 Manas Bhawan, Shyamla Hills, Bhopal-462 002
दूरभाष/Phone: 660912, 739672 फेक्स/Fax : 0755-660912 E-mail nctebhp1@bom6.vsnl.net.in

Principal
Gurukrupa College of Education And Research
Kalyan.



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

Point-1

-- 2 --

If Gurukripa College of Education and Research, Kalyan (West), Dist. Thana contravenes the provisions of the NCTE Act or the rules, regulations and orders made or issued thereunder or fails to fulfil the above conditions, the Regional Committee may withdraw this recognition under the provisions of Section 17(1) of the NCTE Act.

By order

Code- 1 1 3 1 3 7

Regional Director

The Manager,
Government of India,
Department of Publications, (Gazette Section)
Civil Lines,
Delhi - 110054.

C.C.

1. Secretary, Department of Elementary Education and Literacy, Ministry of Human Resource Development, Government of India, New Delhi.
2. Principal Secretary (Higher Education), Government of Maharashtra, Mantralaya, Mumbai.
3. The Member Secretary, National Council for Teacher Education, New Delhi - 110 016.
4. The Registrar, University of Bombay, University Road, Fort, Bombay 400 032.
5. The Principal, Gurukripa College of Education and Research, Purnima Talkies Compound, Ram Krishna Nagar, Kalyan (West), Dist. Thana 421 301.

Regional Director

मानस भवन, श्यामला हिल्स, भोपाल-462 002 Manas Bhawan, Shyamla Hills, Bhopal-462 002
दूरभाष/Phone: 660912, 739672 फेक्स/Fax : 0755-660912 E-mail nctebhpl@bom6.vsnl.net.in

Principal
Gurukrupa College of Education And Research
Kalyan.



Gurukrupa College of Education & Research.

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/2-32/113137/72/2005/ 4269

May 17, 2005

To

The Registrar,
University of Bombay,
University Road, Fort,
BOMBAY-400 032.

Sub:- Recognition of revision/re-fixation in intake from 2005-2006.

Sir,

The Western Regional Committee considered the list of staff/faculty for B.Ed. course, one Principal and Seven lecturers approved by Registrar, University of Bombay, Bombay of the institutions of the following institutions and on the basis of this documents, the WRC, NCTE granted the increase as mentioned against each in the given table for the B.Ed. course from 2005-2006.

NCTE CODE	NAME & ADDRESS OF THE INSTITUTION	COURSE	PRESENT INTAKE	APPROVED INTAKE	ACADEMIC SESSION
113137	Gurukripa College of Education, and Research, B.Ed. College, Near Birla College, Kalyan, Thane	B.Ed.	80	100	2005-2006

You are requested to allow the institution to admit students up to the approved intake mentioned against the column of each institution. Also instruct the institutions to adhere to the norms prescribed by the NCTE relating to eligibility criteria for admission, infrastructure, staff and curriculum transaction so that the quality of instruction imparted may be up to the standards laid down by the NCTE.

The revision is subject to the condition that the staff deficient in qualification as per NCTE norms will improve their qualification in the stipulated time period and Principals are appointed as per NCTE norms and standard wherever if it is not there.

Yours faithfully,

M. J. Talwar
Regional Director

Copy to-

The Principal, Gurukripa College of Education, and Research, B.Ed. College, Near Birla College, Kalyan, Thane - the detailed order will be sent shortly.

Principal
Principal
Gurukrupa College of Education And Research
Kalyan.

मानस भवन, श्यामला हिल्स, भोपाल - 462 002 Manas Bhawan, Shyamla Hills, Bhopal - 462 002

दूरभाष/ Phone : 2660912, 2739672, फेक्स/ Fax : 0755-2660912, E-mail : nctebhpl@sancharnet.in

NCTE Website : www.ncte-in.org



Gurukrupa College of Education & Research.

11/2/07
14/08/07

राष्ट्रीय अध्यापक शिक्षा परिषद्

(भारत सरकार का एक विधिक संस्थान)

पश्चिम क्षेत्रीय समिति



गुरुकुलमो धाम
NCTE

National Council for Teacher Education

(A Statutory Body of the Government of India)

Western Regional Committee

TO BE PUBLISHED IN THE GAZETTE OF INDIA – PART-III, SECTION-4

No.WRC/5-6/99th/2007/ **G-22197**

Date: 14/08/2007

Recognition Order

WHEREAS in terms of Section 14(1)/Section 15(1) of the NCTE Act, 1993 **GURUKRUPA COLLEGE OF EDUCATIONAL & RESEARCH** has submitted an application APW03753/125048 to the Western Regional Committee of NCTE for grant of recognition/permission for starting M.ED. (M) (CO-ED) course of ~~two~~ ^{one} year duration with an annual intake of ~~40~~ ²⁵ (PG) students.

2. AND WHEREAS on scrutiny of the application submitted by the institution, the documents attached therewith the affidavit and the input received from the visiting team in the form of report and videography, the Committee is satisfied that the institution/society fulfills the requirements under the provisions of NCTE Act, Rules and Regulations including the Norms and Standards for the PG teacher education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3. NOW, THEREFORE, in exercise of the powers vested under Section 14(3) (a) of the NCTE Act, 1993, the Western Regional Committee hereby grants recognition to **S.S.P.M. EDUCATIONAL COMPLEX, NEAR SHUBHAM APT. , OPP. GOURIPADA TALAV, MILIND NAGAR, P.B. NO. 254, KALYAN (W), DIST. THANE-421301 (MS)** for conducting M.ED. (M) (CO-ED) course of 1 year duration with an annual intake of ~~40~~ ²⁵ (PG) students under clause 7(10) of Regulation dated 13-1-2006 (if applicable) subject to fulfillment of the following:

I. The institution shall, within one month of the receipt of recognition order, convert the endowment fund account into a joint account to be operated along with an official of the Western Regional Committee.

II. The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC and the State Government etc, wherever applicable.

5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant together with statement of T.D.S. in respect of the salary paid to the staff.

6. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act.

मानस भवन, श्यामला हिल्स, भोपाल — 462 002 Manas Bhawan, Shyamla Hills, Bhopal—462 002

दूरभाष / Phone : 2660912, 2739672, फेक्स / Fax : 0755-2660912, E-mail : nctebhpl@sancharnet.in

NCTE Website : www.ncte-in.org.

Gurukrupa College of Education And Research
Kalyan.



Gurukrupa College of Education & Research.

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

7. The institution shall maintain & update the Web-site as per provisions of NCTE Regulations including inter-alia:

- (i) Copy of the Application Form
- (ii) Land and Building Particulars.
- (iii) Staff Profile.
- (iv) Recognition letter.
- (v) Information in terms of having fulfilled the conditions mentioned above, as and when due.

By order

Regional Director

The Manager to Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi-110054

C.C

1. The Principal, GURUKRUPA COLLEGE OF EDUCATIONAL & RESEARCH, TALAV ROAD, MILIND NAGAR, KALYAN (W), DIST. THANE, P.O NO.254 MAHARASHTRA, THANE-421301, MAHARASHTRA.
2. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001.
3. The Secretary (Higher Education), Government of MAHARASHTRA, Mantralaya, Mumbai.
4. PS to Chairperson, National Council for Teacher Education, New Delhi - 110 002.
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 file APW03753/125048
7. The Registrar, MUMBAI UNIVERSITY.

Under Secretary
National Council for Teacher Education
(WRC) Shyamla Hills BHOPAL

Principal
Gurukrupa College of Education And Research
Kalyan.

मानस भवन, श्यामला हिल्स, भोपाल — 462 002 Manas Bhawan, Shyamla Hills, Bhopal—462 002
दूरभाष / Phone : 2660912, 2739672, फैक्स / Fax : 0755-2660912, E-mail : nctebhpl@sancharnet.in
NCTE Website : www.ncte-in.org.



महाराष्ट्र शासन

क्र. बीएड २००७/(४४४/०७)/मशि-१,
उच्च व तंत्र शिक्षण विभाग,
मंत्रालय विस्तार भवन, मुंबई-४०००३२.
दिनांक : ३० ऑगस्ट, २००७

प्रति,
कुलसचिव,
मुंबई विद्यापीठ,
मुंबई

विषय:- एम.एड. अभ्यासक्रमास मान्यता देणेबाबत

महोदय,

एन.सी.टी.ई., भोपाळ यांनी दिलेल्या परवानगीनुसार व त्यांच्या पत्रातील अटीनुसार खालील संस्थेस कायम विना अनुदान तत्वावर शैक्षणिक वर्ष २००७-०८ पासून एम.एड. अभ्यासक्रम सुरु करण्यास शासनाची मान्यता देण्यात येत आहे.

अ.क्र.	संस्थेचे नाव/महाविद्यालयाचे नाव	अभ्यासक्रमाचे नांव	प्रवेश क्षमता	एन.सी.टी.ई.च्या परवानगीच्या पत्राचा क्रमांक व दिनांक व NCTE CODE
१	गुरुकृपा कॉलेज ऑफ एज्युकेशनल ॲण्ड रिसर्च, एस. एस. पी. एम. एज्युकेशनल कॉम्प्लेक्स, शुभम अपार्टमेंट जवळ, गोरीपाडा तलावा समोर, मिलींद नगर, पोस्ट बॉक्स नं. २५४, कल्याण (प), जि. ठाणे ४२१३०१	एम. एड. (एम) (को-एड)	२५	WRC/5-6/99/ 2007/C-22197, dt.14.8.2007 APW 03753/125048

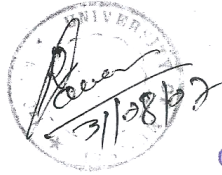
- सदर मंजूरी पुढील अटीवर देण्यात येत आहे.
- एन.सी.टी.ई., भोपाळ यांच्या मान्यतेच्या पत्राची खातरजमा विद्यापीठाने करणे आवश्यक राहिल.
- एन.सी.टी.ई.च्या नियमाप्रमाणे एम.एड. अभ्यासक्रमाचे विहित दिवस पूर्ण होण्याच्या दृष्टीने संबंधित विद्यापीठाने संलग्नता प्रदान करण्याबाबत आवश्यक कार्यवाही करावी.
- हे शासन पत्र शासनाचे संकेतस्थळ www.maharashtra.gov.in या संकेतस्थळावर उपलब्ध असून त्याचा संगणकीय संकेतांक क्र २००७०८३०१७५१२३००१ असा आहे.

आपला,
(सु. बा. तुंबारे)

कार्यासन अधिकारी, महाराष्ट्र शासन.

प्रत,
शिक्षण संचालक, उच्च शिक्षण, महाराष्ट्र राज्य, पुणे.
सहसंचालक, उच्च शिक्षण, मुंबई विभाग, मुंबई
विभागीय संचालक, राष्ट्रीय अध्यापक शिक्षण परिषद, मानस भवन, श्यामला हिल्स, भोपाळ-४६२००६.
संबंधित संस्था,
निवड नस्ती/मशि-१

C:\SANJAY\LETTER\B E J ssp.doc



Principal
Gurukrupa College of Education And Research
Kalyan.

Government Of Maharashtra

No. BED 2007/(444/07)MS – 1
Higher & Technical Education
Department,
Mantralaya Vistar Bhavan,
Mumbai – 32
Date:- 30 Aug 2007.

To,
The Registrar,
Mumbai University,
Mumbai.

Subject : Permission to the M.Ed. curriculum.

Sir,

The permission given by NCTE Bhopal and the conditions given in their letter. The Government permission given to following institution on the basis of permanently unaided from the A. Y. 2007- 08.

Sr. No.	Name of the college	Curriculum Name	Admit limit	N.C.T.E permission letter No. & Date & NCTE Code
1)	Gurukrupa College Of Education and Research, S.S.P.M. Education Complex, Near shubham apt. gauri pada talaw, milind nagar, post box no.- 254, kalyan (w) Dist- Thane 421301	M.ED (M) (Co – Ed)	25	WRC/5-6/99/2007/C-22197, Dt. 14.8.2007 APW 03753/125048

2) The permission is given on further conditions.

- i) University should Confirm the copy of letter of permission of NCTE Bhopal.
- ii) According to the rule of NCTE to complete the days of M.Ed program institution Should do the process of affiliation.

This Government letter is available on the website www.maharashtra.gov.in its computer code No. of this letter is 20070830175123001.

Yours

Sd/-

(S.B. Tombare)

Executive officer, Govt. of Maharashtra

Copy :-

Director of Education, Higher Education Maharashtra state, Pune.
Co-director, Higher Education Mumbai Region, Mumbai.
Regional Director, National Council of Teacher Education, Manas Bhavan,
Shyamala Hills, Bhopal – 4062006.



Related Institutions.

University of Mumbai

URGENT

BY HAND DELIVERY



No.PG/2/ 3306 of 2007.
Mumbai-400 032.
6th October, 2007.

✓ The Principal,
Gurukrupa College of
Education and Research,
S.S.P.M. Educational Complex,
Near Birla College, Kalyan (West),
Dist. Thane – 421 301.

Madam,

This has reference to your letter No. 1163/B.Ed./2007-08, dated 30th August, 2007, requesting permission to start M.Ed. (Full Time) degree course, from the academic year 2007-08.

In this connection, I am directed to inform you that considering the permission granted by the Regional Director, NCTE/WRC Bhopal for starting M.Ed. (M) (CO-ED) course of one year duration with an annual intake capacity of 25 students and also the permission granted by the Desk Officer, Higher and Technical Education Department, Mantralaya, Mumbai, your college has been permitted to start M. Ed.(Full Time) degree course from the academic year 2007-08, subject to fulfillment of the following conditions by the college management to the satisfaction of the University authority :-

1. That they will meet deficits, if any, by making an outright grant to the college from their own funds.
2. That they will maintain :-
 - i) Roster for reservation of posts of teaching and non teaching staff.
 - ii) Service books for all employees.
3. That they will provide safe drinking water and other student amenities as per norms.
 - i) That they will incur an additional expenditure of Rs. 25,000/- for each of the next two years (in addition to library fee component collected from the students) towards the purchase of subject related reference books of Indian and foreign edition and towards subscription to journals and periodicals for the college library.
 - ii) That they will provide independent space and furniture in the Library and reading room with a minimum seating capacity of 6 students for students of PG course and cubicles for teachers.
4. That they will comply with the condition laid down by the Government with respect to admission of students belonging to scheduled castes, scheduled tribes, denotified tribes, nomadic tribes and other backward classes.
5. That they will comply with the Statutes/Vice-Chancellor's directions with respect to appointment of teaching and non-teaching staff belonging to SC, ST, DT, NT.
6. That they will send to the University progress report towards compliance of the above proposed conditions by the end of January 2008.

Your faithfully

for I/c. REGISTRAR

Principal

Gurukrupa College of Education And Research
Kalyan.



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

TO BE PUBLISHED IN THE GAZETTE OF INDIA – PART-III, SECTION-4

Recognition Order for Additional Intake

No.WRC/5-6/105th & 106th/2008/40665

Date: 29/08/2008

Order

WHEREAS in terms of Section 15(1) of the NCTE Act, 1993 S.S.P.M. EDUCATIONAL COMPLEX, NEAR SHUBHAM APT. , OPP. GOURIPADA TALAV, MILIND NAGAR, P.B. NO. 254, KALYAN (W), DIST. THANE-421301 (MS) has submitted an application (Code No.- APW03753/125048) to the Western Regional Committee of NCTE for grant of recognition/permission for permission for Additional intake in existing M.ED. (M) (CO-ED) course with increase in intake of 15 students (i.e from 25 to 40) on 29-09-2006.

2. AND WHEREAS on scrutiny/perusal of the application submitted by the institution, the documents attached therewith, the affidavit and the input received from the visiting team in the form of report and videography, recommendation of the State Government, the Committee is satisfied that the institution/society fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the PG teacher education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3. NOW, THEREFORE, in exercise of the powers vested under Section 15(3)(a) of the NCTE Act, 1993, the Western Regional Committee hereby grants permission to S.S.P.M. EDUCATIONAL COMPLEX, NEAR SHUBHAM APT. , OPP. GOURIPADA TALAV, MILIND NAGAR, P.B. NO. 254, KALYAN (W), DIST. THANE-421301 (MS) for Additional intake of 15 students in the existing M.ED. (M) (CO-ED) course of PG of 1 year duration with an annual additional intake of 25(PG) under clause 7(11) of NCTE(Recognition Norms & Procedure) Regulation 2007. With this the total approved intake for the M.ED. (M) (CO-ED) course to the institution GURUKRUPA COLLEGE OF EDUCATIONAL & RESEARCH becomes 40.

- I. The institution shall, within one month of the receipt of recognition order, convert the endowment fund and reserve fund account into joint account to be operated along with an officer of the Western Regional Committee.
- II. The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.
- III. The institution shall make admission only after it obtains affiliation from the examining body in terms of clause 8(12) of the NCTE (Recognition Norms & Procedure) Regulations, 2007.
- IV. The institution shall ensure that the required number of academic staff for conducting the course is always in position.

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc, as applicable.

5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.

मानस भवन, श्यामला हिल्स, भोपाल - 462 002 Manas Bhawan, Shyamla Hills, Bhopal - 462 002
दूरभाष / Phone : 2739672, 2660372, 2660379, 2660915 फ़ैक्स / Fax : 0755-2660912, E-mail : wrc@ncte-in.org,
wrc_bhopal@yahoo.com NCTE HQrs. Website : www.ncte-in.org WRC NCTE Website : www.nctewrc.in
कार्यक्षेत्र : महाराष्ट्र, गुजरात, मध्यप्रदेश, छत्तीसगढ़, गोवा, दमन एवं दीव, दादरा एवं नगर हवेली



Gurukrupa College of Education & Research.

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

6. The institution shall maintain & update its Web-site as per provisions of NCTE Regulations and always following as mandatory disclosure:

- (i) Copy of the Application Form
- (ii) Land and Building Particulars.
- (iii) Staff Profile.
- (iv) Recognition letter.
- (v) Information for having fulfilled the norms & standard and other required conditions.

7. If the institution contravenes any of the above conditions or the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee shall withdraw the recognition as under the provisions of Section 17(1) of the NCTE Act.

8. Further, if the institution is not satisfied by the order, they can prefer an appeal to National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadur Shah Zafar Marg, Near ITO, New Delhi- 110002 against this order under section 18 of the NCTE Act, 1993 within 60 days of the issue of this order. The guidelines of appeal are enclosed herewith.

Encl: As Above.

The Manager to Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi-110054

Regional Director

C.C.

1. The Principal, S.S.P.M. EDUCATIONAL COMPLEX, NEAR SHUBHAM APT., OPP. GOURIPADA TALAV, MILIND NAGAR, P.B. NO. 254, KALYAN (W), DIST. THANE-421301 (MS).
2. The Secretary, (Higher Education), Government of MAHARASHTRA
3. The Registrar, MUMBAI UNIVERSITY.
4. The Director, (School Education), MAHARASHTRA.
5. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001.
6. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadurshah Zafar Marg, New Delhi-110 002.
7. Office Order file/Institution file APW03753/125048

Regional Director

Principal
Gurukrupa College of Education And Research
Kalyan.

मानस भवन, श्यामला हिल्स, भोपाल - 462 002 Manas Bhawan, Shyamla Hills, Bhopal - 462 002
दूरभाष / Phone : 2739672, 2660372, 2660379, 2660915 फेक्स / Fax : 0755-2660912, E-mail : wrc@ncte-in.org,
wrc_bhopal@yahoo.com NCTE HQrs. Website : www.ncte-in.org WRC NCTE Website : www.nctewrc.in
कार्यक्षेत्र : महाराष्ट्र, गुजरात, मध्यप्रदेश, छत्तीसगढ़, गोवा, दमन एवं दीव, दादरा एवं नगर हवेली
Jurisdiction : Maharashtra, Gujrat, Madhya Pradesh, Chhatisgarh, Goa, Daman & Diu, Dadar & Nagar Haveli



महाराष्ट्र शासन

क्रमांक : बी.एड. मान्यता २००८/ (३३०/०८) मशि-१

उच्च व तंत्र शिक्षण विभाग

मंत्रालय विस्तार भवन, मुंबई ४०० ०३२

दिनांक : १७ सप्टेंबर, २००८

प्रति,
कुलसचिव,
सर्व अकृषि विद्यापीठे,

विषय : अध्यापक महाविद्यालय सुरु करण्यास मान्यता देणेबाबत.

