Yearly Status Report - 2019-2020

Part A	
Data of the Institution	
1. Name of the Institution	**GOVERNMENT COLLEGE OF EDUCATION, IASE, AURANGABAD**
Name of the head of the Institution	**Dr. Muley Sanjivani Shrikant**
Designation	**Principal**
Does the Institution function from own campus	**Yes**
Phone no/Alternate Phone no.	**02402334840**
Mobile no.	**9422206410**
Registered Email	**govtiase@gmail.com**
Alternate Email	**sanjivanimuley.11@gmail.com**
Address	**Padampura, Railway Station Road, Aurangabad**
City/Town	**Aurangabad**
State/UT	**Maharashtra**
Pincode	**431005**

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Urban**
Financial Status	**state**
Name of the IQAC co-ordinator/Director	**Dr. Totade Sunita. Prabhakarrao**
Phone no/Alternate Phone no.	**02402334840**
Mobile no.	**9545869666**
Registered Email	**iaseiqac@gmail.com**
Alternate Email	**sanjivanimuley.11@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	http://iaseaurangabad.org/showpdf.aspx?PID=24

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	http://iaseaurangabad.org/showpdf.aspx?PID=25

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity Period From	Validity Period To
1	A	87.25	2004	03-May-2004	03-May-2009
2	A	3.27	2015	01-May-2015	01-May-2020

6. Date of Establishment of IQAC	**19-Jan-2006**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries

Organisation of Understanding The Self Workshop	18-Nov-2019 6	30
Organisation of Campus interview	12-Mar-2020 1	27
One Day National Level Seminar on Outcome-Based Education	04-Dec-2019 1	77
State Level Symposium on New Education Policy 2019	27-Jun-2019 1	87
Workshop on Innovations In Teaching-Learning Process	26-Jul-2019 8	80
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Govt. College of Education, IASE, Aurangabad	Plan	Govt. Of Maharashtra	2020 365	85000
Govt. College of Education, IASE, AurangabadN	Non Plan	Govt. Of Maharashtra	2020 365	26031000
Govt. College of Education, IASE, AurangabadN	Govt. Of India Scholarship	Govt. Of Maharashtra	2020 365	754893
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9. Whether composition of IQAC as per latest NAAC guidelines:	**Yes**
Upload latest notification of formation of IQAC	View File
10. Number of IQAC meetings held during the year :	**4**
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	**Yes**
Upload the minutes of meeting and action taken report	View File
11. Whether IQAC received funding from any of	**No**

the funding agency to support its activities during the year?	

12. Significant contributions made by IQAC during the current year(maximum five bullets)

? IQAC has to work continuously for collecting quantitative qualitative data from the college. ? Teaching Quality improvement ? Planning of Academic Calendar Organisation of International Yoga Day ? Qualitative implementation of curricular, co curricular and extracurricular activities ? Organization of meetings for proper planning of field based activities ? Use of ICT in teaching learning process and cocurricular activities ? Participation of IQAC members in various educational, social programmes. e.g. Guest Lectures ,Interviews, Campus Interviews,Seminars,Workshops,Tree Plantation etc. ? Organization of Campus Interview ? Organisation of Workshop on New Trends in Teaching -Learning ? State Level Symposium on New Education Policy 2019 ? Workshop on Innovations in Teaching Learning Process(TLP) ? One Day National Level Seminar on OutcomeBased Education