महोदय,

विभागीय संचालक, पश्चिम विभागीय समिती, एन.सी.टी.ई., भोपाळ यांनी दिलेल्या आदेशांनुसार व त्यांच्या आदेशातील अटीनुसार खालील संस्थांना त्यांच्या नांवापुढे दर्शविलेला (बी.एड. /एम.एड.) अभ्यासक्रम शैक्षणिक वर्ष २००८-०९ पासून कायम विना अनुदान तत्वावर सुरु करण्यास शासन मान्यता देण्यात येत आहे

अ. क्र.	संस्थेचे नांव/महाविद्यालयाचे नांव	अभ्यास क्रमाचे नांव	प्रवेश क्षमता	एन.सी.टी.ई.च्या परवानगीच्या पत्राचा क्रमांक दिनांक व NCTE CODE
१.	श्री बालाजी अध्यापक महाविद्यालय, गट नं. १६२, खसरा नं.३२/३, जांभरूण (परंडे), वाशिम.	बी.एड. (एम) (को-एड)	१०० (SEC)	WRC/५- ६/१०५th/२००८/३९४११, dt.१४/०८/२००८ २०/८/२००८ APW ०६७४५/१२३८३०
२.	श्री ओम नमः प्रतिष्ठानचे रामजी पवार बी.एड. कॉलेज, मु.पो.ताडमुगाळी, ता.निलंगा, जि.लातूर-४१३५२२.	बी.एड. (एम) (को-एड)	१०० (SEC)	WRC/५- ६/१०६th/२००८/४०६२०, dt.२६/८/२००८ २९/८/२००८ APW ०५०१६/१२३६१७.
३.	अभिनव कॉलेज ऑफ एज्युकेशन रन बाय राष्ट्रहित एज्युकेशन सोसायटी, अरुणोदय एज्युकेशनल प्लाझा, डी.पी. रोड, मु.पो.चिखली, जि.बुलढाणा.	बी.एड. (एम) (को-एड)	१०० (SEC)	WRC/५- ६/१०६th/२००८/४०६३३, dt.२६/८/२००८ २९/८/२००८ APW ०४८७९/१२३५९८.
४.	गिरीराज बहुउद्देशीय शिक्षण संस्था, पूर्णा शिक्षण महाविद्यालय, खसरा नं.१७२, किलेज हल्बीटोला खामरी, जि.गोंदिया.	बी.एड. (एम) (को-एड)	१०० (SEC)	WRC/५- ६/१०६th/२००८/३९९०९ dt.२६/८/२००८ APW ०६४३४/१२३८०४.
५.	श्रीमंत राजे दौलतसिंगजी रावळ बी.एड. कॉलेज रन बाय स्वोध्यारक विद्यार्थी संस्था, मांडल रोड, दोंडाईचा, जि.धुळे.	बी.एड. (एम) (को-एड)	१०० (SEC)	WRC/५- ६/१०६th/२००८/४०२७७, dt.२६/८/२००८ २८/८/२००८ APW ०३७५७/१२३४४३

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१५.	सावित्रीबाई फुले महिला बी.एड. कॉलेज, रन बाय - श्री. सेवादास शिक्षण प्रसारक मंडळ, प्लॉट नं. ४९/१, खसरा नं. ४९/१/अ, वसरणी, सिडको न्यू. नांदेड	बी.एड. (एम) (जी)	१०० (SEC)	WRC/५-६/१०६th/२००८/ ४०७६५, dt. २६/०८/२००८ ३०/०८/२००८ APW ०६३८०/१२३७९५
१६.	जयवंतराव सावंत कॉलेज ऑफ एज्युकेशन, रन बाय जयवंत शिक्षण प्रसारक मंडळ, स.नं. ५८, इंद्रायणी नगर, हंडेवाडी रोड, हडपसर, पुणे-४११०२८	बी.एड. (एम) (को.एड.)	१०० (SEC)	WRC/५-६/१०६th/२००८/ ४०७७२, dt. २६/०८/२००८ ३०/०८/२००८ APW ०४७९०/१२३५८७
१७.	राजर्षी शाहू कॉलेज ऑफ एज्युकेशन रन बाय जयवंत शिक्षण प्रसारक मंडळ, सि.नं. ८०, मुंबई पुणे बायपास हायवे, ताथवडे, पुणे-४११०३३	बी.एड. (एम) (को.एड.)	१०० (SEC)	WRC/५-६/१०६th/२००८/ ४०७९४, dt. २६/०८/२००८ ३०/०८/२००८ APW ०४१८९/१२३५०३
१८.	आदर्श बहुउद्देशीय सेवाभावी संस्था, रामराव पाटील, बी.एड. कॉलेज प्लॉट नं. ५-३-४८२ आणि ५-३-४८८ मेन रोड, उदगीर, जि. लातूर ४१३१७५	बी.एड. (को.एड.)	१०० (SEC)	WRC/५-६/१०६th/२००८/ ३९९८०, dt. २६/०८/२००८ २७/०८/२००८ APW ०३७३८/१२३४३५
१९.	सरस्वती बहुउद्देशीय समाज शिक्षण संस्था, बोंडे बी.एड. कॉलेज, खसरा नं. २०६, किलेज खापरी, ता. कळमेवर, जि. नागपूर	बी.एड. (एम)	१०० (SEC)	WRC/५-६/१०६th/२००८/ ३९३६४, dt. १४/०८/२००८ २०/०८/२००८ APW ०४००९/१२३४७९
२०.	बी.एड. कॉलेज, प्रभाकर पाटील एज्युकेशन सोसायटी, वेन्वी अलिबाग, जि. रायगड	बी.एड.	१०० (SEC)	WRC/५-६/१०६th/२००८/ ४१०७३, dt. १/०९/२००८ APW ०२७२९/१२३३२२
२१.	कै. संजय टोपे अँड कै. समीर देशमुख कॉलेज ऑफ एज्युकेशन रन बाय जी.एस.टोपे महाविद्यालय सार्वजनिक ट्रस्ट, सर्व्हे नं. १०/१, मु. ता. चांदूर बाजार जि. अमरावती.	बी.एड. (एम) (को.एड.)	१०० (SEC)	APW ०४३७२/१२३५२३
२२.	अब्दुल रझाक कादरी इस्टिट्यूट ऑफ पी.जी.स्टडीज इन एज्युकेशन अँड रिसर्च रन बाय एक्सेस्ट एज्युकेशनल सोसायटी, प्रॉपर्टी नं. ११०, वॉर्ड नं. १, सर्व्हे नं. ४५/१, खुल्ताबाद, औरंगाबाद.	एम.एड. (एम) (को-एड)	२५ (PG)	WRC/५-१०५th/२००८/३९३५८, dt. १८/०८/२००८ २०/०८/२००८ APW ०६३९१/१२५१३१
२३.	एस.एस.पी.एम. एज्युकेशनल कॉम्प्लेक्स, शुभम अपार्टमेंटजवळ, गौरीपाडा तलावासमोर, मिलीदनगर, पो. बॉ. नं. २५४, कल्याण (पश्चिम), जि. ठाणे-४२१३०१.	एम.एड. (एम) (को एड)	१५ (PG) अतिरिक्त	WRC/५-१०५th/२००८/४०६६५, dt. २९/०८/२००८ APW ०३७५३/१२५०४८.

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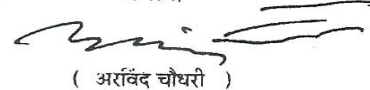
२४.	वुमेन कॉलेज ऑफ एज्युकेशन रन बाय श्री गजानन महाराज शिक्षण प्रसारक मंडळ, ओतुर डुंबरवाडी, ता.जुन्नर, जि.पुणे-४१२४०९,	एम.एड. (एम) (गल्स)	२५ (PG)	WRC/५-१०६th/२००८/४०६५९, dt.२६/०८/२००८ २९/०८/२००८ APW ०५७०८/१२५०९७.
२५.	कॉलेज ऑफ एज्युकेशन रन बाय एज्युकेशन सोसायटी, मु.पो. नायगाव, ता.नायगाव (खैर), जि.नांदेड.	एम.एड. (एम) (को-एड)	२५ (PG)	WRC/५-१०६th/२००८/४०३९२, dt.२६/०८/२००८ २८/०८/२००८ APW ०५९९८/१२५११२/१२३१२७..
२६.	जनता कॉलेज ऑफ एज्युकेशन रन बाय चांदा शिक्षण प्रसारक मंडळ, सिव्हील लाईन्स, प्लॉट नं. २/१, पार्क सर्व्हे नं. २/३, खसरा नं. २४५, मौजा, चांदा रयतवारी, जि.चंद्रपूर.	एम.एड. (को-एड)	२५ (PG) (अतिरिक्त)	WRC/५-१०६th/२००८/४१००६, dt.२७/०८/२००८ ०१/०९/२००८ APW ०६८७६/१२५०३४/Adll.
२७.	गुलाबराव पाटील कॉलेज ऑफ एज्युकेशन गुलाबराव पाटील मेमो. ट्रस्ट, ७९५, गुलाबराव पाटील एज्युकेशनल कॉम्प्लेक्स, शासकीय दूध डेअरी जवळ, मिरज, जि.सांगली.	एम.एड. (एम) (को-एड)	२५ (PG)	WRC/५-१०६th/२००८/४१५४२, dt.०३/०९/२००८
२८.	सरस्वती कॉलेज ऑफ मास्टर ऑफ एज्युकेशन रन बाय - सरस्वती शिक्षण संस्था, एस.व्ही.एम.कॅम्पस मांडवा रोड, किनवट, जि. नांदेड-४३१८०४	एम.एड. (एम) (को-एड.)	२५ (SEC)	WRC/५-६/१०६th/२००८/ ४०७२९, dt.२६/०८/२००८ २९/०८/२००८ APW ०५९२१/१२३७२२

२. सदर मंजूरी पुढील अटीवर देण्यात येत आहे.

- १) एन.सी.टी.ई., भोपाळ यांच्या मान्यतेच्या पत्राची खातरजमा विद्यापीठाने करणे आवश्यक राहिल.
- २) संबंधित विद्यापीठाची संलग्नता प्राप्त झाल्याशिवाय बी.एड./ एम.एड. अभ्यासक्रमास प्रवेश देण्यात येऊ नये.
- ३) एन.सी.टी.ई.च्या नियमाप्रमाणे बी.एड. अभ्यासक्रमाचे विहित दिवस पूर्ण होतील याची खात्री केल्यावरच संबंधित विद्यापीठाने संलग्नता प्रदान करण्याबाबत आवश्यक कार्यवाही करावी.

३. हे शासन पत्र शासनाचे संकेतस्थळ www.maharashtra.gov.in या संकेतस्थळावर उपलब्ध असून त्याचा संगणकीय सांकेतांक क्र. २००८०९१७१९३३००१ असा आहे.

आपला,



(अरविंद चौधरी)

सह संचिव. महाराष्ट्र शासन

प्रत,

शिक्षण संचालक, उच्च शिक्षण, महाराष्ट्र राज्य, पुणे.

सर्व विभागीय सहसंचालक, उच्च शिक्षण,

विभागीय संचालक, राष्ट्रीय अध्यापक शिक्षण परिषद, मानस भवन, श्यामला हिल्स, भोपाळ-४६२००६.

✓ संबंधित संस्था,

निवड नस्ती / मशि-९.

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Principal
Gurukrupa College of Education And Research
Kalyan.

University of Mumbai



No. PG/2/ 4822 of 2008
Mumbai- 400 032
4th October, 2008.

The Principal,
Gurukrupa College of Education & Research,
S.S.P.M. Educational Complex,
Gauripada Road, Milind Nagar,
Kalyan (W)-421 301, Dist. Thane.

- Ref :- 1) Letter No. WRC/5-6/105 th & 106 th /2008/40665, dated 29th August, 2008, APW 03753/125048, from NCTE, Bhopal.
- 2) Letter No. बोर्ड मान्यता २००८ / (३३०/०८) / मशि-१, दिनांक १७ सप्टेंबर, २००८
Higher and Technical Education Department, Government of Maharashtra

Sir,

This has a reference to your letter No. 194/M.Ed./2008-2009 dated 18th September, 2007, requesting permission to start M.Ed. (Marathi) degree course from the academic year 2008-2009.

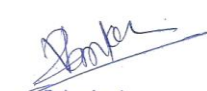
In this connection, I am directed to inform you that considering the permission granted by National Council for Teacher Education, Bhopal vide letter No. WRC/5-6/105 th /2008/40665, dated 29th August, 2008. (APW 03753/125048) and provisional permission granted by Higher and Technical Education Department of Government of Maharashtra vide letter No. बोर्ड मान्यता २००८ / (३३०/०८) / मशि-१, दिनांक १७ सप्टेंबर, २००८ and subsequently complying with the requirement mentioned in the above letters, your college has been permitted provisionally to start M.Ed. (Marathi) (CO-ED) degree course of one year duration with annual additional intake of 15 students from the academic year 2008-2009, as per authorization given to the Vice-Chancellor by the Academic Council at its meeting held on 15th April, 2008, on permanently no grant basis subject to pending the report of the Local Inquiry Committee to be appointed by the University and also on the following conditions :-

1. The college will admit 15 additional students for M.Ed. (Marathi) (CO-ED) degree course as per provision laid down in the syllabus prescribed by the University by following the reservation policy of State Government and on the merit.
2. The college will charge the fee for the course as prescribed by the University and University's share of tuition fee will be remitted to the University regularly.
3. Report of the Local Inquiry Committee will be binding on your college and conditions, if any laid down therein will be required to fulfill by the college in time specified thereunder.
4. The permission is granted provisionally on non-aided basis, subject to fulfillment of the conditions mentioned by NCTE and Higher and Technical Education Department of Government of Maharashtra in their above mentioned letters from the academic year 2008-2009.
5. Rules, regulations, directions issued by the State Government and the University will be followed by your college.
6. Admission, preparations of teaching programme and payment of remuneration to recognized Post-graduate teachers engaged in teaching programme is the responsibility of the college.

You are, therefore, requested to submit the necessary undertaking stating that your college will fulfill the above conditions.

Yours faithfully,

(D.H. Kate)
DEPUTY REGISTRAR
U.G./P.G. Section


Principal
Gurukrupa College of Education And Research
Kalyan.



Reg-17 shefar roshan new Nacc Certificate

University of Mumbai



AFFILIATION SECTION
 NO. Aff.I/ICD/2014-15/ 3899
 13th February, 2015


TO WHOMSOEVER IT MAY CONCERN

This is to certify that Gurukrupa College of Education & Research, Near Subham Apartment, Opposite Gauripada Talav, Milind Nagar, Kalyan (West), Dist-Thane-421 301, is affiliated to the University of Mumbai and the following courses are conducted in the said college.

Sr. No	Courses	Affiliation (Permanent/ Temporary)	Validity Period
1	B. Ed.	Temporary	From 1990-91 to 2014-15
2	M. Ed.	Temporary	From 2007-08 to 2014-15

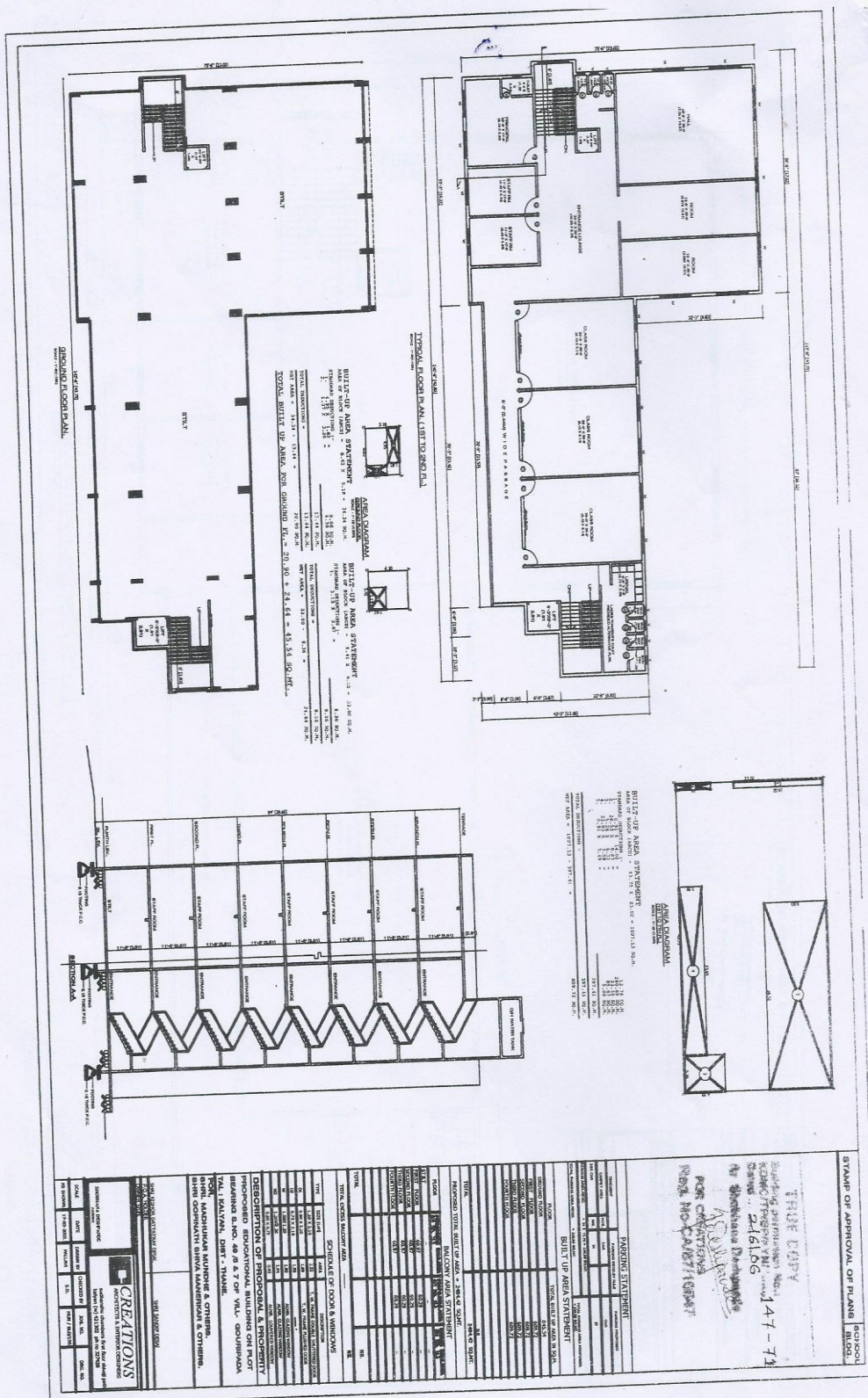
This Certificate is issued on the request of the Principal of the said College for submitting the same to the NAAC, Bangalore, accordingly.

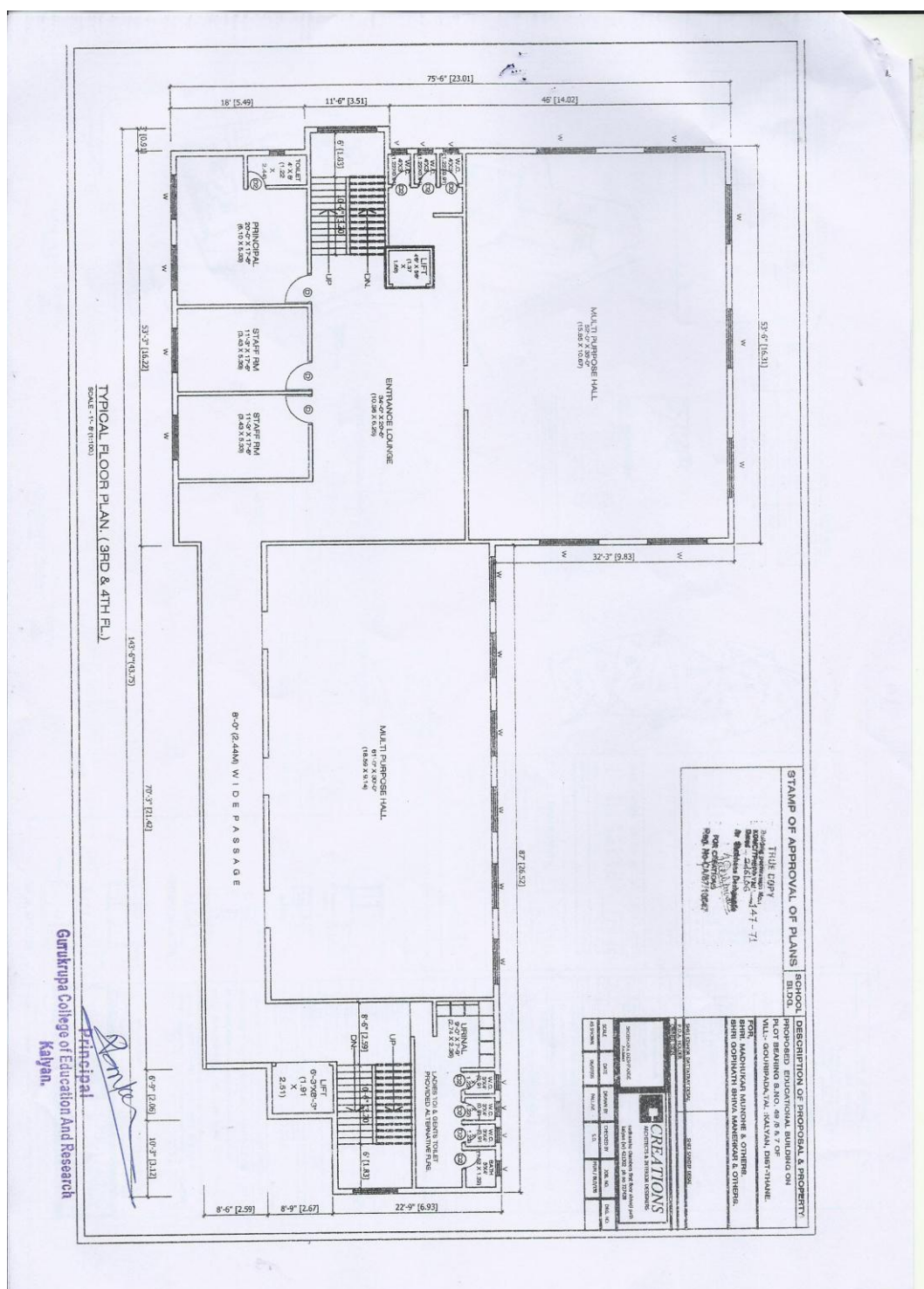

 (Dr. M.A.Khan)
 Registrar


 Principal
 Gurukrupa College of Education And Research
 Kalyan.









S. S. P. M. MUMBAI
GURUKRUPA COLLEGE OF EDUCATION & RESEARCH (B.ED)

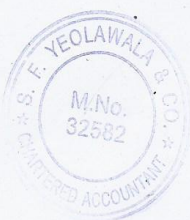
S.S.P.M. Education Complex, Opp. Gauri Pada Talav, Milind Nagar, Kaylan, Dist - Thane.

Income & Expenditure A/c

For the year ended 31.03.2014

EXPENDITURE	AMOUNT	AMOUNT	INCOME	AMOUNT	AMOUNT
<u>To Adm. Expenditure</u>		5071494.61	By Fees	4560000.00	
Salary	4051753.00		Bank Interest	4989.00	4564989.00
Advertisement Expenses	33160.00				
Audit Expenses	4000.00				
Bank Charges	641.18		By Int accrued on F.D.		7352.00
Building Rent	180000.00				
Computer Maintainance	12715.00				
Depreciation A/C	156502.14				
Electric Expenses	53640.00				
Fees Consession	10000.00				
First Aid	10000.00				
Gathering Expenses	138000.00				
Honorarium	20000.00				
Intrest on Loan A/c	6246.95				
Labour Maint And upgradation	20000.00		By Deficit c/f/		499153.61
LBT charges	1684.00				
Legal and Professional	10000.00				
Maint.on Teachind Aid	14707.00				
News Paper Expenses	5137.00				
Office Expenses	125771.66				
Printing and Stationary	56300.00				
Repairs and Maint.A/c	10750.00				
Repairs and Maint.A/c Bldg	39304.00				
Repairs and Maint A/c Equipment	15000.00				
Seminar And workshop.	11000.00				
Staff Welfare	11000.00				
Student welfare	14244.00				
Supervision fees	4582.00				
Tds penalty	1890.00				
Telephone Expenses	3059.00				
Travelling Expenses	11603.00				
University of Mumbai Fees	34804.68				
Upgradation of Labs	4000.00				
		5071494.61			5071494.61

AS PER OUR REPORT OF EVEN DATE,



S. F. Yeolawala
S. F. YEOLAWALA
 Proprietor
 S. F. YEOLAWALA & CO.
 CHARTERED ACCOUNTANTS

17 SEP 2014

A. N. Mubha
Principal
 Gurukrupa College of Education And Research
 Kalyan.

S. S. P. M. MUMBAI
GURUKRUPA COLLEGE OF EDUCATION & RESEARCH (M.ED)

S.S.P.M. Education Complex, Opp. Gauri Pada Talav, Milind Nagar, Kaylan, Dist - Thane.

Income & Expenditure A/c

For the year ended 31.03.2014

EXPENDITURE	AMOUNT	AMOUNT	INCOME	AMOUNT	AMOUNT
To Adm. Expenditure		2607881.82	By Fees	1755000.00	
Salary	2042455.00		Bank Interest	2084.00	1757084.00
Advertisement Expenses	6000.00				
Affiliation Expenses	25000.00				
Bank Charges	1162.85		By Int accrued on FD		7352.00
Building Rent	180000.00				
Canteen Expenses	2340.00				
Depreciation A/C	67840.43				
Electric Expenses	67610.00				
Fees Consession	15000.00				
First Aid	5000.00				
Gathering and Other Activities	22000.00				
Honorarium	62834.00		By Deficit c/f		843445.82
Intrest on Loan A/c	6246.95				
Labour Maint And upgradation	6000.00				
Legal and Professional	5000.00				
Maint.and Upgradation of Labs	3000.00				
News Paper Expenses	1911.00				
Office Expenses	9763.59				
Printing and Stationary.	8511.00				
Repairs and Maint. (Computer)	3050.00				
Repairs and Maintt.A/c	5215.00				
Repairs & Maint.(Building)	4000.00				
Repairs & Maint.(Furniture)	2500.00				
Seminar And workshop	10000.00				
Student Welfare Exp.	5000.00				
Supervision fees	1157.00				
Tds penalty	680.00				
Telephone Expenses	742.00				
Travelling Expenses	7256.00				
University Charges	30607.00				
		2607881.82			2607881.82

AS PER OUR REPORT OF EVEN DATE



S. F. YEOLAWALA
 Proprietor
 S. F. YEOLAWALA & CO.
 CHARTERED ACCOUNTANTS

17 SEP 2014

A. N. Prishra

Principal

Gurukrupa College of Education And Research
 Kalyan.



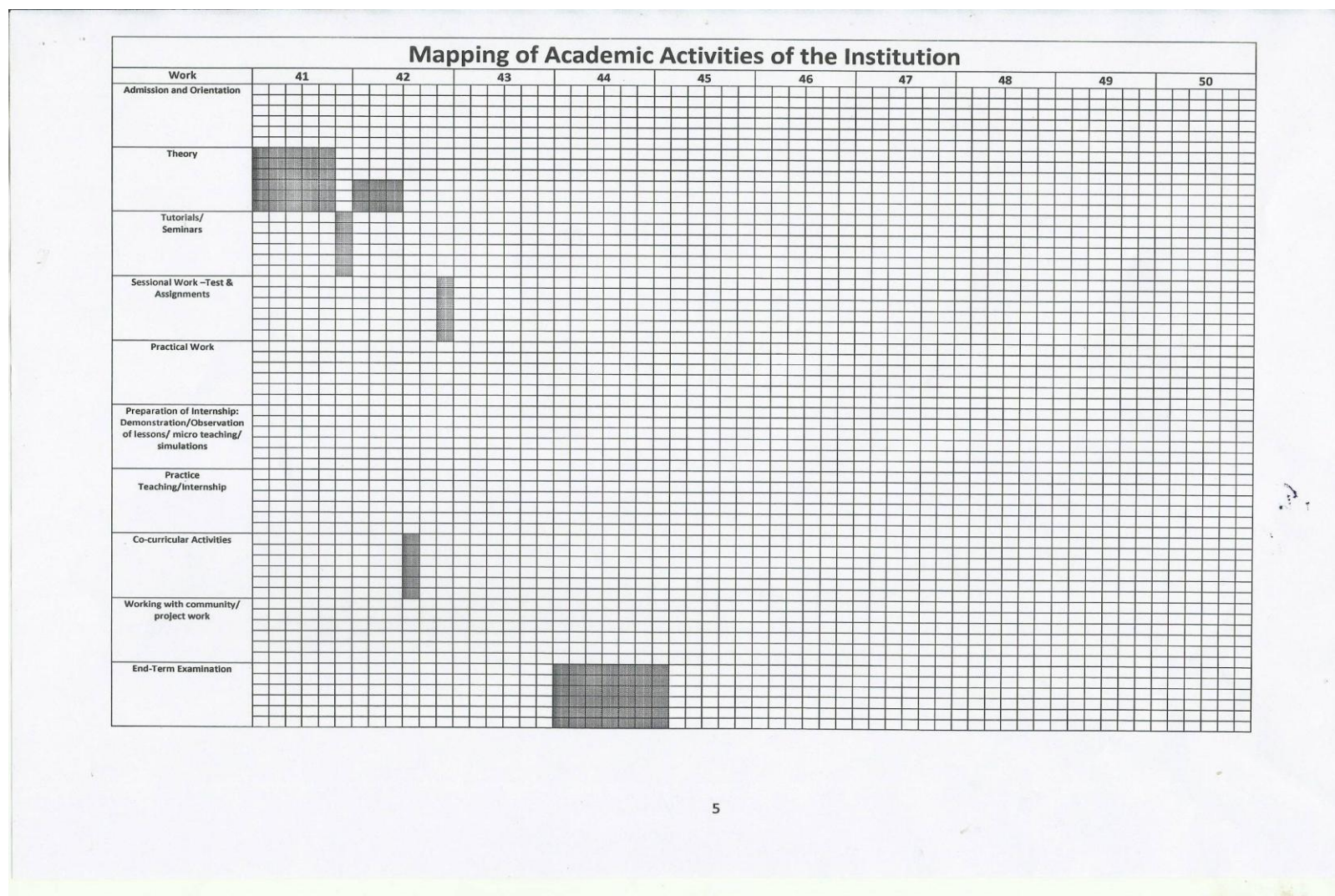
Gurukrupa College of Education & Research.

Mapping of Academic Activities of the Institution										
Work	01	02	03	04	05	06	07	08	09	10
Admission and Orientation										
Theory										
Tutorials/ Seminars										
Sessional Work –Test & Assignments										
Practical Work										
Preparation of Internship: Demonstration/Observation of lessons/ micro teaching/ simulations										
Practice Teaching/Internship										
Co-curricular Activities										
Working with community/ project work										
End-Term Examination										

Mapping of Academic Activities of the Institution										
Work	11	12	13	14	15	16	17	18	19	20
Admission and Orientation										
Theory										
Tutorials/ Seminars										
Sessional Work –Test & Assignments										
Practical Work										
Preparation of Internship: Demonstration/Observation of lessons/ micro teaching/ simulations										
Practice Teaching/Internship										
Co-curricular Activities										
Working with community/ project work										
End-Term Examination										

Mapping of Academic Activities of the Institution																																																	
Work	21				22				23				24				25				26				27				28				29				30												
Admission and Orientation																																																	
Theory																																																	
Tutorials/ Seminars																																																	
Sessional Work –Test & Assignments																																																	
Practical Work																																																	
Preparation of Internship: Demonstration/Observation of lessons/ micro teaching/ simulations																																																	
Practice Teaching/Internship																																																	
Co-curricular Activities																																																	
Working with community/ project work																																																	
End-Term Examination																																																	

Mapping of Academic Activities of the Institution										
Work	31	32	33	34	35	36	37	38	39	40
Admission and Orientation										
Theory										
Tutorials/ Seminars										
Sessional Work –Test & Assignments										
Practical Work										
Preparation of Internship: Demonstration/Observation of lessons/ micro teaching/ simulations										
Practice Teaching/Internship										
Co-curricular Activities										
Working with community/ project work										
End-Term Examination										



Gurukrupa College of Education & Research, Kalyan.

B.Ed. Annual Plan 2014-15

Sr.No	Month	Date	Activity	Days
1	July	14/07/2014	College opening & Session starts	01
2		15/07/2014	Staff meeting	01
3	August	01/08/2014	Lokmanya Tilak Punyatithi	01
4		14/08/2014 to 30/09/2014	Admission Process of B.Ed.	46
5		15/08/2014	Independence Day	01
6		16/08/2014 to 17/08/2014	Orientation on B.Ed. Syllabus & various curricular & co-curricular activities	02
7		19/08/2014	Workshop on micro skills	01
8		20/08/2014 to 25/08/2014	Demo & Practice of micro skills starts	06
9		25/08/2014	Workshop on writing objectives & specification	01
10		27/08/2014	Demo of Integrated lesson	01
11		28/08/2014	Workshop on Core Element	01
12		01/09/2014	Teaching Aid Preparation Workshop	01
13		01/09/2014 to 06/09/2014	Micro + integrated lessons by students	06
14	September	02/09/2014 to 13/09/2014	Academic Teaching and Practice of Micro Teaching	11
15		05/09/2014	Teachers Day & Talent Search programme.	01
16		15/09/2014	Hindi Day Celebration	01
17		19/09/2014	Staff Meeting with Secondary School Headmaster/ Headmistress	01
18		27/09/2014	Bhondla & Navratri Celebration	01
19	October	02/10/2014	Mahatma Gandhi & Lal Bahadur Shastri Jayanti	01
20		02/10/2014 to 08/10/2014	Swachata Abhiyan Week	07
21		07/10/2014 to 18/10/2014	Practice lessons on various school starts	11

22		21/10/2014 to 01/11/2014	Diwali Vacation and Community Work (25/10/2014 to 01/11/2014)	12
23		07/11/2014 to 22/11/2014	Academic Teaching and Essay Writing	14
24	November	10/11/2014 to 15/11/2014 & 17/11/2014 to 21/11/2014	Practice Teaching	10
25		24/11/2014	Open Book Test	01
26		25/11/2014 to 29/11/2014	Class Test Sem - I	05
27		01/12/2014 to 10/12/2014	Academic Teaching	10
28		11/12/2014 to 16/12/2014	Guidance for examination, Library work and remedial teaching.	05
29		03/12/2014	Result of class Test	01
30	December	17/12/2014 to 22/12/2014	B.Ed. sem – I University Exam second semester starts	05
31		23/12/2014 to 24/12/2014	Fun fair & Christmas celebration	02
32		25/12/2014 to 01/01/2015	Christmas vacation	07
33		02/01/2015 to 03/01/2015	Academic Teaching and Orientation of Internship Programme	02
34		05/01/2015 to 10/01/2015	Internship programme	06
35	January	12/01/2015 to 17/01/2015	Academic Teaching and Feedback of Internship Programme by students.	06
36		17/01/2015	Road safety programme.	01
37		19/01/2015 to 20/01/2015	Cultural activities (competitions)	02

38		21/01/2015 to 22/01/2015	Sports Competitions	02
39		23/01/2015 to 24/01/2015	Demo & practice of simulated lesson and workshop on Action Research	02
40		26/01/2015	Republic Day Celebration	01
41		27/01/2015 to 31/01/2015	Academic Teaching and Practice of Simulated Lesson.	05
42		30/01/2015	Udan Festival	01
43	February	02/02/2015	Degree certificate Distribution	01
44		03/02/2015 to 04/02/2015	Annual Social Gathering	02
45		06/02/2015 to 07/02/2015	Academic Teaching	02
46		09/02/2015 to 26/02/2015	Practice Teaching in schools and Academic Teaching	14
47		27/02/2015	Workshop on LD & Marathi Bhasha din celebration	01
48		28/02/2015	National science Day and Academic Teaching	01
49		02/03/2015 to 07/03/2015	Academic Teaching and Demo on CAI	06
50	March	07/03/2015	International Women's Day Celebration	01
51		09/03/2015 to 12/03/2015	Academic Teaching	04
52		13/03/2015	Blood Donation Camp	01
53		14/03/2015 to 31/03/2015	Academic Teaching and Essay Writing	13
54	April	02/04/2015 to 12/04/2015	Academic Teaching	09
55		13/04/2015 to 17/04/2015	Internal Test B. Ed. Sem –II	05

56		18/04/2015	Picnic to Alibag	01
57		20/04/2015 to 24/04/2015	Academic Teaching	05
58		22/04/2015	Result of Class Test	01
59		25/04/2015	One Day National Seminar on Challenges in Teacher Education	01
60		27/04/2015 to 29/04/2015	Guidance for Annual Exam and Library Work and Remedial Teaching.	03
61		30/04/2015	Valedictory Function	01
62		02/05/2015	B. Ed. Viva Voce	01
64	May	11/05/2015 to 18/05/2015	B. Ed. Sem – II University exam	08
65		31/05/2015	End of the Academic year	-



Gurukrupa College of Education & Research, Kalyan.
M.Ed. Annual Plan **2014-15**

Sr.No	Month	Date	Activity	Days
1	June	09/06/2014	M.Ed. Session Begin	01
2		10/06/2014	Staff meeting for year planning	01
3		16/06/2014 to 28/06/2014	Academic Planning	12
4	July	01/07/2014 to 19/07/2014	Preparation of Academic Notes	16
5		23/07/2014 to 25/08/2014	Admission Process	34
6	August	11/08/2014	Student's Introductory Session	01
7		12/08/2014 to 13/08/2014	Introduction & Guidance about M.Ed. syllabus	02
8		15/08/2014	Independence Day Celebration	01
9		20/08/2014 to 03/09/2014	Academic Teaching	11
10	September	05/09/2014	Teachers Day Celebration & Talent Search programme.	01
11		06/09/2014 to 26/09/2014	Academic Teaching	18
12		15/09/2014	Hindi Day Celebration	01
13		24/09/2014	Workshop on Research Proposal	01
14		27/09/2014	Bhondla programme & Navratri Celebration	01
15	October	02/10/2014	Mahatma Gandhi & Lal Bahadur Shashtri Jayanti	01
16		02/10/2014 to 08/10/2014	Swachata Abhiyan	07
17		08/10/2014	Finalization of the Dissertation Title	01
18		09/10/2014 to 20/10/2014	Academic Teaching	11
19		21/10/2014 to 01/11/2014	Diwali vacation	12

20	November	03/11/2014 to 05/11/2014	Guidance on Class Test	02
21		08/11/2014 to 10/11/2014	Class Test (sem – I)	02
22		15/11/2014	Result of Class Test	01
23		17/11/2014 to 25/11/2014	Academic Teaching	08
24		26/11/2014 to 29/11/2014	Seminar Presentations by students on Core Papers I to IV	04
25	December	01/12/2014 to 12/12/2014	Academic Teaching	11
26		15/12/2014 to 18/12/2014	University Exam M.Ed. Sem –I	04
27		23/12/2014 to 24/12/2014	Fun fair & Christmas celebration	02
28		25/12/2014 to 01/01/2015	Christmas vacation second Semester starts	07
29	January	02/01/2015	Introduction of Subjects of Second Semester	01
30		03/01/2015 to 12/01/2015	Academic Teaching	08
31		12/01/2015	Road Safety programme.	01
32		13/01/2015 to 17/01/2015	Academic Teaching	05
33		19/01/2015 to 20/01/2015	Cultural Activities & Competitions	02
34		21/01/2015 to 22/01/2015	Sports Competitions	02
35		26/01/2015	Republic Day Celebration	01
36		27/01/2015 to 31/01/2015	Academic Teaching	05

37	February	03/02/2015 to 04/02/2015	Annual Social Gathering	02
38		07/02/2015	Guidance on Internship Programme	01
39		09/02/2015 to 14/02/2015	Internship Programme	06
40		20/02/2015	Workshop on Data Analysis	01
41		21/02/2015 to 26/02/2015	Academic Teaching	05
42		27/02/2015	Workshop on L.D. & Marathi Bhasha Din	01
43		28/02/2015	National Science Day Celebration	01
44		02/03/2015	Workshop on Research Report Writing	01
45	March	07/03/2015	International Women's Day	
46		09/03/2015 to 12/03/2015	Academic Teaching	04
47		13/03/2015	Blood Donation Camp	01
48		16/03/2015 to 18/03/2015	Seminar Presentation by students	03
49		19/03/2015 to 01/04/2015	Academic Teaching	09
50		01/04/2015 to 11/04/2015	Academic Teaching	12
51	April	13/04/2015	Class Test Sem -II	01
52		17/04/2015	Result of Sem -II	01
53		18/04/2015	Picnic to Alibag	01
54		25/04/2015	One Day National Level Seminar on Challenges in Teacher Education Paper Presentation by M.Ed. students	01
55		28/04/2015	Dissertation Submitted to University	01
56		30/04/2015	Valedictory Function	01
57	May	06/05/2015 to 07/05/2015	M.Ed. Sem –II University Exam	02
58		15/05/2015 to 16/05/2015	Viva voce of M.Ed. Students at University Campus	02
59		31/05/2015	End of the Academic year	

AC 7/6/13Item no. 4.20

UNIVERSITY OF MUMBAI



Revised Syllabus for the B.Ed.

Program: B.Ed.

Course : B.Ed.

(Semester I & II)

(As per Credit Based Semester and Grading System
with effect from the academic year 2013–2014)

SEMESTER WISE COURSES (PART A & PART B)

SEMESTER I			SEMESTER II		
PART A			PART A		
Courses	Credits	Marks	Courses	Credits	Marks
I - USBED101 Philosophical Foundation of Education	02	60	VIII- USBED108 Sociological Foundation of Education	02	60
II - USBED102 Psychology of the learner	02	60	IX- USBED109 Psychology of learning	02	60
III - USBED103 Educational Evaluation	02	60	X- USBED110 Educational Management	02	60
IV - USBED104 Special Method	02	60	XI- USBED111 IICT	02	60
V - USBED105 Special Method II	02	60	XII- USBED112 Special Fields	02	60
Total	10	300	Total	10	300
PART B			PART B		
VI – USBED106 Practicum – I		150	XIII- USBED113 Practicum - II		150
Lessons	05	100	Lessons	05	100
Micro-Lessons (4x4)		20	Simulated Lessons (2)		10
Integrated Lesson (1x4)			Computer Assisted Presentation (1 Lesson)		10
Simulated Lessons (2)		10	Internship		10
Content tests		20	Planning & Administration of Unit Test		10
			Book Review		10
VII- USBED107 Scholastic and Field work		150	XIV- USBED114 Scholastic Work		150
(A) Scholastic work	05	100	Class Test	05	100
Class test			Essay		25
Essay		25	Action Research		25
Open Book Assignment		10	Psychology Journal		10
(B) Field work					
Community work		15			
Total	10	300	Total	10	300
Total 40 Credits (20 Credits in each Semester)					

AC- 31.5.2012

Item No.4.70

UNIVERSITY OF MUMBAI



Syllabus for the M. Ed.

Program: M. Ed.

Course : M. Ed.