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
I. Curricular Aspect Organisation of meetings for proper planning and implementation of curriculum	1. Distribution of workload among the faculty 2. Preparation of Academic Calendar 3. Preparation of Information Broachers, Workbooks, Evaluation tools, Tools for collection of data for partial fulfilment of the practicum 4. Preparation of various workshops for B.Ed. M.Ed., Ph.D. courses
II Teaching - Learning and Evaluation Organisation of workshops, orientation programmes for implementation of curricular, co-curricular and extra-curricular activities.	Following activities are implemented successfully • Curriculum Orientation Programme • Talent search programme • Micro teaching workshop • Practice lesson workshop • Demonstration lesson workshop • YOGA workshop • Orientation Programme for Reading and Reflecting on text • Workshop for critical understanding of ICT • Orientation programme for Understanding the Self • Pre internship orientation and planning workshop (13/1/20 to 15/1/20)(15/1/20 To 12/2/20) • Internship (16/1/20 to 15/2/20) • Internship SY (16/10/19 to 12/10/20) • Workshop for preparation of teaching learning material • Workshop for work experience
III.Planning of Co-curricular & Extra Curricular Activities.	• Organisation of Various cultural activities • Organisation of Annual gathering • Publication of handbooks through study clubs • Organisation of

	weeks, special days through study clubs • Implementation of activities as per the government circular through houses.
IV Research, Innovations and Extension Promotion of research activities by the IQAC / faculty members	• Participation of faculty members in International, National Seminars, Workshops, Symposiums and Conferences • Publication of Research Papers in International, National Peer Reviewed Research Journals by the IQAC/faculty members. • Worked as a resource person by the faculty members. • Worked as a Teachers Handbook Committee member by the faculty. • Implementation of research based practicum/activities by the faculty. • Action Research Projects by B.Ed. Teacher Trainees during Internship period • Research based practicum completed by the teacher trainees.
V Infrastructure and Learning Resources Maximum utilization of existing infrastructural and learning resources	• Administrative and Academic Heads are designated by the IQAC for proper execution of every activity in the institution under the chairmanship of Principal • Use of various laboratories for completion of curricular, co-curricular and extra-curricular activities • Use of Infrastructure for Maharashtra Law University for implementation of curricular & co-curricular activities • YCMOU Activities • Dr.BAMU,Aurangabad University Examination Centre • DIET • Joint Director Administrative Activities
VI Governance, Leadership and Management	• Course wise Distribution of various Heads & Departments such as B.Ed. Head FY & SY, M.Ed. Head, Activity Head, • Laboratory heads • Inculcation of Leadership Qualities among the teacher trainees through various activities 1. Distribution of workload among the faculty 2. Preparation of Academic Calendar 3. Preparation of Information Broachers, Workbooks, Evaluation tools, Tools for collection of data for partial fulfilment of the practicum 4. Preparation of various workshops for B.Ed. & M.Ed., Ph.D. courses Following activities are implemented successfully • Curriculum Orientation Programme • Talent search programme • Micro teaching workshop • Practice lesson workshop • Demonstration lesson workshop • YOGA workshop • Orientation Programme for Reading and Reflecting on text • Workshop for critical understanding of ICT • Orientation

programme for Understanding the Self • Pre internship orientation and planning workshop (13/1/20 to 15/1/20)(15/1/20 To 12/2/20) • Internship (16/1/20 to 15/2/20) • Internship SY (16/10/19 to 12/10/20) • Workshop for preparation of teaching learning material • Workshop for work experience • Organisation of Various cultural activities • Organisation of Annual gathering • Publication of handbooks through study clubs • Organisation of weeks, special days through study clubs • Implementation of activities as per the government circular through houses. Cocurricular & Extra Curricular Separate karne • Participation of faculty members in International, National Seminars, Workshops, Symposiums and Conferences • Publication of Research Papers in International, National Peer Reviewed Research Journals by the IQAC/faculty members. • Worked as a resource person by the faculty members. • Worked as a Teachers Handbook Committee member by the faculty. • Implementation of research based practicum/activities by the faculty. • Action Research Projects by B.Ed. Teacher Trainees during Internship period • Research based practicum completed by the teacher trainees. • Administrative and Academic Heads are designated by the IQAC for proper execution of every activity in the institution under the chairmanship of Principal • Use of various laboratories for completion of curricular, co-curricular and extra-curricular activities e.g. • ICT Laboratory, Psychology Laboratory, Science Laboratory, Mathematics Laboratory, Social Science Laboratory, Art and Craft Department, Teaching Aid Department, Library /Department, Various Teaching Learning Resources, NAAC/IQAC Department, Competitive Examination Department, Placement Cell, Guidance and Counselling Centre, UGC Department, Examination Department, • Use of Infrastructure for Maharashtra Law University for implementation of curricular & co-curricular activities • YCMOU Activities • Dr.BAMU,Aurangabad University Examination Centre • DIET • Joint Director Administrative Activities Student Grievance Cell, Women Grievance Cell, Information