(Semester I & II)

(As per Credit Based Semester and Grading System
with effect from the academic year 2012–2013)

No.	Course	No. of Credits
SEMESTER I		
1	Core Course I : Advanced Educational Philosophy & Sociology of Education	6
2	Core Course II : Advanced Educational Psychology	6
3	Core course III : Research Methodology in Education	6
4	Core Course IV : Teacher Education	6
SEMESTER II		
5	Elective Courses: (Group I) (Select any one from Group I) a Advanced Educational Technology b Curriculum Design and Development c Quality Assurance in Education	6 6 6
6	Elective Courses: (Group II) (Select any one from Group II) a Management of Education b Inclusive Education c Guidance & Counselling	6 6 6
11	Dissertation	12
12	Internship	2

INTERNAL ASSESSMENT ACTIVITIES FOR CORE AND ELECTIVE COURSES

Sr. No	Particulars	Marks
1	One class test per core and elective course held in the given semester	20 Marks
2	One written assignment per core and elective course held in the given semester	10 Marks
3	One Paper presentation/Book Review	10 Marks

S.S.P.M (Mumbai's)
Gurukrupa College of Education and Research, Kalyan(w.)
A.Y 2014-15

Time Table – (B.Ed. Semester I)

Day & Time	10.00 to 10.30	10.30 to 11.15	11.15 to 12.00	12.00 to 12.45	12.45 to 01.30	01.30 to 2.15	2.15 to 3.00	3.00 to onwards
Monday	Assembly and Attendance	Core Course I	Core Course II	Core Course IV	R E C E S S	Core Course III	Core Course V	Library Reading/ Lesson Guidance (Micro / Practice Teaching)/ Essay Writing
Tuesday	Assembly and Attendance	Core Course III	Core Course I	Core Course V		Core Course II	Core Course IV	Library Reading/ Lesson Guidance (Micro / Practice Teaching)/ Essay Writing
Wednesday	Assembly and Attendance	Core Course II	Core Course III	Core Course I		Core Course IV	Core Course V	Library Reading/ Lesson Guidance (Micro / Practice Teaching)/ Essay Writing
Thursday	Assembly and Attendance	Core Course I	Core Course II	Core Course IV		Core Course III	Core Course V	Library Reading/ Lesson Guidance (Micro / Practice Teaching)/ Essay Writing
Friday	Assembly and Attendance	Core Course III	Core Course I	Core Course V		Core Course II	Core Course IV	Library Reading/ Lesson Guidance (Micro / Practice Teaching)/ Essay Writing
Saturday	Assembly and Attendance	Core Course II	Core Course III	Core Course I		Core Course IV	Core Course V	Library Reading/ Lesson Guidance (Micro / Practice Teaching)/ Essay Writing
1) Core Course – I Philosophical Foundation of Education		2) Core Course – II Psychology of Learne		3) Core Course – III Educational Evaluation		4) Core Course – IV Special Method I		5) Core Course – V Special Method II

S.S.P.M (Mumbai's)
Gurukrupa College of Education and Research, M.Ed. Kalyan(w.)
A.Y 2014-15

Time Table – (B.Ed. Semester II)

Day & Time	10.00 to 10.30	10.30 To 11.15	11.15 to 12.00	12.00 to 12.45	12.45 to 01.30	01.30 to 2.15	2.15 to 3.00	3.00 to onwards
Monday	Assembly and Attendance	Core Course VI	Core Course VII	Core Course VIII	R E C E S S	Core Course IX	Core Course X	Library Reading/ Lesson Guidance/Project Guidance/ Essay Writing
Tuesday	Assembly and Attendance	Core Course VII	Core Course IX	Core Course X		Core Course VIII	Core Course VI	Library Reading/ Lesson Guidance/Project Guidance/ Essay Writing
Wednesday	Assembly and Attendance	Core Course VIII	Core Course VI	Core Course IX		Core Course VII	Core Course X	Library Reading/ Lesson Guidance/Project Guidance/ Essay Writing
Thursday	Assembly and Attendance	Core Course IX	Core Course VII	Core Course X		Core Course VIII	Core Course VI	Library Reading/ Lesson Guidance/Project Guidance/ Essay Writing
Friday	Assembly and Attendance	Core Course VI	Core Course VIII	Core Course VII		Core Course IX	Core Course X	Library Reading/ Lesson Guidance/Project Guidance/ Essay Writing
Saturday	Assembly and Attendance	Core Course VII	Core Course IX	Core Course X		Core Course VIII	Core Course VI	Library Reading/ Lesson Guidance/Project Guidance/ Essay Writing
Core Corse VI Sociological Foundation of Education		Core Course VII Psychology of Learning		Core Course VIII Educational Management		Core Course IX Information & Communication Technology		Core Course X Special Fields

S.S.P.M (Mumbai's)
Gurukrupa College of Education and Research, M.Ed Kalyan(w.)
A.Y 2014-15

Time Table – (Semester I)

Day & Time	10.30 to 11.00	11.00 To 12.00	12.00 to 01.00	1.00 to 01.30	01.30 to 2.30	2.30 to 3.30	3.30 to onwards
Monday	Assembly and Attendance	Core Course I	Core Course II	R E C E S S	Core Course II	Core Course IV	Library Reading/ Seminar/ Research Guidance
Tuesday	Assembly and Attendance	Core Course III	Core Course IV		Core Course II	Core Course I	Library Reading/ Seminar/ Research Guidance
Wednesday	Assembly and Attendance	Core Course I	Core Course II		Core Course III	Core Course IV	Library Reading/ Seminar/ Research Guidance
Thursday	Assembly and Attendance	Core Course III	Core Course I		Core Course IV	Core Course I	Library Reading/ Seminar/ Research Guidance
Friday	Assembly and Attendance	Core Course IV	Core Course II		Core Course III	Core Course II	Library Reading/ Seminar/ Research Guidance
Saturday	Assembly and Attendance	Core Course II	Core Course III		Core Course I	Core Course IV	Library Reading/ Seminar/ Research Guidance
Core Course – I Advance Educational Philosophy & Sociology		Core Course – II Advanced Educational Psychology		Core Course – III Research Methodology in Education -		Core Course – IV Teacher Education	

S.S.P.M (Mumbai's)
Gurukrupa College of Education and Research, M.Ed. Kalyan(w.)
A.Y 2014-15

Time Table – (Semester II)

Day & Time	10.30 to 11.00	11.00 To 12.00	12.00 to 01.00	1.00 to 01.30	01.30 to 2.30	2.30 3.30 to onwards
Monday	Assembly and Attendance	Core Course VI	Core Course V	R E C E S S	Core Course VI	Library Reading/ Seminar/ Research Guidance/ Other activities
Tuesday	Assembly and Attendance	Core Course VI	Core Course V		Core Course V	Library Reading/ Seminar/ Research Guidance/ Other activities
Wednesday	Assembly and Attendance	Core Course VI	Core Course V		Core Course VI	Library Reading/ Seminar/ Research Guidance/ Other activities
Thursday	Assembly and Attendance	Core Course V	Core Course VI		Core Course IV	Library Reading/ Seminar/ Research Guidance/ Other activities
Friday	Assembly and Attendance	Core Course V	Core Course VI		Core Course VI	Library Reading/ Seminar/ Research Guidance/ Other activities
Saturday	Assembly and Attendance	Core Course V	Core Course VI		Research Guidance	Library Reading/ Seminar/ Research Guidance/ Other activities
Core Course V Group – I (Elective Course) Advanced Educational Technology				Core Course VI Group – II (Elective Course) Management of Education OR Guidance & Counselling		

GURUKRUPA COLLEGE OF EDUCATION AND RESEARCH, KALYAN (W.)

Lifelong Learning and Extension (DLLE)

Our College runs Life Long Learning and Extension (DLLE) programme under University of Mumbai since last 6 years. The College is doing extremely well since last few years in the same. In year 2013-14 'UDAAN' festival organized at C.K.T. College, New Panvel, on 03/02/2014. In this festival Poster Competition as well as Street Play Competition were organized on various social problems to sensitize our college have participated in both Event's and presented Street Play on "Stree Kalchi Aajachi" and secured 2nd prize for the same.

College also participated in Poster Competition and secured consolation Prize. Trophy and Certificate was awarded to our student by Director & Asst. Prof of DLLE Hon. Dr. Dilip Patil.

This ratio of success increased and in the 'UDAAN' Festival of Academic Year 2014-15 which was organized at Gurunanak College of Art, Commerce & Science, Guru Tejbahadur Nagar, Mumabi. Our college participated in Street Play Competition the subject of Street Play was "Streeyanchi Vyatha". We bagged 1st prize for Street Play Competition and Trophy & Certificate to the student were awarded by Director & Asst. Prof of DLLE Hon. Dr. Dilip Patil.

Between 01/03/2015 to 08/03/2015, "International Women's Day" was celebrate by Swayam Sidhha, Government of Maharashtra. This has organized Street Play Competition where our college had participated with same Street Play at District Level and were we got 1st prize.

Gurukrupa College of Education and Research, Kalayn (w.)

Community Work

Sr.	Place	No of Student	Nature of Event	Day
1.	Rani Laxmibai Gardern, Kalyan (w.)	20	Questionary / Interview Report Proper Planning Work Distribution Survey Discussion of the work	7
2.	Gajanan Maharaj Mandir, Adharwadi, Kalyan (w.)	20	Questionary / Interview Report Proper Planning Work Distribution Survey Discussion of the work	7
3.	Late. Pralhad Shinde Udyan, Kalewadi Gaon, Kalyan (w.)	20	Questionary / Interview Report Proper Planning Work Distribution Survey Discussion of the work	7
4.	Durgadi Fort, Durgadi Temple, Kalyan (w.)	20	Questionary / Interview Report Proper Planning Work Distribution Survey Discussion of the work	7
5.	Saibaba Temple, Kalyan (w.)	20	Questionary / Interview Report Proper Planning Work Distribution Survey Discussion of the work	7

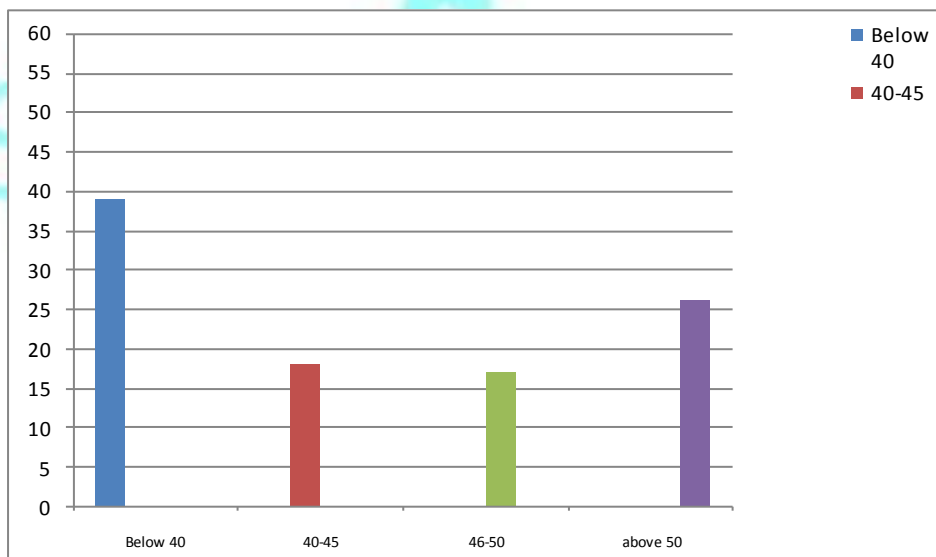
S.S.P.M.Mumabi's
Gurukrupa College of Education and Research, (B.Ed) Kalyan (w)
Result Analysis 2013-14

Sem.-I
Paper - I Philosophical Foundation of Education
Total No. of Student 100

Sr. No.	Range	No. of students	Percentage %
1	Below 40	39	39 %
2	40 – 45	18	18 %
3	46 – 50	17	17 %
4	Above 50	26	26 %

Above table indicate that in the year 2013-14 the result of course -I (Philosophical Foundation of Education) 39% students scored below 40% marks, 18% students scored between 40-45% marks, 17% students scored between 46-50% marks and 26% students secured above 50% marks. Graphical presentation is given below:-

Philosophical Foundation of Education



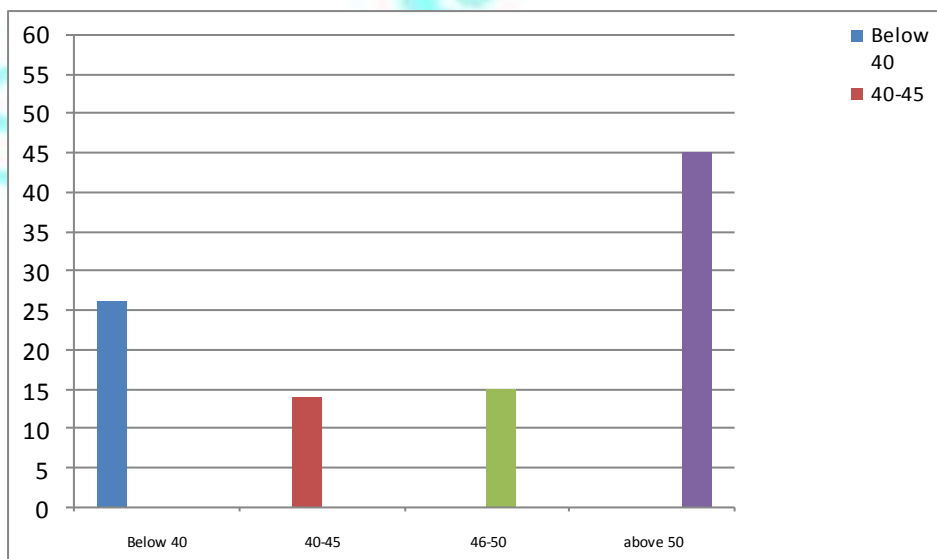
S.S.P.M.Mumabi's
Gurukrupa College of Education and Research, (B.Ed) Kalyan (w)
Result Analysis 2013-14

Sem.-I
Paper II
Psychology of the Learner
Total No. of Student 100

Sr. No.	Percentage	No of Student	Percentage
1	Below 40	26	26 %
2	40-45	14	14%
3	46-50	15	15%
4	Above 50	45	45%

Above table indicate that in the year 2013-14 the result of course -II (Psychology of the Learner) 26% students scored below 40% marks, 14% students scored between 40-45% marks, 15% students scored between 46-50% marks and 45% students secured above 50% marks. Graphical presentation is given below:-

Psychology of the Learner



S.S.P.M.Mumabi's
Gurukrupa College of Education and Research, (B.Ed) Kalyan (w)
Result Analysis 2013-14

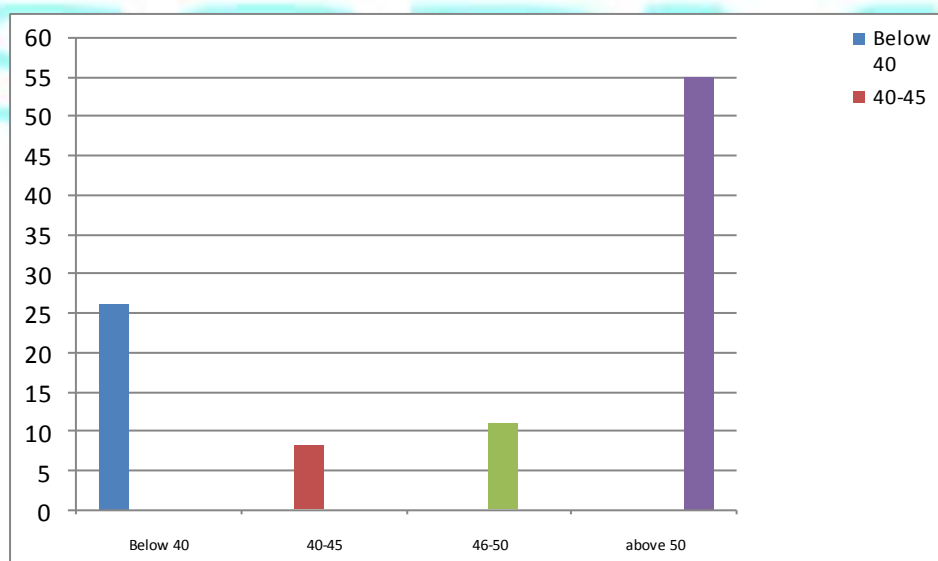
Sem.-I

Paper III
 Educational Evaluation
Total No. of Student 100

Sr. No.	Percentage	No of Student	Percentage
1	Below 40	26	26 %
2	40-45	8	8%
3	46-50	11	11%
4	Above 50	55	55%

Above table indicate that in the year 2013-14 the result of course -III (Educational Evaluation) 26% students scored below 40% marks, 8% students scored between 40-45% marks, 11% students scored between 46-50% marks and 55% students secured above 50% marks. Graphical presentation is given below:-

Educational Evaluation



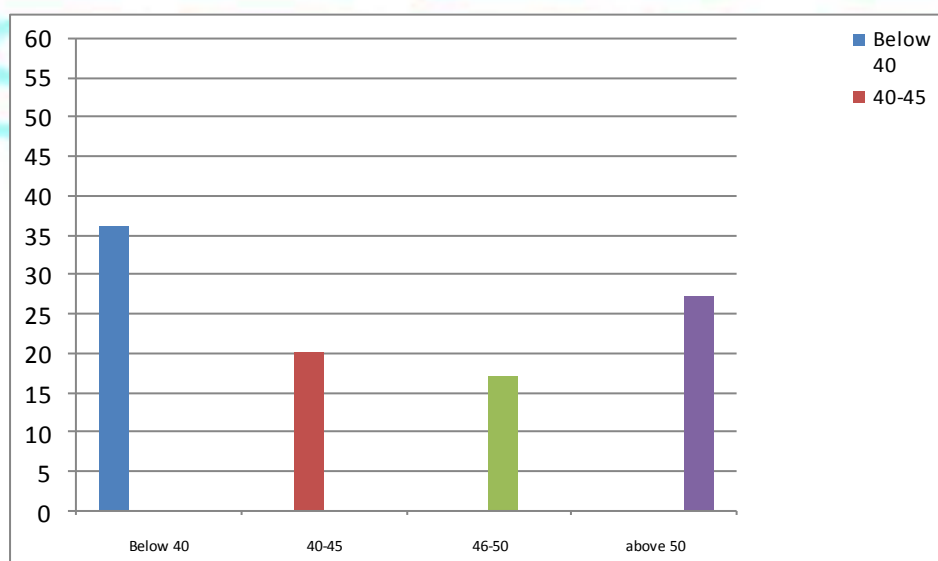
S.S.P.M.Mumabi's
Gurukrupa College of Education and Research, (B.Ed) Kalyan (w)
Result Analysis 2013-14
Sem.-I

Paper IV
 Special Method - I
Total No. of Student 100

Sr. No.	Percentage	No of Student	Percentage
1	Below 40	36	36 %
2	40-45	20	20%
3	46-50	17	17%
4	Above 50	27	27%

Above table indicate that in the year 2013-14 the result of course -IV (Special Method - I) 36% students scored below 40% marks, 20% students scored between 40-45% marks, 17% students scored between 46-50% marks and 27% students secured above 50% marks. Graphical presentation is given below:-

Special Method - I



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Gurukrupa College of Education and Research, (B.Ed) Kalyan (w)
Result Analysis 2013-14

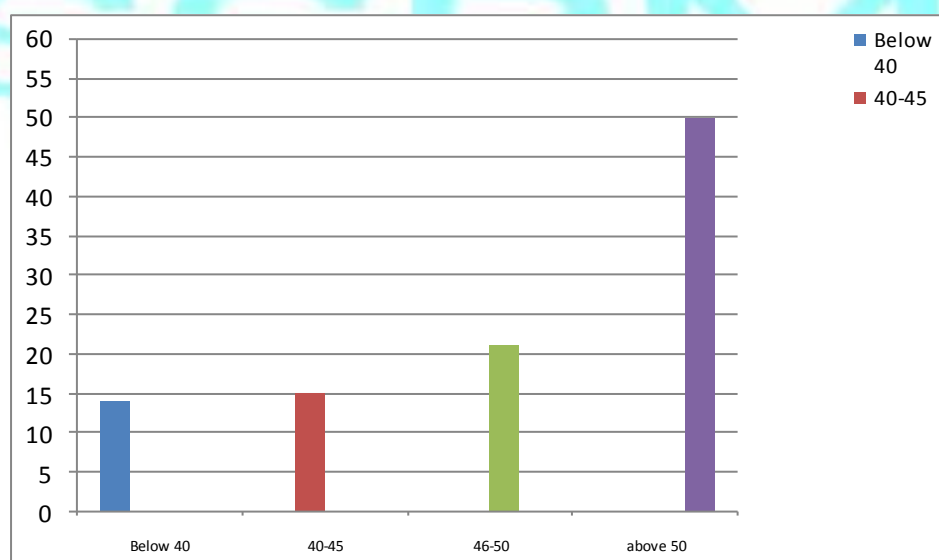
Sem.-I

Paper V
 Special Method - II
Total No. of Student 100

Sr. No.	Percentage	No of Student	Percentage
1	Below 40	14	14%
2	40-45	15	15%
3	46-50	21	21%
4	Above 50	50	50%

Above table indicate that in the year 2013-14 the result of course-V (Special Method - II) 14% students scored below 40% marks, 15% students scored between 40-45% marks, 21% students scored between 46-50% marks and 50% students secured above 50% marks. Graphical presentation is given below.:-

Special Method - II



S.P.M.Mumabi's
Gurukrupa College of Education and Research, (B.Ed) Kalyan (w)
Result Analysis 2013-14

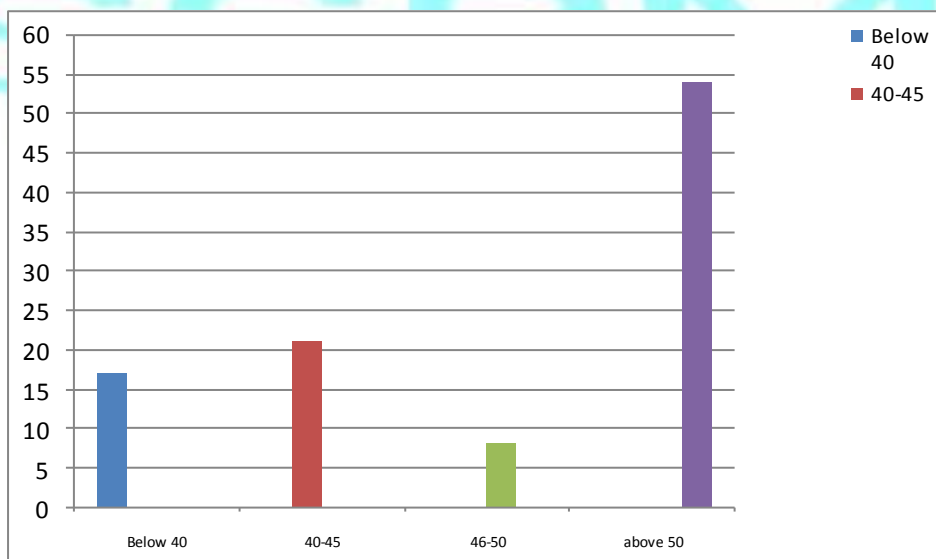
Sem.-II

Paper VI
 Sociological Foundation of Education
Total No. of Student 100

Sr. No.	Percentage	No of Student	Percentage
1	Below 40	17	17%
2	40-45	21	21%
3	46-50	08	08%
4	Above 50	54	54%

Above table indicate that in the year 2013-14 the result of course -VI (Sociological Foundation of Education) 17% students scored below 40% marks, 21% students scored between 40-45% marks, 08% students scored between 46-50% marks and 54% students secured above 50% marks. Graphical presentation is given below:-

Sociological Foundation Education



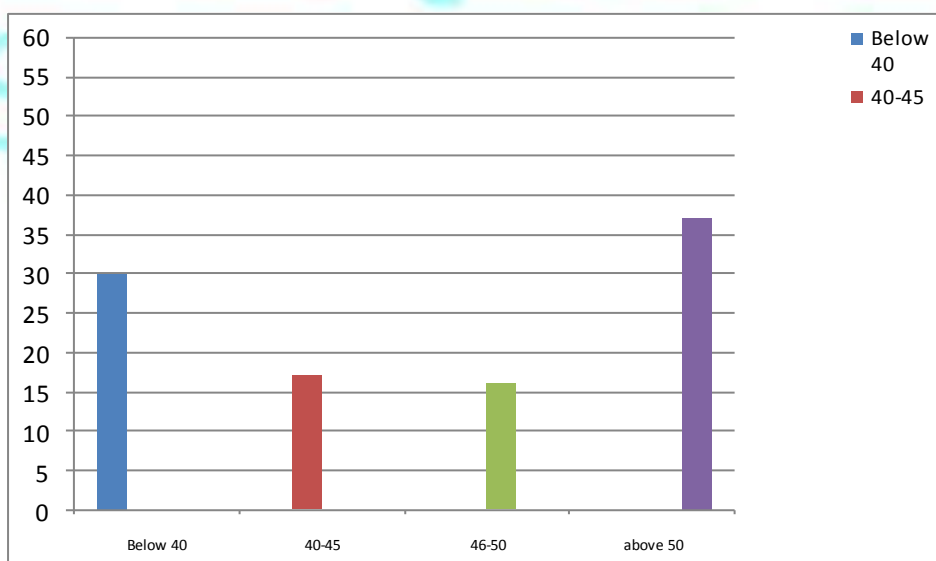
S.P.M.Mumabi's
Gurukrupa College of Education and Research, (B.Ed) Kalyan (w)
Result Analysis 2013-14

Sem.-II
 Paper VII
 Psychology of Learning
Total No. of Student 100

Sr. No.	Percentage	No of Student	Percentage
1	Below 40	30	30%
2	40-45	17	17%
3	46-50	16	16%
4	Above 50	37	37%

Above table indicate that in the year 2013-14 the result of course -VII (Psychology of Learning) 30% students scored below 40% marks, 17% students scored between 40-45% marks, 16% students scored between 46-50% marks and 37% students secured above 50% marks. Graphical presentation is given below:-

Psychology of Learning



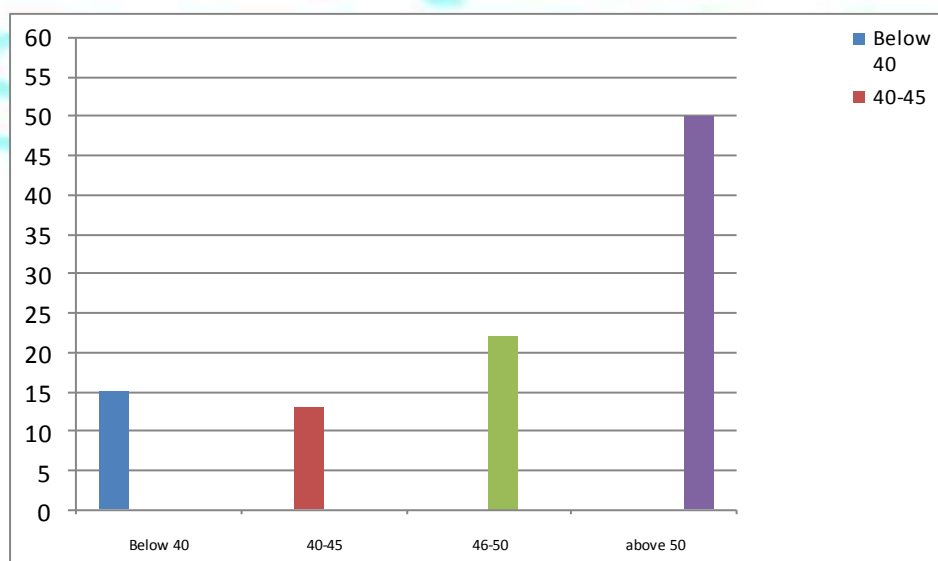
S.P.M.Mumabi's
Gurukrupa College of Education and Research, (B.Ed) Kalyan (w)
Result Analysis 2013-14

Sem.-II
 Paper VIII
 Educational Management
Total No. of Student 100

Sr. No.	Percentage	No of Student	Percentage
1	Below 40	15	15%
2	40-45	13	13%
3	46-50	22	22%
4	Above 50	50	50%

Above table indicate that in the year 2013-14 the result of course -VIII (Educational Management) 15% students scored below 40% marks, 13% students scored between 40-45% marks, 22% students scored between 46-50% marks and 50% students secured above 50% marks. Graphical presentation is given below:-

Educational Management



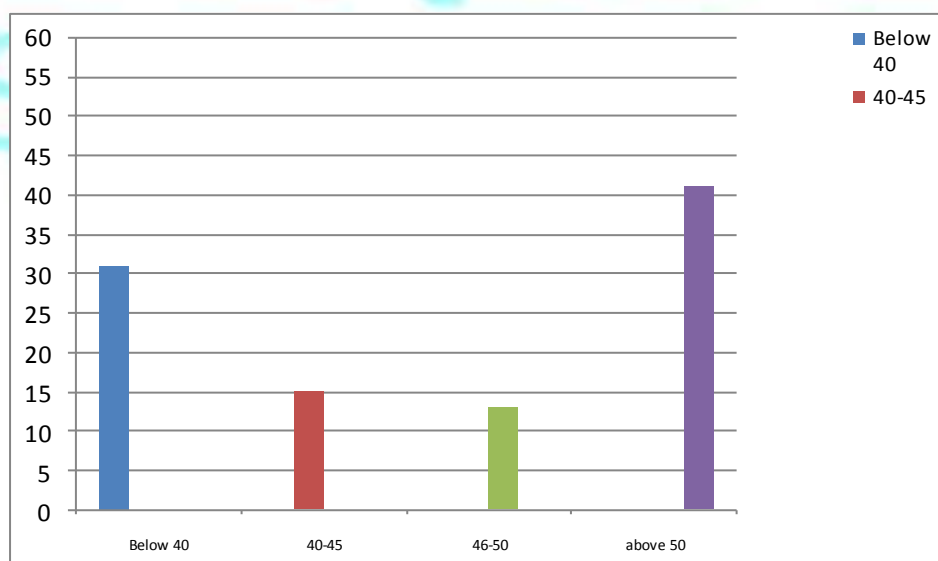
S.P.M.Mumabi's
Gurukrupa College of Education and Research, (B.Ed) Kalyan (w)
Result Analysis 2013-14

Sem.-II
Paper IX
Information & Communication Technology
Total No. of Student 100

Sr. No.	Percentage	No of Student	Percentage
1	Below 40	31	31%
2	40-45	15	15%
3	46-50	13	13%
4	Above 50	41	41%

Above table indicate that in the year 2013-14 the result of course -IX (Information & Communication Technology) 31% students scored below 40% marks, 15% students scored between 40-45% marks, 13% students scored between 46-50% marks and 41% students secured above 50% marks. Graphical presentation is given below:-

Information & Communication Technology



S.P.M.Mumabi's
Gurukrupa College of Education and Research, (B.Ed) Kalyan (w)
Result Analysis 2013-14

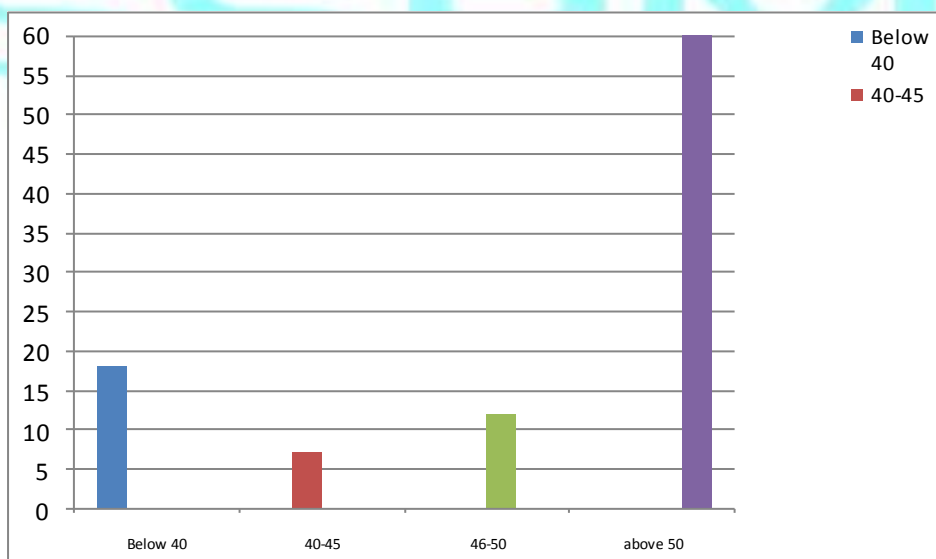
Sem-II

Paper X
 Special Fields
Total No. of Student 100

Sr. No.	Percentage	No of Student	Percentage
1	Below 40	18	18%
2	40-45	07	07%
3	46-50	12	12%
4	Above 50	63	63%

Above table indicate that in the year 2013-14 the result of course -X (Special Fields) 18% students scored below 40% marks, 07% students scored between 40-45% marks, 12% students scored between 46-50% marks and 63% students secured above 50% marks. Graphical presentation is given below.:-

Special Fields



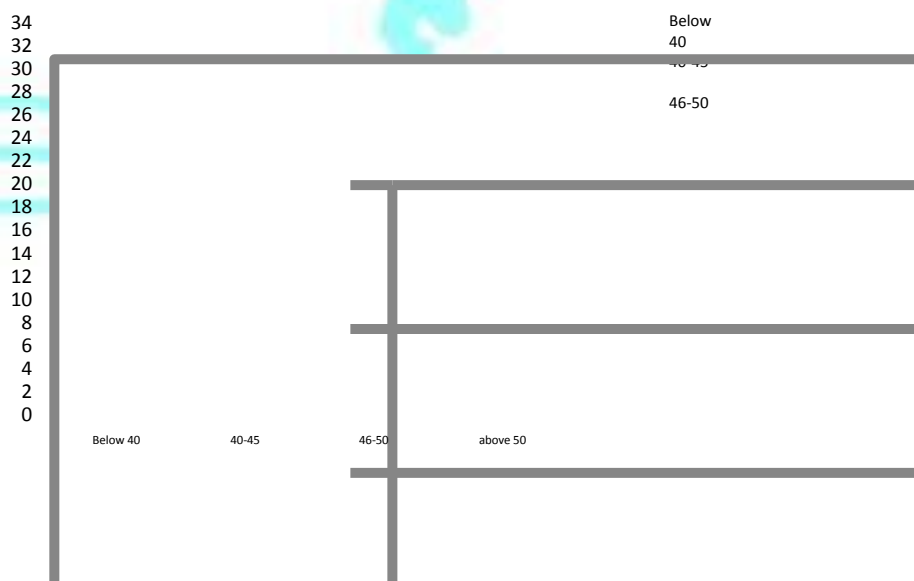
S.S.P.M.Mumabi's
Gurukrupa College of Education and Research, (M.Ed) Kalyan (w)
Result Analysis 2013-14

Course-I Advanced Educational Philosophy & Sociology
Total No. of Student:- 39

Sr. No.	Percentage	No of Student	Percentage
1	Below 40	06	15.39%
2	40-45	00	00%
3	46-50	01	2.56%
4	Above 50	32	82.05%

Above table indicate that in the year 2013-14 the result of course -1 (Advance educational Philosophy & Sociology) 15.39% students scored below 40% marks, 00% students scored between 40-45% marks, 2.56% students scored between 46-50% marks and 82.05% students secured above 50% marks. Graphical presentation is given below:-

Advanced Educational Philosophy & Sociology



S.S.P.M.Mumabi's
Gurukrupa College of Education and Research, (M.Ed) Kalyan (w)
Result Analysis 2013-14

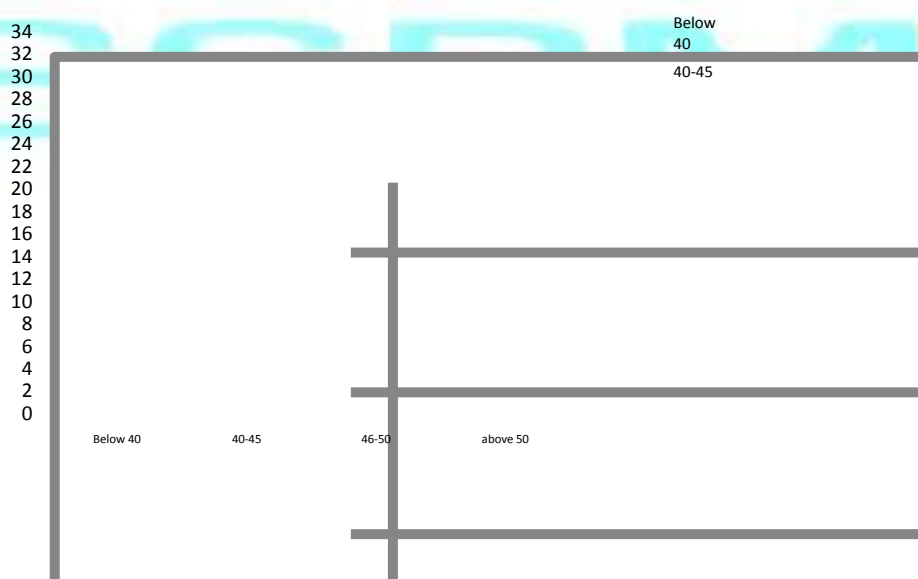
Paper II
 Advanced Educational Psychology
Total No. of Student 39

Sr. No.	Percentage	No of Student	Percentage
1	Below 40	08	20.52%
2	40-45	01	2.56%
3	46-50	03	7.69%
4	Above 50	27	69.23%

Above table indicate that in the year 2013-14 the result of course -II (Advanced Educational Psychology) 20.52% students scored below 40% marks, 2.56% students scored between 40-45% marks, 7.69% students scored between 46-50% marks and 69.23% students secured above 50% marks.

Graphical presentation is given below:-

Advanced Educational Psychology



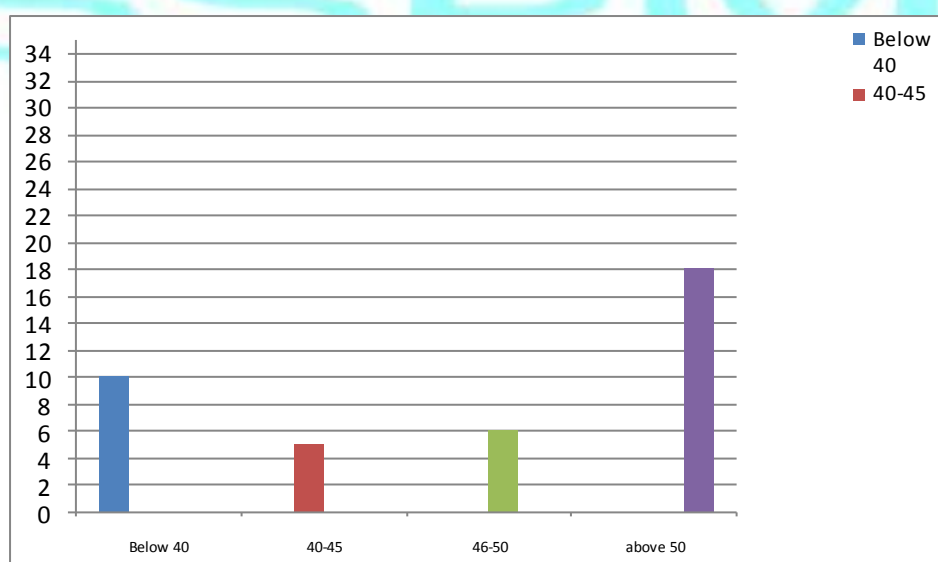
S.S.P.M.Mumabi's
Gurukrupa College of Education and Research, (M.Ed) Kalyan (w)
Result Analysis 2013-14

Paper III
 Research Methodology in Education.
Total No. of Student 39

Sr. No.	Percentage	No of Student	Percentage
1	Below 40	10	25.64%
2	40-45	05	12.82%
3	46-50	06	15.39%
4	Above 50	18	46.15%

Above table indicate that in the year 2013-14 the result of course -III (Research Methodology in Education) 25.64% students scored below 40% marks, 12.82% students scored between 40-45% marks, 15.39% students scored between 46-50% marks and 46.15% students secured above 50% marks. Graphical presentation is given below:-

Research Methodology in Education.



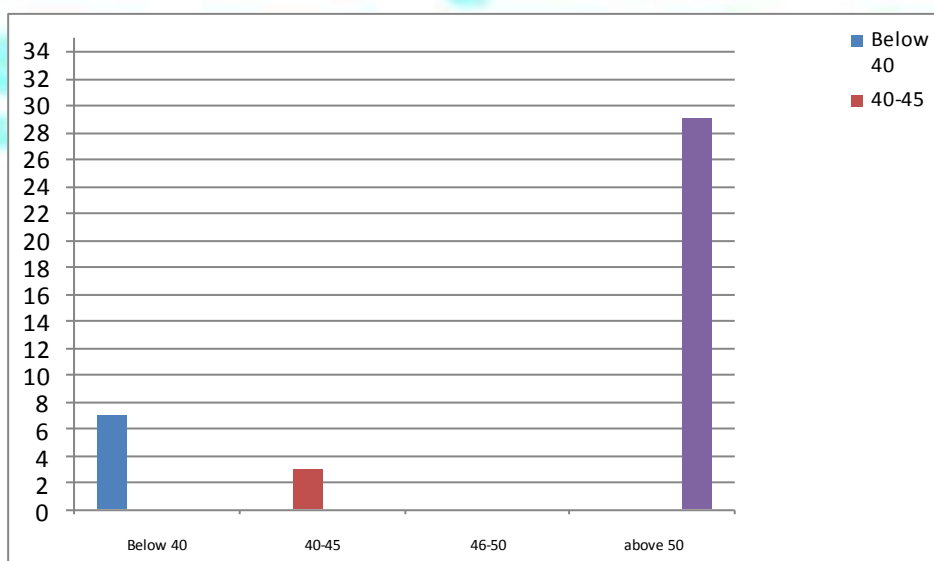
S.S.P.M.Mumabi's
Gurukrupa College of Education and Research, (M.Ed) Kalyan (w)
Result Analysis 2013-14

Paper IV
 Teacher Education.
Total No. of Student 39

Sr. No.	Percentage	No of Student	Percentage
1	Below 40	07	17.95%
2	40-45	03	7.69%
3	46-50	00	0%
4	Above 50	29	74.36%

Above table indicate that in the year 2013-14 the result of course- IV (Teacher Education) 17.95% students scored below 40% marks, 7.69% students scored between 40-45% marks, 0% students scored between 46-50% marks and 74.36% students secured above 50% marks. Graphical presentation is given below.:-

Teacher Education.



S.S.P.M.Mumabi's
Gurukrupa College of Education and Research, (M.Ed) Kalyan (w)
Result Analysis 2013-14

Paper V
Advanced Educational Technology
Total No. of Student 39

Sr. No.	Percentage	No of Student	Percentage
1	Below 40	03	7.69%
2	40-45	01	2.57%
3	46-50	00	0%
4	Above 50	35	89.74%

Above table indicate that in the year 2013-14 the result of course -V (Advanced Educational Technology) 7.69% students scored below 40% marks, 2.52% students scored between 40-45% marks, 0% students scored between 46-50% marks and 89.74% students secured above 50% marks.

Graphical presentation is given below.:-

Advanced Educational Technology

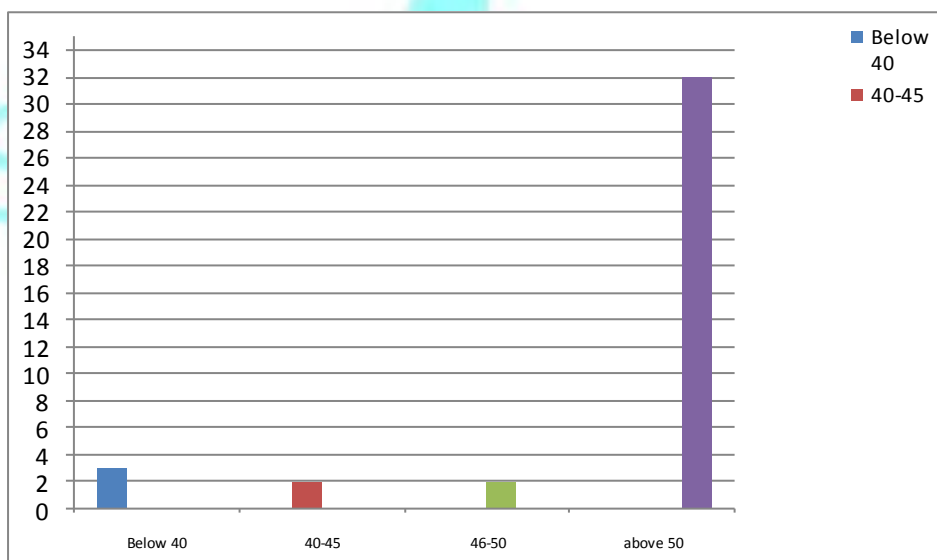


S.S.P.M.Mumabi's
Gurukrupa College of Education and Research, (M.Ed) Kalyan (w)
Result Analysis 2013-14
 Paper VI
 Management of Education
Total No. of Student 39

Sr. No.	Percentage	No of Student	Percentage
1	Below 40	03	7.69 %
2	40-45	02	5.13%
3	46-50	02	5.13%
4	Above 50	32	82.05%

Above table indicate that in the year 2013-14 the result of course -VI (Management of Education) 7.69% students scored below 40% marks, 5.13% students scored between 40-45% marks, 5.13% students scored between 46-50% marks and 82.05% students secured above 50% marks. Graphical presentation is given below:-

Management of Education



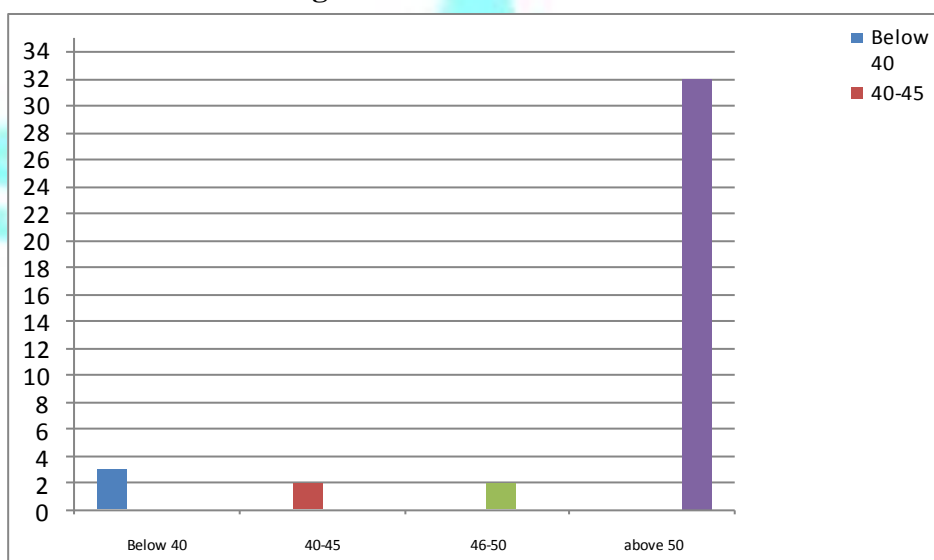
S.S.P.M.Mumabi's
Gurukrupa College of Education and Research, (M.Ed) Kalyan (w)
Overall Result Analysis 2013-14

Paper VII
 (Excluding internal Assessment & Dissertation Marks)
Total No. of Student 39

Sr. No.	Percentage	No of Student	Percentage
1	Below 40	03	30.77 %
2	40-45	02	15.38 %
3	46-50	02	23.08%
4	Above 50	32	30.17 %

Above table indicate that in the year 2013-14 the result of course -VII (Excluding internal Assessment & Dissertation Marks) 30.77% students scored below 40% marks, 15.38% students scored between 40-45% marks, 23.08% students scored between 46-50% marks and 30.17% students secured above 50% marks Graphical presentation is given below:-

Excluding internal Assessment & Dissertation



GURUKRUPA COLLEGE OF EDUCATION & RESEARCH
Kalyan (W) Dist. Thane Maharashtra Pin. 421301

MACRO LESSON**Observation Schedule**

Name of the Student _____ Roll No. _____	
School _____ Class _____ Div. _____	
Subject _____	
Topic _____	
Lesson No. _____ Date _____	
01) Set Induction	EX / V.G. / G. / V.SATIS / SATIS / FAIR / N.I.
02) Statement of Aim	EX / V.G. / G. / V.SATIS / SATIS / FAIR / N.I.
04) Method of Teaching	EX / V.G. / G. / V.SATIS / SATIS / FAIR / N.I.
05) Content Mastery	EX / V.G. / G. / V.SATIS / SATIS / FAIR / N.I.
06) Communication Skills	EX / V.G. / G. / V.SATIS / SATIS / FAIR / N.I.
07) Questioning	EX / V.G. / G. / V.SATIS / SATIS / FAIR / N.I.
08) Interaction with the pupils	EX / V.G. / G. / V.SATIS / SATIS / FAIR / N.I.
09) Use of Instructional Material	EX / V.G. / G. / V.SATIS / SATIS / FAIR / N.I.

10) Additional Information N.I.	EX / V.G. / G. / V.SATIS /SATIS / FAIR /
11) Classroom Management N.I.	EX / V.G. / G. / V.SATIS /SATIS / FAIR /
12) B. B. Summary N.I.	EX / V.G. / G. / V.SATIS /SATIS / FAIR /
13) Attitude of Teacher N.I. towards the class	EX / V.G. / G. / V.SATIS /SATIS / FAIR /
14) Stimulus Variation N.I.	EX / V.G. / G. / V.SATIS /SATIS / FAIR /
15) Incorporation of core N.I. element/ Values	EX / V.G. / G. / V.SATIS /SATIS / FAIR /
16) Teacher's Personality N.I.	EX / V.G. / G. / V.SATIS /SATIS / FAIR /
17) Recapitulation N.I.	EX / V.G. / G. / V.SATIS /SATIS / FAIR /
18) Application N.I.	EX / V.G. / G. / V.SATIS /SATIS / FAIR /
<u>Remarks & Suggestions :-</u>	

OBSERVATION SCHEDULE FOR SIMULATED LESSONS

VG G VS S N.I.

Set induction					
Content mastery					
Logical order of presentation					
Use of instructional material					
Interaction with pupils					
Development of topic					
Chalk board work					
Incorporation of core					
element/ Values					
Communication Skills					
Closure					
<u>Remarks & Suggestions :-</u>					

Gurukrupa College of Education & Research

Self Reflection of Practice Lessons

Part A : Go through your own lesson plan and rate yourself. If you find any area needs improvement, you may re-consider your own plan.

No.	Statement	To a small extent	To an average extent	To a great extent	To the best extent possible
01.	I have thoroughly read and understood the teaching content				
02.	I have gone through necessary references				
03.	I have formulated objectives and specification in detail.				
04.	I have planned varied teaching learning activities				
05.	I have considered the child centered approach in planning				
06.	I have planned well for developmental questions				
07.	I have thought about questions for critical thinking				
08.	I have given a good thought to the kind of teaching aids I need				
09.	I have carefully planned for core elements, values and life skills				
10.	The black board summary is well planned and comprehensive				
11.	Questions for evaluation include variety				
12.	I have made a list of doubts I need to ask my guide				
13.	I have activities/questions/incidents to cater to the application of what I will be teaching				
14.	I have kept in mind the aspect of time management				
15.	I have thought of the possibility of using technological aids like tape recorder, computer, OHP etc.				
16.	I have kept in mind the background of the learners while planning my lesson				
17.	Wherever possible I have tried to correlate the topic with present happenings				

Part B : After your lesson, recall the methods, techniques used and other details to fill in the scale given below. The reflective exercise is for self improvement

No.	Statement	To a small extent	To an average extent	To a great extent	To the best extent possible
01.	The set induction of my lesson was innovative.				
02.	I was audible and could modulate voice during model reading/recitation.				
03.	I used child centered methods of learning				
04.	I used adequate developmental questions				
05.	I used narration and explanation				
06.	I used appropriate vocabulary of the subject				
07.	My lesson was interactive				
08.	I made appropriate use of teaching aids				
09.	I discussed additional information pertaining to the topic				
10.	I could manage the class through variety of activities.				
11.	My chalk board summary was well organized				
12.	I incorporated core elements/value in my lesson				
13.	I used novel methods for recapitulation				
14.	I could fully utilize the time.				
15.	I could cover the content that was planned.				
16.	My rapport with the pupils kept them interested in the lesson				

Part B : Areas for improvement in my lesson

Name :
Signature :

Roll No. :
Subject :
Topic :



GURUKRUPA COLLEGE OF EDUCATION AND RESEARCH, KALYAN (W)

We wish to carry out an evaluation of your experiences during the B.Ed year. Kindly give us your sincere feedback. All information will be kept confidential and will only be used for research purpose.

Please tick in the column that is applicable

(SD- Strongly disagree D- Disagree a – agrees SA – Strongly agree)

Part A : Feedback on Teaching – Learning Process

No	Statement	SD	D	A	SA
1	Variety of techniques are incorporated to teach				
2	Teaching is effective				
3	Syllabus is covered adequately and effectively				
4	Students are involved in the process				
5	Use of technology is incorporated effectively				
6	Values are integrated into the teaching				
7	The lectures prepare the students for becoming effective teachers				

Part B : Feedback on activities : (activities include co-curricular activities, assemblies, visits, sports, workshops, seminars)

No	Statement	SD	D	A	SA
1	Adequate and meaningful activities are included				
2	All students get a fair chance of participation				
3	Activities are well spaced				
4	Activities help to develop the personality of the student-teacher				
5	Activities are planned in accordance with learner's needs.				
6	Staff guides the students for successful execution of activities				
7	The resource persons for the activities were effective				

Part C: Feedback on Practice Teaching and internship

No	Statement	SD	D	A	SA
1	Adequate lessons were given for practice				
2	Guidance for lessons was effective				
3	Practice teaching is well spaced out				
4	Internship duration is satisfactory				
5	Adequate time is available to prepare for practice lessons				
6	Co-operation from schools is satisfactory				
7	Practice teaching has helped to develop teaching skills				

Part D : Feedback on Infrastructure :

No	Statement	SD	D	A	SA
1	Library is adequately furnished with books				
2	The college atmosphere is congenial				
3	Ample space is available for fro activities and lectures				
4	Infrastructure is well maintained				
5	Hygiene and cleanliness standards are maintained				
6	Teaching aids are adequate and effective				
7	Computer facilities are satisfactory				

Part E : Feedback on Staff and administration

No	Statement	SD	D	A	SA
1	The non teaching staff maintains a cordial relationship				
2	The teaching staff is approachable				
3	The Principal is effective is administration				
4	Activities are well planned and well organised				
5	The office staff is prompt in work				
6	The staff is ready to counsel and guide students				
7	The staff is concerned about the students				

Part F : Over all Impression

No	Statement	SD	D	A	SA
1	The college is concerned about the welfare of students				
2	Effective training is given to prospective teachers				
3	Value development is stressed during training				
4	Training helps to deal with situations experienced in schools				
5	The overall atmosphere in college is motivating				
6	Excellence is emphasized through college activities				
7	Students are able to develop their potential in college				

GURUKRUPA COLLEGE OF EDUCATION AND RESEARCH, KALYAN (W)

TEACHER ASSESSMENT QUESTIONNAIRE

(Student Feedback Form)

Name of Staff Member : _____

Instructions : Put a tick in the appropriate box

Ex- Excellent, VG- Very Good, G- Good, S –Satisfactory, NA -Not Applicable

	Ex	VG	G	S	NA
<u>1. CLASSROOM TEACHING</u>					
a) Classroom Management					
1. Preparation of the lecture					
2. Content Mastery					
3. Organization and clarity of Presentation					
4. Communication Skill					
5. Teacher ability to arouse and maintain interest in subject matter					
6. Management of discussion					
7. Use of Technological devices					
8. Use of black-board					
9. Rapport with class					
10. Attitude towards low achievers					
11. Attitude towards bright students					
12. Update knowledge					
13. Teacher response to doubts raised by students.					
14. Variety in Teaching methodology					
15. Teaching effectiveness					
b) Evaluation of Essay/ Examination/Teaching Aids / Projects etc.					
1. Promptness of teacher					
2. Objectivity in evaluation					
3. Comprehensive feedback					
<u>2) Lesson coaching</u>					
1. Content knowledge of lessons					
2. Suggests new ideas & approaches					
3. Sufficient time given for coaching					
<u>3) Supervision of Lessons</u>					
1. Punctuality					
2. Sense of fairness in giving feedback					
3. Quality of feedback given					
4. Manner in which feedback is given					

<u>4) INTERPERSONAL RELATION</u>					
1. Openness to suggestions					
2. Professional relation with colleagues					
3. Professional relations with Non-teaching staff					
4. Professional relations with Principal					
5. Interaction with students					
<u>5) DEPARTMENTAL WORK</u>					
1. Planning					
2. Organization					
3. Clarity of Instruction					
4. Encouragement/motivation provided to students					
5. Teacher's interest and enthusiasm about her department					
6 Equal opportunities					





S.S.P.M.Mumbai's
Gurukrupa College of Education and Research, Kalyan
(w.)

ALUMNI STUDENTS FEEDBACK

1. Name of the Student :-
2. Present Place of Working :-
3. Designation :-
4. Year of Passing B.Ed. :-
5. Teaching Methods :-
6. Address for Communication :-
7. Mobile :-
8. E-mail Id :-

1. Your opinion about the activities taken by the college? :-
2. Give your opinion about library of the college? :-
3. Suggest measures to improve quality of teachers :-
4. Your expectations from college for capacity building of Ex students :-
5. Other suggestions If any :-



**S.S.P.M. Mumbai's
Gurukrupa College of Education & Research, Kalyan.**

Appendix- 2:

Teacher appraisal Reports

Format- 1

PERFORMANCE APPRAISAL REPORT

FOR SELF APPRAISAL OF TEACHERS

i) General Information

a) Name :

b) Address (Residential) :

Ph. No. :

c) Designation :

d) Department :

e) Date of Birth :

f) Area of Specialization :

A) Academic Qualifications

Exam Passed	Board/ University	Subjects	Year	Division/Grade Merit etc.
High School				
Higher Secondary or Pre-degree				
Bachelor's Degree (s)				
Master's Degree (s)				
Research Degree (s)				
Other Diploma / Certificates etc.				

* Teachers already in employment at the time of introduction of the scheme and for new entrants at the time of joining of the institution.ii)

Research Experience & Training

Research Stage	Title of work/Theses	University where the work was carried out
M.Phil or equivalent		
Ph.D.		
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully)		
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date

iii) Teaching Experience

Courses Taught	Name of the University/ College / Institution	Duration
iv) U.G. (B.A./B.Sc., etc. Pass) (B.A./B.Sc. etc. Hons.)		
v) P.G. (M.A./ M.Sc., etc.)		
vi) M.Phil		
vii) Any other		

Total Teaching Experience :

a) Under-graduate (Pass) :

b) Under-graduate (Hons):

c) Post-graduate :

viii) Innovations/Contributions in Teaching

- Design of Curriculum
- Teaching methods
- Laboratory experiments
- Evaluation methods
- Preparation of resource material
Including books, reading materials,
Laboratory manuals etc.



- f) Remedial Teaching / Student Counseling (academic)
- g) Any Other

ix) Extension Work/Community Service

a) Please give a short account of your contribution to:

- i) Community work
such as values of National Integration,
secularism, democracy, socialism, humanism, peace,
scientific temper, flood or drought relief, small family norms etc.
- ii) National Literacy Mission
- b) Positions held/Leadership role played in organizations linked with Extension
Work and National Service Scheme (NSS), or NCC or any other similar
activity

D. Participation in Corporate Life:

Please give a short account of your contribution to :

- a) College/University/Institution
- b) Co-curricular Activities
- c) Enrichment of Campus Life
(Hostels, sports, games, cultural activities)
- d) Students Welfare and Discipline
- e) Membership/Participation in Bodies/Committees
on Education and National Development
- f) Professional Organization of Teachers.
- E. (a) Membership of Professional Bodies, Societies etc.
- (b) Editorship of Journals

F. Any other information

(Signature of the Teacher)

S.S.P.M. Mumbai's
Gurukrupa College of Education & Research, Kalyan.

Format- 2

PERFORMANCE APPRAISAL REPORT
FOR SELF APPRAISAL OF TEACHERS

A. General Information

- a) Name
- b) Date of Birth
- c) Address (Residential) Ph.No.
- d) Designation
- e) Department
- f) Area of Specialization
- g) Date of Appointment
 - (i) in the institution
 - (ii) in the present post
- h) Honors Conferred

B. Teaching

(a) Classes Taught

Class	Periods		
	Assigned per week **L T/P (1)	Taught in the year L T/P (2)	Steps taken for the teaching of periods missed during absence or leave (3)
i) U.G. (B.A./B.Sc.etc. pass) (B.A./B.Sc.etc. Hons)			
ii) PG (M.A./M.Sc.etc.)			
iii) M.Philiv) Any other			

* (To be filled at the end of every academic year)

** L=Lecture T=Tutorial P=Practical

b) Regularity and Punctuality

c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students

d) Details of participation in the following:

- (i) University Education
- (ii) Internal Evaluation
- (iii) Paper Setting
- (iv) Assessment of Home assignments
- (v) Conduct of Examinations
- (vi) Evaluation of Dissertation etc.



C. Details of Innovations / Contribution in Teaching, during the year :

- a) Design of curriculum
- b) Teaching methods
- c) Laboratory experiments
- d) Evaluation methods
- e) Preparation of resource material including books, reading materials, laboratory manuals etc.
- f) Remedial Teaching / Student Counseling (academic)
- g) Any other

D. Improvement of Professional Competence:

- (a) Details regarding refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia etc. including open university courses/M.Phil., Ph.D.

E. Research Contributions:

- a) Number of students (M.Phil./ Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M.Phil			
Ph.D.			

- b) No. of research papers published (please enclose list)

- c) Research Projects:

Title of the Project	Name of the funding agency	Duration

- d) Details of Seminars, Conferences, Symposia organized

- e) Patents taken, if any, give a brief description

- f) Membership of Professional Bodies, Editorship of Journals etc.

F. Extension Work/Community Service

- a) Please give a short account of your contribution to:
 - i) Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.
 - ii) National Literacy Mission
- b) Positions held/Leadership role played in organizations linked with Extension work and National Service Scheme (NSS), or NCC or any other similar activity.

G. Participation in Corporate Life:

Please give a short account of your contribution to:

- a) College/University/Institution

- b) Co-curricular activities
- c) Enrichment of campus life
(hostels, sports, games, cultural activities)
- d) Students welfare and Discipline
- e) Membership/Participation in Bodies/Committees on
Education and National Development
- f) Professional Organizations of Teachers
- H. Assessment

- a) Steps taken by you for the evaluation of the course programme taught

I. General Data

State brief assessment of your performance indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement.



(Signature of the Teacher)

J. * Verification of factual data

- A. General Information
- B. Teaching
- C. Details of Innovations/Contribution in teaching, during the year
- D. Improvement of Professional competence
- E. Research contributions
- F. Extension work/community service
- G. Participation in Corporate Life

(Signature of the Person authorized*)

*By a person to be nominated by Principal/Vice-Chancellor.

SHETKARI SHIKSHAN PRASARAK MANDAL MUMBAI'S

**Chacha Neharu
Primary School**

Pay Unit No. : 7 / 155



ANNEXURE-IV(d)

शेतकरी शिक्षण प्रसारक मंडळ मुंबई, संचालित.

**चाचा नेहरु
प्राथमिक विद्यालय**

वेतन पथक क्रमांक - ७ / १५५

Near Birla College, Kalyan (W.), Dist. Thane, Pin- 421 301, Post Box No. 254.

जावक क्र. : CNPS / 2014-15

दिनांक : 28/03/2015

To,
The Principal,
Gurukrupa College of Education and Research,
Kalyan (w.)

**Subject : Feedback regarding your college trainee teacher Practice
Teaching conducted in my school.**

Respected Madam,

Your college students conducted global lesson programme in my school on
dated September 2014 to March 2015.

As per our observation we are sending our suggestions and feedback as
annexed here with for your information.

Thanking you,

Your's faithfully

Place : Kalyan.

Remark and Suggestion (Feed Back)

मुख्याध्यापक

चाचा नेहरु प्राथ. विद्यालय,
कल्याण (प.) जि. ठाणे

- It is observed that all most all the pupil students were teaching lesson in the class with teacher's attitude.
- All most students were completing their lesson with stipulated time.
- Comparatively the use of model is less. Use of model should be increased.
- Discipline of the students is appreciable.
- Teaching aids were properly used by the pupil teachers as per the content taught.
- Pupil teachers were good in teaching skills.
- Planning of lesson plan is appropriate.

मुख्याध्यापक

चाचा नेहरु प्राथ. विद्यालय,
कल्याण (प.) जि. ठाणे

शेतकरी शिक्षण प्रसारक मंडळ मुंबई संचालित
श्री.भैरवनाथ माध्यमिक विद्यालय

सहयाद्रीनगर, बिल्डा कॉलेज जवळ, पो. बॉक्स नं. २५४, कल्याण (प.), जि. ठाणे, पिन - ४२१ ३०९.

माध्यमिक शाळा संकेतांक - १६४२८

वेतन पथक क्रमांक - ठाणे /कल्याण /३४०

दूरध्वनी क्रमांक - २२०६७१७

फॅक्स क्रमांक - २३२८४०६

Ref. BMV/2014-15

Date : 30/03/15

To,
 The Principal,
 Gurukrupa College of Education and Research,
 Kalyan (w.)

Subject : Feedback regarding your college trainee teacher Practice Teaching conducted in my school.

Respected Madam,

Your college students conducted global lesson programme in my school on dated September 2014 to March 2015.

As per our observation we are sending our suggestions and feedback as annexed here with for your information.

Thanking you,

Your's Faithfully,

Place : Kalyan.

श्री. वेडसे आर. एन.
 मुख्याध्यापक
 श्री भैरवनाथ माध्यमिक विद्यालय
 कल्याण (प.), जि. ठाणे

Remark and Suggestion (Feed Back)

- The standard of lesson planning was complimentary to the contents.
- Appropriate teaching aids were used by the students teacher as per subject matter.
- Different techniques were used by a pupil teacher as per subject contents.
- Class control of pupil teacher was excellent.

श्री. वेडसे आर. एन.
 मुख्याध्यापक
 श्री भैरवनाथ माध्यमिक विद्यालय
 कल्याण (प.), जि. ठाणे

ANALYSIS AND INTERPRETATION
Evaluation of Lecturer by B.Ed. Student (Academic Session- 2014-2015)

Sr. No.	Name of the Lecturer	Excellent			Average			Weak			Grand Total (Out of 200)	% age	Remarks
		Response	% Response	Total Score	Response	% Response	Total Score	Response	% Response	Total Score			
01	Dr.Zankar Vaishali D.	92	92.00 %	184.00	08	08.00 %	08.00	--	--	--	192.00	96.00	Excellent
02	Mr. Lagashetty Veerbhushan S.	89	89.00 %	178.00	11	11.00 %	12.00	--	--	--	190.00	95.00	Excellent
03	Dr.Mishra Awadh N.	86	86.00 %	172.00	14	14.00 %	15.00	--	--	--	187.00	93.50	Excellent
04	Mrs. Bhople Archana A.	86	86.00 %	172.00	14	14.00 %	14.00	--	--	--	186.00	93.00	Excellent
05	Mrs. Kolhe Vidyullata N.	88	88.00 %	176.00	12	12.00 %	12.00	--	--	--	188.00	94.00	Excellent
06	Dr. Dhokne Ramkisan G.	83	83.00 %	166.00	17	17.00 %	17.00	--	--	--	183.00	91.50	Excellent
07	Mr.Shinde Jayant S.	35	35.00 %	70.00	65	65.00 %	65.00	--	--	--	135	67.50	Average
08	Mr. Bharati Jitendra S.	60	60.00 %	120	40	40.00 %	40.00	--	--	--	160.00	80.00	Average

From above table we can say that-

- 01 Dr.Zankar Vaishali D. Secured 96.00% Marks. It Means that she is a Good Planner, Knowledgeable, Good Communicator, Punctual, Sincere, Assess Ability and Affective Behavior. Overall performance is Excellent.
- 02 Mr. Lagashetty Veerbhushan S. Secured 95.00% Marks. It Means that He is a Good Planner, Knowledgeable, Good Communicator, Punctual, Sincere, Assess Ability and Affective Behavior. Overall performance is Excellent.

- 03 Dr.Mishra Awadh N. Secured 93.50% Marks. It Means that He is a Good Planner, Knowledgeable, Good Communicator, Punctual, Sincere, Assess Ability and Affective Behavior. Overall performance is Excellent.
- 04 Mrs. Bhople Archana A. Secured 93.00% Marks. It Means that she is a Good Planner, Knowledgeable, Good Communicator, Punctual, Sincere, Assess Ability and Affective Behavior. Overall performance is Excellent.
- 05 Mrs. Kolhe Vidyullata N. Secured 94.00% Marks. It Means that she is a Good Planner, Knowledgeable, Good Communicator, Punctual, Sincere, Assess Ability and Affective Behavior. Overall performance is Excellent.
- 06 Dr. Dhokne Ramkisan G. Secured 83.00% Marks. It Means that He is a Good Planner, Knowledgeable, Good Communicator, Punctual, Sincere, Assess Ability and Affective Behavior. Overall performance is Excellent.
- 07 Mr.Shinde Jayant S. Secured 67.50% Marks. It Means that He is a Not Good Planner, Knowledgeable, Good Communicator, Punctual, Sincere, Assess Ability and Affective Behavior. Overall performance is Average
- 08 Mr. Bharati Jitendra S. Secured 80.00% Marks. It Means that He is a Good Planner, Knowledgeable, Good Communicator, Punctual, Sincere, Assess Ability and Affective Behavior. Overall performance is Average.

ANALYSIS AND INTERPRETATION

Evaluation of Lecturer by M.Ed. Student (Academic Session- 2014-2015)

S r. N o.	Name of the Lectur er	Excellent			Average			Weak			Gr and Tot al (O ut of 200)	% ag e	Rem arks
		Response	% Resp onse	To tal Sc or e	Response	% Resp onse	To tal Sc or e	Response	% Resp onse	To tal Sc or e			
01	Dr.Zan kar Vaishal i D.	37	92.5 %	185	03	7.5%	09	--	--	--	194	97.00	Exce llent
02	Mr. Lagash etty Veerbh ushan S.	36	90.00 %	180	04	10.00 %	12	--	--	--	192	96.00	Exce llent
03	Dr.Mis hra Awadh N.	34	85.00 %	170	06	15.00 %	18	--	--	--	188	94.00	Exce llent
04	Dr.Gad he Nitin N.	32	80.00 %	160	08	20.00 %	24	--	--	--	184	92.00	Exce llent
05	Dr.Shir sat Atulku mar	32	80.00 %	160	08	20.00 %	24	--	--	--	184	92.00	Exce llent
06	Mr.Son awane Santosh S.	35	87.5 %	175	05	12.5 %	15	--	--	--	190	95.00	Exce llent
07	Mrs. Kirkind e Anjali G.	10	25.00 %	50	30	50.00 %	90	-	--	--	140	70.00	Aver age

From above table we can say that-

- 01 Dr.Zankar Vaishali D. Secured 97.00% Marks. It Means that she is a Good Planner, Knowledgeable, Good Communicator, Punctual, Sincere, Assess Ability and Affective Behavior. Overall performance is Excellent.
- 02 Mr. Lagashetty Veerbhushan S. Secured 96.00% Marks. It Means that He is a Good Planner, Knowledgeable, Good Communicator, Punctual, Sincere, Assess Ability and Affective Behavior. Overall performance is Excellent.
- 03 Dr.Mishra Awadh N. Secured 94.00% Marks. It Means that He is a Good Planner, Knowledgeable, Good Communicator, Punctual, Sincere, Assess Ability and Affective Behavior. Overall performance is Excellent.
- 04 Dr.Gadhe Nitin N. Secured 92.00% Marks. It Means that He is a Good Planner, Knowledgeable, Good Communicator, Punctual, Sincere, Assess Ability and Affective Behavior. Overall performance is Excellent.
- 05 Dr.Shirsat Atulkumar Secured 92.00% Marks. It Means that he is a Good Planner, Knowledgeable, Good Communicator, Punctual, Sincere, Assess Ability and Affective Behavior. Overall performance is Excellent.
- 06 Mr.Sonawane Santosh S. Secured 95.00% Marks. It Means that he is a Good Planner, Knowledgeable, Good Communicator, Punctual, Sincere, Assess Ability and Affective Behavior. Overall performance is Excellent.
- 07 Mrs. Kirkinde Anjali G. Secured 70.00% Marks. It Means that she is a Good Planner, Knowledgeable, Good Communicator, Punctual, Sincere, Assess Ability and Affective Behavior. Overall performance is Average

Gurukrupa College of Education & Research, Kalyan(W.)

B.Ed. Teaching Staff

Sr.No.	Faculty Name	Designation	Qualification	FT/PT
01	Dr.Zankar Vaishali D.	Principal	M.A., M.Ed., Ph.D., SET., NET., DSM	FT
02	Mr.Lagashetty Veerbhushan S.	Assistant Professor	M.Sc., M.Ed., DSM. Ph.D.(Appeared.)	FT
03	Dr.Mishra A.N.	Assistant Professor	M.A., M.Ed., Ph.D.	FT
04	Mrs.Bhople Archana A.	Assistant Professor	M.A., M.Ed., M. Phil., Ph.D.(Appeared.)	FT
05	Mrs.Kolhe Vidyullata N.	Assistant Professor	M.Sc., M.Ed., M.Phil., DSM, Ph.D.(Appeared.)	FT
06	Dr.Dhokane Ramkisan G.	Assistant Professor	M.A., M.Ed., Ph. D., SET, NET.	FT
07	Mr.Shinde Jayant S.	Assistant Professor	M.A., M.Ed., NET.	FT
08	Mr. Bharti Jitendra S.	Assistant Professor	M.A., M.Ed., SET. Ph.D.(Appeared.)	FT
09	Mr.Sonule Pramod D.	Librarian	M.Lib.	FT

B.Ed. Non-Teaching Staff :

Sr.No.	Name of the Non-Teaching Staff	Designation	Qualification
01	Mr.Mali Suresh M.	Head Clerk	B.A., M.Ed.
02	Mr.Mhamunkar Yogesh M.	Jr.Clerk	B.Com.
03	Mr.Ram Vikas R.	Accountant	B.Com
04	Mr.Chavan Rahul D.	Lib.Attendant	B.Lib.
05	Mr.Thakare Ajay K.	Computer Lab Assistant	B.A., MS-CIT
06	Mr.Shejawal Dhanjay K.	Peon	10 th
07	Mrs.Bitti Devi Sorappasudi	Peon	4 th
08	Smt.Reddy Sunanda H.	Peon	10 th

**Gurukrupa College of Education & Research,
Kalyan(W.)
M.Ed. Teaching Staff**

Sr.No.	Faculty Name	Designation	Qualification	FT/PT
01	Dr.Zankar Vaishali D.	Principal	M.A., M.Ed., Ph.D., SET., NET., DSM	FT
02	Mr.Lagashetty Veerbhushan S.	Assistant Professor	M.Sc., M.Ed., DSM. Ph.D.(Appeared.)	FT
03	Dr.Mishra A.N.	Assistant Professor	M.A., M.Ed., Ph.D.	FT
04	Dr.Gadhe Nitin K.	Assistant Professor	M.A., M.Ed., D.S.M., Ph.D.	FT
05	Dr.Shirsat Atulkumar D.	Assistant Professor	M.Sc.,M.Ed.NET., Ph.D.	FT
06	Mr.Sonawane Santosh S.	Assistant Professor	M.A., M.Ed., SET, NET, Ph.D.(Appeared.)	FT
07	Mrs.Kirkinde Anjali G.	Assistant Professor	B.Com.M.Com.I, M.Ed. M.Phil., DSM., DBM., SET.	FT

M.Ed. Non-Teaching Staff :

Sr.No.	Name of the Non-Teaching Staff	Designation	Qualification
01	Mr.Shinde Arun V.	Sr.Clerk	M.A.,B.Ed.
02	Mrs.Gadkari Sandhya	Peon	10 th

List of Committees

01. NAAC Co-ordination Committee
02. Local Management Committee
03. College Council Committee
04. Admission Committee
05. Practice Teaching Committee
06. Examination Committee
07. Games and Sports Committee
08. Student Welfare Committee
09. Cultural Committee
10. Attendance & Discipline Committee
11. Grievance and Redressal Committee
12. Environmental Committee
13. Science Club / Committee
14. Placement Committee
15. Guidance and Counselling Committee
16. Library Advisory Committee
17. College Magazine Committee
18. Academic Calendar Committee
19. College Time Table Committee
20. Alumni Association Committee

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Shetkari Shikshan Prasarak Mandal, Mumbai.

**GURUKRUPA COLLEGE OF EDUCATION AND RESEARCH,
(B.Ed./M.Ed.) KALYAN.**

PROSPECTUS - 2014 - 15



SSPM
Since 1985

SSPM Educational Complex ,Near Shubham Compelx,
Guripada Talav Road, Milind Nagar, Kalyan (W.) Dist.-Thane.
• Contact No.: - 0251 - 2027147 • Web site:- www.gcer.org.in
Email ID : gurukrupa.sspm@gmail.com

❖ About S.S.P.M – Trust :

Kalyan is historical city with glorious past, distinctive culture & old world charm, with the changing time city is changing it's charter & demography at rapid rate. There has been a carrying need to have facilities for modern, relevant & quality education for its growing population. To carter this growing need SHETKARI SHIKASHAN PRASARAK MANDAL, MUMBAI Society was established in the year 1985. Many likeminded group of people joined hands in this noble cause under the motivation of President Smt. Lalita D. Veer and with founder pillar Shri. Dattatreya B. Veer. The society consists of likeminded group of people who are dedicated for the development of Human being Welfare of the Disadvantaged sector of the people in the society and initiate various educational, societal, economical developmental activities.

❖ Motto :-

२ न हि ज्ञानेन सदृश पवित्रं इह विद्यते ।

❖ Vision :-

To impart good educational, social, cultural services to the community and imbibe good Moral Values in the Society.

❖ Mission:-

01. Empower to sow the seeds of knowledge.
02. Emerge to nurture the inner potentialities of an individual.
03. Evolve to blossom into an all round personality.
04. Encompass to pledge to the global society.
05. To impart good educational services to the community.
06. Imbibe good moral values amongst the youth.

❖ Values :-

01. Humanity
02. Sensitivity
03. Honesty
04. Forgiveness
05. Non-violence
06. Punctuality
07. Tolerance
08. Self Realization
09. Secularism
10. National Integration

About College :-

Our college is established Educational Institute with the best quality infrastructure for imparting teaching and learning, qualified and experienced teaching staff giving the best quality education.

The First Teacher Education College in Kalyan was established in July 1990 by SHETKARI SHIKSHAN PRASARAK MANDAL, MUMBAI. The strength of B.Ed. students was 80 which was increased to 100 in 2005. The M.Ed. course has been started in August 2007 with 25 students intake which later have increased by 15 in 2008 by NCTE Bhopal (Western Region). The total numbers of the students' intake is 100 in B.Ed. and 40 in M.Ed.

The students are giving good academic performance in each academic year. During this period they have provided with ample opportunities to explore their hidden talents in Academic, Sports, Cultural and Social Service activities etc for all around development and transforming them from a mere collegian to a responsible dignified teachers and citizens. The college also has access to all types of activities and suggested the importance to maintain our internal qualities. Though the curriculum is designed by the University of Mumbai, the college implements curriculum effectively by doing the proper Academic planning and academic flexibility with regular feedback mechanism.

The internal and external activities for students and staff members are planned by the institute for developing the self confidence and necessary skills for imparting quality education amongst them. Our faculties regularly appear in various educational activities such as seminars, workshops, orientation and refresher courses, research work, paper presentation, articles publication, etc.

The students participate in social, cultural and extension activities, community related movements for improving their attitudes towards society and self commitment towards social values.

The college has good infrastructure as per NCTE norms-such as library with reading room, lecture hall, Computer and Educational technology, Science, Psychology Lab., play ground. The college is committed for attaining academic Excellency with imparting quality education in teacher education and research work.

Motto :- न हि ज्ञानेन सदृश पवित्रं इह विद्यते।

Vision:-

Development of capabilities for educating teacher who are committed to attain the vision of Indian society as enshrined in our Constitution and inculcating values, duties and rights as presented in the Constitution.

Mission:-

- ❖ Develop an understanding of content at a higher level by weaving 21st century interdisciplinary themes into core subjects.
- ❖ Develop learning and Innovation Skills among students and teachers.
- ❖ Equip teachers and students with research driven instructional practices.
- ❖ Foster life skills and work place skills among students and teachers.
- ❖ Empower teachers and students with knowledge, skills and attitude required to create inclusive and multicultural learning environment.
- ❖ Install among the students and teachers the civic virtues and the spirit of giving back to the society multifold.

Objectives of the College:

- To pay a special attention towards upgrading the skills of student teachers so that they can fully play their roles in the ultimate renewal of educational practice.
- To empower student teachers to discharge their duties and functions in such a way as to provide significant inputs in school education.
- To prepare teacher for developing finer skills of research methodology and skills to build connectivity between institution and community.
- To build the capabilities and competencies of the student teachers so that they can stimulate intellectual curiosity of student and make themselves as a friend, philosopher and guide of the student.
- To make student teachers aware about changing perceptions regarding his roles and responsibilities as a teacher.
- To foster skills and attitude for involving the community as an educational partner and use community resources in education.
- To enable students to understand the core concepts, tools of inquiry and structures of the disciplines of Education in general and teacher education in particular.
- To provide opportunities to student teachers that will enable learning experiences to make subject matter meaningful.
- To make the student teachers understand student learning styles and create learning opportunities that will benefit diverse learners and learning contexts.
- To develop the capacity among student teachers to use knowledge of effective verbal, non-verbal and information communication techniques to foster active enquiry, collaboration and supportive interaction in the classroom.
- To enable the student teachers to understand and use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual social, emotional and physical development of the learners.

About University:-

The college is affiliated to the University of Mumbai. The University of Mumbai is one of the oldest and premier Universities in India. It was established in 1857 consequent upon "Wood's Education Dispatch," and it is one amongst the first three Universities in India.

As a sequel to the change in the name of the city from Bombay to Mumbai, the name of the University has been changed from "University of Bombay" to "University of Mumbai", vide notification issued by the Government of Maharashtra and published in the Government Gazette dated 4th September, 1996.

B.Ed. Admission

B.Ed. Admission Procedure

Qualifying examination for admission to B.Ed. Course

- Degree examination passed from any Recognized University, Agricultural University, Open University and Deemed University in Arts, Science, Commerce, Home Science and Agriculture Science.
- Candidates have to appear for CET examination conducted by Govt. of Maharashtra OR Maharashtra Vinnaanudaan Adhyapak Mahavidyalaya Sanstha Chalak Association, Pune.

Eligibility for B.Ed. Programme

- For applicants of Open category minimum 49.5% in the degree examination from the University of Mumbai or from any university recognized by the Mumbai University.
- For applicant of Scheduled Class / Scheduled Tribe, Other Backward Class and Special Backward Class category minimum 44.5% in the degree examination from the University of Mumbai or from any university recognized by the Mumbai University.
- If any University has semester pattern, then the average percentage of marks of both the semesters should be considered.
- **Minimum percentage marks exemption (50%) for student graduates from Maharashtra.**
- For the applicants who have served as a full time teacher for minimum two years, (the experience letter should be countersigned by the district educational officer) above mentioned minimum percentage limit is not applicable. The only need to pass the qualifying examination.
- Candidates with a post graduate degree with 50% only need to pass the qualifying examination.

Eligibility for M.Ed. programme

Any person who has obtained the degree of Bachelor of Education of Mumbai University or a degree of another university recognized as equivalent thereto with a minimum of 45% marks in aggregate at the Bachelor's Degree/ Master's Degree examination and 55% marks in the B.Ed. degree examination may be admitted to the

Degree of Master of Education after having fulfilled the requirements as laid down in the ordinances and regulations as prescribed in the course of studies for the degree of Master of Education (M.Ed.).

Relaxation of the minimum percentage of marks for candidates from the reserved categories will be as per State Government Rules.

- Candidates have to appear for CET examination conducted by Govt. of Maharashtra OR Maharashtra Vinnaanudaan Adhyapak Mahavidyalaya Sansthalak Association, Pune.

Gurukrupa College of Education & Research, Kalyan (W). ADMISSION FORM	
Personal Information of the Candidate :	
Surname : _____ Candidates Name _____	
Husband's/Father's Name : _____ Mother's Name: _____	
Gender : Male /Female Marital Status : Married/Unmarried Date of Birth : / /	
Address for Correspondence:	
Address: _____	
Suburb: _____ City _____ District: _____	
State: _____ Pin Code: _____ Telephone: _____	
Mobile No: _____ Email ID: _____	
LEGAL AND SOCIAL RESERVATIONS:	
<ul style="list-style-type: none"> • Category OPEN/SC/ST/DT(A)/NT(2)/NT(3)/OBC/SBC: • Do you Belong to non creamy layer • Physically Handicapped • Kashmir Migrant • Ward or Spouse of Ex/In-serviceman (defence) • Have you served as full time teacher for minimum two years? (attach experience Certificate Counter signed by Education Officer) • Ward or Spouse of freedom fighter • Ward of Spouse of Earthquake or project affected person • Divorced or deserted or widowed women 	<div> <input type="text"/> Yes/No. </div> <div> <input type="text"/> </div> <div> <input type="text"/> </div> <div> <input type="text"/> </div> <div> <input type="text"/> </div> <div> <input type="text"/> </div> <div> <input type="text"/> </div> <div> <input type="text"/> </div> <div> <input type="text"/> </div>
Admission Quota : 70% or 28% or 2%	
Preference of Colleges for Admission :	
Method and Medium :	
Method: <input type="text"/> Medium: <input type="text"/>	
Qualifying Examination : B.A. <input type="text"/> B.Sc. <input type="text"/> B.Com <input type="text"/> Other <input type="text"/>	
Passing Examination seat No. <input type="text"/> Month and Year: <input type="text"/>	
Name & Place of the University <input type="text"/>	

Subject Opted (write the optional subjects studied for degree exam & No. Of Papers Studied)	Total Marks obtained	Out of	Percentage

Heads for Additional Marks :

Participation in NSS Programme at college level for two years or minimum 120 hours :

Participation in Adult Literary programme at college level for two years or minimum 200 hours:

NCC Certificate of B or C level _____:

Have you participated in Elocution, Drama, Debate or Cultural Activities at University & State level

Have you participated in Elocution, Drama, debate or Cultural Activities at University & State & National Level :

Details of Post Graduate /D.TEd./B.P.Ed. Course Completed :

Sr.No	Name of Exam	Year of Passing	Total Marks obtained	Out of	Class
1.	P.G.Degree ()				
2.	D.TEd.				
3.	B.P.Ed.				
4.	Other				

LIST OF DOCUMENTS TO BE ATTACHED HEREWITH

- Statement of Marks of certificate of passing of qualifying examination.
- Statement of marks or Certificate of passing of post graduation examination (if any)
- Statement of marks or Certificate of passing of additional qualifying examination (if any)
- Marriage Certificate/Govt. gazette in case of change in name.
- Caste certificate clearly mentioning the category of the candidate and also the remarks that the caste is considered as backward class of the state of Maharashtra.
- Non-Creamy Layer Certificate issued by Sub Divisional officer or Deputy Collector of the district in addition to the caste certificate. Issued after 1 April, 2003 (if applicable to the caste and category you belong to)
- Caste validity certificate in your name issued by Executive or metropolitan magistrate in Maharashtra State if applied in ST category.
- Validity corticated issued by District Military welfare Board (If ward or spouse of Ex-servicemen or in servicemen)
- Minimum 40% physical disability certificate issued by District Civil Surgeon (if Physically Challenged)
- Certificate clearly mentioning "District Jammu/and Kashmir Candidate, staying in refugee camp from hear of the officer of Migrant/Refugee camp (if Kashmir Migrant)
- Certificate of service (attested by Education Officer) if served as a full time teacher for minimum two years.
- Certificate of participation in NSS programme at college level for two Years or Minimums 200 hours (if applicable)

13. Certificate of participation in Adult Literacy Programme at college level for two years or minimum 200 hours (if applicable) ☐
14. Certificate of participation in Adult Literacy Programme at college level for two years or minimum 200 hours (if applicable) ☐
15. NCC B or C level Certificate (if any) ☐
16. Certificate of participation in sports/elocution/drama/other cultural activities at University/Inter-university/state/National level during your degree course (if any) ☐
17. Certificate of being ward or spouse of freedom fighter from a competent authority (if ward or spouse of freedom fighter) ☐
18. Earthquake or project affected certificate or District Rehabilitation Project officer or Sub-divisional officer or District Controller (if ward or spouse of earthquake or Project affected person) ☐
19. For widowed candidate attested copy of Death Certificate of spouse and affidavit stating that the candidate has not married again. For divorced candidate attested true copy of (court) divorce papers. For Deserted candidate Attested True copy of certificate or competent authority (if Deserted or Divorced or Widowed women) ☐
20. Attach an authentic "list of equivalent coding marks" if university is giving grades instead of marks ☐

Total documents attached :

Note : While submitting the form, tick only those checkboxes in front of the documents names that you are submitting along with this form.

Application Fee Details :

D. D. Amount : D.D.Date : / /

D. D. No.: D. D. MICR Code :

Bank Name : Branch Name :

(Nationalised Bank)

Note : D.D. Must be Drawn in the name of Gurukrupa College of Education & Research.

I am aware of the rule that admission made are provisional which will be final after verifications of original Document/Certificate of eligibility admitted college. If admission is rejected due to eligibility criteria or due to varying information in document/certificate at any stage I will not have any complain & that will be my responsibility.

Place :

Date :

Name and Sign :

सराव पाठ निरीक्षण तक्ता

१) पाठ टाचण व तयारी :-

अ.नं.	उपमुद्दे	निरीक्षक अभिप्राय
	परिपूर्णता / अनुकृता व व्यवस्थितपणा / नोटनेटकेपणा व स्वच्छता, पाठ, टाचण व नकाशे, आकृत्या व चित्र जोडणे.	

२) प्रस्तावना व हेतुकथन :-

अ.नं.	उपमुद्दे	नाही	मध्यम	चांगली	निरीक्षक अभिप्राय
२.१	आशयाशी संबंधित / पूर्वज्ञान पडताळणी / कथन / प्रश्न / संदर्भ				
२.२	आकर्षकता / नाविन्यता				
२.३	शैक्षणिक साधनाचा अनुरूप वापर				
२.४	हेतू कथनाची स्पष्टता				
२.५	घटक / उपघटकाचे लेखन				
२.६	प्रस्तावना व हेतुकथनाची परिणामकारकता				

३) विषय विस्तार :-

अ.नं.	उपमुद्दे	पूर्णपणे असमाधानकारक	बरा	मध्यम	चांगला	उत्कृष्ट	निरीक्षक अभिप्राय
	प्रश्न-दर्जा, विचारण्याची पध्दत, आकर्षकता स्वीकार						
	फलक-लेखन-दर्जा, अनुकृता, आकर्षकता						
	स्पष्टीकरण / कथन वाचन, वेग, उदाहरणे, दाखले, सुसूत्रता						
	चेतक विविधता, कृतिवृत्त सहभाग, शैक्षणिक साधनांचा वापर, संवेदन लक्ष्यातील बदल, हालचाल, हावभाव						
	संगोपातावरण-शिक्षण, शिक्षक-विद्यार्थी आंतरक्रिया						
	समारोप						

४) मूल्यमापन व स्वाध्याय :-

अ.नं.	उपमुद्दे	पूर्णपणे असमाधानकारक	बरा	मध्यम	चांगला	उत्कृष्ट	निरीक्षक अभिप्राय
१	उद्दिष्टानुसार ज्ञान / आकलन / उपयोजन / कौशल्य / अभिरुची						

५) मूल्य व गाभाभूत घटक :-

मूल्य व गाभाभूत घटकाचा अध्यापनात समावेश	निरीक्षक अभिप्राय

६) आशय प्रभुत्व :-

आशय प्रभुत्व	निरीक्षक अभिप्राय

७) पाठाचा एकूण परिणाम :-

पाठाचा एकूण परिणाम	निरीक्षक अभिप्राय

८) इतर मुद्दे :-

- १) मार्गदर्शक प्राध्यापकाची सही - आहे / नाही
- २) वेशभूषा योग्य - आहे / नाही
- ३) स्वच्छता / टापरटोप / नोटनेटकेपणा - आहे / नाही

पाठनिरीक्षक सही

शेतकरी शिक्षण प्रसारक
S.S.P.M.

गुरुकृपा कॉलेज ऑफ
GURUKRUPA COLLEGE OF

छात्रशिक्षकाचे नाव Student Name		ह. नं. Roll No.
दिनांक :- Date	पाठ क्रमांक Lesson No.	विषय :- Subject :-
	विषय पाठ क्रमांक Subject Lesson No.	पाठ्य घटक :- Unit of the Lesson
अध्यापन घटक विश्लेषण Teaching Unit Content Analysis	उद्दिष्टे व स्पष्टीकरण Objectives and Specifications	अध्यापन साहित्य Teaching Material

मंडळ, मुंबई संचलित

Mumbai's

एज्युकेशन अँड रिसर्च, कल्याण.

EDUCATION & RESEARCH, KALYAN.

शाळेचे नाव School's Name	इयत्ता व तुकडी :- Std. & Division
विद्यार्थ्याचे पूर्वज्ञान Student's Previous Knowledge :-	तासिकेचा क्रमांक :- Period No.
गाभाभूत घटक / (Core Element) मुल्य / (Value)	तासिकेची वेळ :-.....ते..... Time of the lesson.....to.....
शिक्षक कृती Teacher's Activity	विद्यार्थी कृती Student's Activity


दिनांक :	फलक लेखन Chalk Board Writing	इयत्ता : तुकडी :
विषय :	घटक :	

पाठ निरीक्षक प्राध्यापकांच्या अधिक सूचना :

पार्गदर्शकांची स्वाक्षरी

पाठनिरीक्षकाची स्वाक्षरी

शिक्षक कृती Teacher's Activity	विद्यार्थी कृती Student's Activity
<p>मूल्यमापन / Evaluation ब)</p>	
<p>गृहपाठ / Assignment</p>	


 Principal
 Gurukrupa College of Education And Research
 Kalyan.

फोन : २०२७१४१७

शे. शि. प्र. मंडळ, मुंबई संवलित
गुरुकृपा कॉलेज ऑफ एज्युकेशन अँड रिसर्च
कल्याण (प.)

(बी. एड्.)

पाठ निरीक्षण नोंदवही



विद्यार्थ्याचे नाव : _____
रोल नं. : _____ ग्रंथालय नं. : _____ वर्ष : _____
पत्ता : _____
फोन नं. _____

V वर्ग आंतरक्रिया (✓ अशी खूण करा.)

	जास्त प्रमाणात	पुरेसे	अपुरे
शिक्षक	-----	-----	-----
शिक्षक विद्यार्थी	-----	-----	-----
विद्यार्थी - विद्यार्थी	-----	-----	-----
विद्यार्थी - शिक्षक	-----	-----	-----
सूचना			
VI समारोप			

सूचना

VII वर्ग व्यवस्थापन

सूचना

VIII योजनेची कार्यवाही

- १) उद्दिष्ट डोक्यासमोर ठेवून शिकवले.
- २) उद्दिष्ट पूर्ती झाली.
- ३) विद्यार्थ्यांमध्ये अभिरुची निर्माण केली.
- ४) विद्यार्थी सहभाग घेतला.
- ५) शिक्षक पूर्वतयारीनिशी आले.
- ६) शिक्षकांनी अध्यापन पद्धतीवरील प्रभुत्व दर्शवले.
- ७) शिक्षकांनी आशयासंबंधी प्रभुत्व दर्शवले.
- ८) भाषेचा वापर योग्य प्रकारे केला.
- ९) शैक्षणिक साधनांचा वापर योग्य प्रकारे केला.
- १०) शिक्षकांनी वर्गात योग्य सुसंवाद साधला.

उत्तम	चांगला	साधारण	निकृष्ट	अति निकृष्ट

विद्यार्थी शिक्षक सही

शिक्षक सही

पर्यवेक्षकांची सही

शाळेचे नांव : _____ दिनांक : _____
 पर्यवेक्षण पडताळा नांव : _____ विषय : _____
 सूची रोल नं. : _____ इयत्ता/तुकडी _____
 पाठ क्र : _____

I प्रस्तावना

सूचना

II चेतक बदल

सूचना

**III प्रश्न कौशल्य
चुकीचे प्रश्न**

सूचना

**IV विद्यार्थ्यांच्या उत्तरासंबंधी प्रतिक्रिया व बरोबर/
योग्य उत्तरासाठी दिलेले प्रबलन**

शाब्दिक प्रबलन

अशाब्दिक प्रबलन
अयोग्य उत्तरे

अंशतः योग्य उत्तरे

प्रबलानासंबंधी वर्तणूक उदा. उत्तराची पुनरावृत्ती.

सूचना

Principal
Principal
 Gurukrupa College of Education And Research
 Kaiyan.

शेतकरी शिक्षण प्रसारक मंडळ, मुंबई संचालित
गुरुकृपा कॉलेज ऑफ एज्युकेशन अँड रिसर्च

कल्याण (प.), जि. ठाणे.



मूल्यमापन कृतिसत्र नोंदवही

वर्ष : २० - २०



छात्र अध्यापकाचे नाव :
हजेरी क्रमांक :
अध्यापन पद्धती I : अध्यापन पद्धती II :
मार्गदर्शक प्राध्यापकाचे नाव :



शेतकरी शिक्षण प्रसारक मंडळ, मुंबई संचलित
 गुरुकृपा कॉलेज ऑफ एज्युकेशन अँड रिसर्च
 कल्याण (प.), जि. ठाणे.



प्रमाणपत्र

प्रमाणित करण्यात येते की,

श्री./श्रीमती/कुमारी

यांनी सन २० - २० या शैक्षणिक वर्षातील मूल्यमापन कृतीसत्र

समाधानकारकरित्या पूर्ण केले.

दिनांक :

मार्गदर्शक प्राध्यापक

प्राचार्य

श्रेतकरी शिक्षण प्रसारक मंडळ, संचालित
गुरुकृपा कॉलेज ऑफ एज्युकेशन अँड रिसर्च, कल्याण (प.), जि. ठाणे.

वार्षिक नियोजन

इयत्ता :
एकूण उपलब्ध तासिका :

विषय :
अध्यापनासाठी एकूण उपलब्ध तासिका :

अ.क्र.	घटक	उपघटक	अध्यापन तासिका	मूल्यमापन तासिका	एकूण तासिका

श्रेतकरी शिक्षण प्रसारक मंडळ, संचालित
गुरुकुपा कार्तेज ऑफ एड्युकेशन अँड रिसर्च, कल्याण (प.), जि. ठाणे.

घटक नियोजन

इयत्ता :

विषय :

पाठक :

उपपाटक
ब तासिका

8)
9)

☐ ☐
☐ ☐

2) 3)

☐ ☐
☐ ☐

(३) (४)

उपपटक क्रमांक	पाठ्यशास्त्रे पृथक्करण	उद्दिष्टे व साटीकरणे	अध्ययन अनुभव	मूल्यापेक्षे
			<p>Principal</p> <p>Gurukrupa College of Education And Research Kalyan</p>	

शेतकरी शिक्षण प्रसारक मंडळ, मुंबई संचलित

गुरुकृपा कॉलेज ऑफ एज्युकेशन अँड रिसर्च, कल्याण

घटक चाचणी नियोजन

इयत्ता :

विषय :

घटक :

- १) घटक चाचणीसाठी एकूण गुण :
२) घटक नियोजनाचे पाठयांश, उद्दिष्टे, प्रश्न प्रकार व काठिण्य पातळीनुसार गुण विभाजन तक्ते :

अ) उद्दिष्टांनुसार गुण विभाजन तक्ता

ब) पाठयांशानुसार गुण विभाजन

अ. क्र.	उद्दिष्टे	गुण	टक्केवारी
१.			
२.			
३.			
४.			
	एकुण		

अ. क्र.	उद्दिष्टे	गुण	टक्केवारी
१.			
२.			
३.			
४.			
	एकुण		

क) प्रश्न प्रकारानुसार गुण विभाजन

ड) प्रश्नांच्या काठिण्य पातळीनुसार गुण विभाजन

अ. क्र.	प्रश्न प्रकार	प्रश्न संख्या	गुण	टक्केवारी
१.				
२.				
३.				
४.				
	एकुण			

अ. क्र.	काठिण्य पातळी	प्रश्न संख्या	गुण	टक्केवारी
१.				
२.				
३.				
४.				
	एकुण			



संविधान तक्ता (Blue Print) त्रिमितीपत्रक

[illegible]

सूचना : गुण लिहिलेल्या सोबत प्रश्नसंख्या लिहावी. संकेताप्रमाणे गुण बाहेर व कंसात प्रश्न संख्या लिहावी. तक्ररातील सांकेतिक : 'व' : वस्तुनिष्ठ प्रश्न, 'न' : लघुल्लरी प्रश्न, 'नि' : निबंधवर्णा प्रश्न.

शतकरी शिक्षण प्रसारक मंडळ, संचलित
गुरुकृपा कॉलेज ऑफ एज्युकेशन अँड रिसर्च, कल्याण
घटक चाचणी प्रश्नपत्रिका

इयत्ता :

विषय :

घटक :

एकूण गुण :

[illegible]

शेतकरी शिक्षण प्रसारक मंडळ, संचलित
गुरुकृपा कॉलेज ऑफ एज्युकेशन अँड रिसर्च, कल्याण
घटक चाचणीचे प्रश्नवार पृथःकरण

[illegible]

Principal

Gurukrupa College of Education And Research:
Kaiyan.

LIST OF ABBREVIATIONS

ABBREVIATIONS	FULL FORM
SSPM	Shetkari Shikshan Prasarak Mandal, Mumbai
GCER	Gurukrupa College of Education and Research
MS-CIT	Maharashtra State Certificate in Information Technology
ICT	Information and Communication Technology
SS	Social Service
GO	Government Organization
NGO	Non-Government Organization
CBCS	Choice Based Credit System
LMC	Local Managing Committee
LIC	Local Inquiry Committee
BOS	Board of Studies
BUTR	Board of University Teaching and Research
K-Yan	Knowledge Yan
MVAMSA	Maharashtra Vinaanudanit Adhyapak Mahavidyalaya Sansthachaalak Association.
CET	Common Entrance Test
UOM	University of Mumbai
G.M.C.	Gymkhana Managing Committee
L.C.D.	Liquid Crystal Display
O.H.P.	Over Head Projector
KDMC	Kalyan - Dombivali Municipal Corporation
D.S.M.	Diploma in School Management
Y.C.M.O.U.	Yeshwantrao Chauhan Maharashtra Open University

BEST PRACTICES OF INSTITUTION

1. Library best user award:

Goal of the Practice: To attract more students to visit the library and use the resources.

The Process: Data is gathered through visitor register maintained in the library. Usage data is compiled through circulation of library items. Based on the above data and the observations of the librarian one best user award are given to the student who has made maximum use of the library. Cash/book in the form of award is given to best user from the each discipline.

Impact of the Practice: This has Increase in frequency of visits to the library. Increase in the use of library reference materials as well as online resources.

Resources required: Finance for instituting awards. Maintenance/Monitoring of user statistics. Commitment from librarian and support of management.

2. User Feedback Practice through suggestion boxes

Goal of the practice To maintain suggestion Box to get User feedback on various services provided to them. To evaluate the feedback forms or letters to improve library services. Streamlining or focusing the services with modifications, if any to meet the User needs.

The Process: Library is a service center to support the teaching, learning and research needs of the users. Apart from providing regular and routine services, it is necessary to provide new and improved services. It is necessary to get feedback on the regular and new services from the Users to streamline or modify to suite to the requirements of the end users. Suggestions are taken in to consideration further decisions in the matter.

Impact of the practice: User satisfaction levels have increased. The informal feedback from the users in the form of dialogue also helped to correct or modify certain procedures that helped them. User interaction is encouraged by all the sections on informal basis and this has improved the functioning and activities in the library.

Resources required: A feedback box near the entry point of the library. The Library Committee Section to open this box regularly to take decisions at their level or at a staff meeting based on the issues. Regularly scheduled meetings to discuss the issues.

3. On-line retrieval (Internet access facility)

Goal of the Practice: To provide online access to globally generated information to the students and researchers.

The Process: One of the most important roles the libraries play in society is providing access to information. Access to current and comprehensive information is important to improve teaching and learning activities. Computers with broadband connection exclusively to the students and researchers to access online information resources. Library staff members monitor this service during the working hours of the Library.

Impact of the Practice: The User Community received it with enthusiasm. Within a short span of time, it became one of the most utilized services of the library.

Resources required: Computers, Computer Tables and Chairs, broadband connectivity of 4 mbps and skilled library staff to guide the users to retrieve relevant information.

4. Free browsing Unit (Internet access facility)

Goal of the Practice: To provide access to Web resources, to facilitate students easily access Web resources, to educate the users for the systematic approach to the current information to support their projects, assignments etc.

The Process: Large numbers of resources are available in the Web and students need to be provided with the required facility to access the same. A browsing unit with three computers with Internet connectivity is created for free use by the students during working hours. Librarian and senior faculty members are guiding them in searching the relevant topics and also taking printouts.

Impact of the Practice: Students are well informed about the N-list, e-resources and they are permitted to use the facility only for academic purpose. Students are benefited by getting current information.

Resources required: Computers with multimedia facility with Internet connectivity. Training to library staff in familiarizing e-resources to enable them to guide the student.

5. **KWL Model:** Teacher uses KWL a popular technique for assessment purpose. A popular mode of assessments is the KWL technique. Each student is asked to draw three columns titled K, W and L. Under K the students writes what he/she knows about the topic, under W. what the students' wishes to know which is followed by sharing. This gives the teacher educator an idea of the previous knowledge of the students and helps to streamline the topic accordingly. After the unit is taught, the student has to fill the last column L. Students have to write what they learnt from the topic and how it will be useful for them as future teachers. Measured for quality sustenance include continual multi rater feedback and reflective practices followed by revision of activities and programmes. Quality sustenance is ensured by up grading knowledge and skills of the teacher educator through sustained capacity building programmes.
6. **Reflective Practices:** The College has developed a plan for self reflection for student-teachers Teaching, Learning and Evaluation. It consists of three parts.
 - Part A: Self reflection before lesson
 - Part B: Self reflection after lesson
 - Part C: Areas for improvement

It is meant for improvement through self evaluation of pedagogical analysis, planning and implementation of teaching-learning activities. The scale has the following aspects-1. Induction 2. Methods and Techniques 3. Interactivity 4. Class and time management 5. Use of learning resources 6. Development of core elements/values and life skills. The feedback is provided in CSS format-

 - C- Continue with the good things in teaching
 - S- Stop the practices which weaken classroom teaching and learning.
 - S- Start with new techniques which are necessary for the student teachers classroom teaching.

Before the students begin with individual lesson coaching, they need to identify the aspects of their pedagogy for which they need coaching. They need to reflect on their own lesson which facilitates acceptance of mentor's feedback. Areas for improvement provide suggestions for further planning and implementation of practice lessons.

7. **Training Courses:** At the start of the year, workshops are conducted in Information Communication Technology and Communication Skills. The course in ICT covers various areas as use of computers in pedagogy, training in preparation of PowerPoint presentations, networking use of Internet and Intellectual Property Rights. The workshop on Communication Skills includes sessions on pronunciation, presentation and public speaking. These workshops are conducted during the pre-practice teaching period and are extremely useful during practice lessons.
8. **Student Support Cell:** Faculty advisors- Faculty meeting is conducted by the college on a monthly basis to develop rapport, sort out the problems and improve the quality of students' input. Each faculty group is monitored by a faculty advisor. The students in need of personal counseling are referred to Counseling Cell to resolve mental conflicts and relieve them from stress. In the students' diary a few pages are allotted to maintain a record of activities done by the students throughout the year. This encourages students to participate in academic and non academic activities.
9. **Guidance and Counseling Cell-** In case of individual guidance the concerned student is referred to Mrs. Kolhe. Students seek guidance on academic and professional matters. To cope with emotional stress and/ or other difficulties personal guidance is provided. The services provided by the unit are considered effective by us because even alumni often visit the faculty seeking guidance on various issues. The kind of confidence displayed by students owes credit to the rapport that has been formed between the members of the staff and students. The Principal too is approached by students for guidance on various topics. The psycho spiritual experiences of the Principal prove highly beneficial in this case.
10. **Placement cell** – since we had positive experience of previous years we approach the Principals of local schools every year. The placement service enabled us to serve our students better. The process begins by inviting several practice teaching schools in the month of January. The Principals and Directors conduct interview followed by demonstration lessons and content test. Students are guided regarding the applications to be forwarded, the demonstration lessons to be given and the interview they would face.

11. **Alumni Activities:** Our alumni are a great support when it comes to helping us with both human and non human resources. The following alumni helped us in the last academic year: Mrs. Megha Bagore, Faculty D.S.D. School, conducted 'Certificate Course in Vocal Music'. The alumni help us in our fund raising programme by procuring advertisements and contributing towards the souvenir. In cases where we have needed supervisors for practice lessons, those of our alumni with an M. Ed degree have readily agreed to supervise and also to guide practice lessons.
12. **Shared Leadership:** The institution believes in shared leadership. Hence there is departmental freedom where the department In-charge draws a plan of action and executes it with assistances of the other staff members. Autonomy is seen in the working of the college. There exists a strong rapport between management and staff and students.
13. **Feedback system:** The Institution seeks feedback from various stakeholders. Collaboration these, results in a multi –perspective view of our working. The feedback is then used to improvise the planning and execution of activities for the sessions that follow.



Phone & Fax : 0251-2027147
S. S. P. M. Mumbai's

**GURUKRUPA COLLEGE OF
EDUCATION & RESEARCH**
Kalyan (W).

(Affiliated to Mumbai University)
Medium Marathi Estd. : 1990



मराठी माध्यम

फोन/फॅक्स : ०२५१-२०२७१४७
एस.एस.पी.एम. मुंबई
गुरुकृपा कॉलेज ऑफ
एज्युकेशन अँड रिसर्च
कल्याण (प.)
(मुंबई विद्यापीठाशी संलग्न)
स्थापना : १९९०

S.S.P.M. Education Complex, Opp. Gauripada Talav Road,
Milind Nagar, Kalyan (W). Dist. Thane, Pin - 421 301. Post Box No. 254.

Ref. No.

Date :

CERTIFICATE OF COMPLIANCE

This is to certify that Gurukrupa College of Education and Research,
Kalyan (w.) Dist – Thane fulfils all norms.

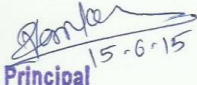
1. Stipulated by the University of Mumbai.
2. National Council for Teacher Education, W.R.C. Bhopal.
3. The affiliation and recognition (if applicable) is valid continuous till date
(Temporary Affiliation)

In case the affiliation/Recognition is conditional, then a detailed enclosure
with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC accreditation, if granted, shall stand cancelled
automatically, once the institution loses its University affiliation or Recognition by
the Regulatory Council as the case may be.

Incase the undertaking submitted by the institution if found to be false then
the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that
the undertaking given NAAC will be displayed on the college website.

Date : 15/06/2015
Place : Kalyan


15-6-15
Principal
Gurukrupa College of Education And Research
Kalyan.

Since 1985

Phone & Fax : 0251-2027147
S. S. P. M. Mumbai's

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मराठी माध्यम

फोन/फॅक्स : ०२५१-२०२७१४७

एस.एस.पी.एम. मुंबई

**गुरुकृपा कॉलेज ऑफ
एज्युकेशन अँड रिसर्च**

कल्याण (प.)

(मुंबई विद्यापीठाशी संलग्न)

स्थापना : १९९०

S.S.P.M. Education Complex, Opp. Gauripada Talav Road,
Milind Nagar, Kalyan (W). Dist. Thane, Pin - 421 301. Post Box No. 254.

Ref. No.

Date :

DECLARATION BY THE HEAD OF THE INSTITUTION

I Certify that the data included in this "Self Appraisal Report" (SAR) is true
to the best of my knowledge.

This SAR has been prepared by the institution after internal discussion with
the faculty and no part there has been outsourced.

I am aware that the pear team will validate the information provided in the
SAR during the pear team visit.

Place : Kalyan

Date : 15/06/2015

[Signature]
15.6.15
Principal

Gurukrupa College of Education And Research
Kalyan.