Department, Language Department, Recognised Research Ce	
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14. Whether AQAR was placed before statutory body ?	**Yes**

Name of Statutory Body	Meeting Date
IQAC	**16-Jun-2020**

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	**No**

16. Whether institutional data submitted to AISHE:	**Yes**

Year of Submission	**2020**

Date of Submission	**17-Jan-2020**

17. Does the Institution have Management Information System ?	**Yes**

If yes, give a brief descripiton and a list of modules currently operational (maximum 500 words)	**The Institution has Management Information System (MIS) is implemented as follows: 1. Internet Connectivity: The institution has partial MIS system. There is internet and Wifi system in the administrative and some academic section like computer department, library, and staff room and in college campus. 2. Admission Process: The admission process for B. Ed. And M.Ed. course is totally centralised. Admission process is conducted through CET Cell, Govt. of Maharashtra, Mumbai. Centralised Admission Process (CAP) is conducted through the various admission rounds. For the seeking proper information of the college related to the admission process to the candidates is made available on admission related websites. In this way the Management Information System (MIS) is totally adopted for the admission process. 3. Institution Related Information: Information related to the institution such as physical and infrastructural facilities, faculty information, staff information, student information, is provided to various agencies through various links. This information is**

available on MIS Portal and college website. 4. Students Scholarships: Process of all types of schemes of scholarship for student are implemented online through MAHADBT Portal. Due to online process students were easily benefited with the schemes. 5. ECommunication: Communication to the various agencies, offices, linkages is done through mail. Various types of college related proposal and information is send time to time on concern links i.e. Govt. of Maharashtra, UGC, NAAC, NCTE, AISHE, Directorate of Higher Education, University, Practising Schools, Collector Office, Treasury etc. 6. Sevarth : Salary is provided to the staff through the egovernance and various schemes for staff are also made available online. 7. Staff Attendance through Biometric: Regular, daily attendance of the faculty and staff is recorded through the biometric machine and it is attached to the salary statement of every month. 8. Formation of WhatsApp Groups: WhatsApp groups are formed and every types of information regarding time tables, new activities, competitive examination related information, examination relation information, University related information is send to the groups for creating awareness among the teacher trainees and update the knowledge regarding various curricular, cocurricular and extracurricular activities. 9. Separate ICT Department: In the institution separate ICT department is available various audiovedio facilities are available. 10. Library Department: In the college inflibnet library software is available. Library is partially automated. Various eresources are available in the library and National International ejournals are subscribed. Wifi and reprography facility is provided to the faculty and teacher trainee and the society for the educational purpose. 11. Availability of E resources: Eresources are available in the college i.e. in the library various ejournals are subscribed by the institution. Apart from this, guidance is given to the teacher trainees regarding various educational websites for seeking the

information and update the knowledge. In this way this institution implemented Management Information System (MIS) for proper and transparent administrative, educational, communication and coordination purpose so the speed and quality of the work is maintained. The academic and administrative aspects of the college have been taken care by constitution of various committees encompassing the members from the

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The institution has the mechanism for well planed curriculum delivery and documentation. • The entire B.Ed. and M.Ed. curriculum is framed by the BOS members, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad as per the guidelines and norms stated by the regulating bodies i.e. NCTE, UGC and University. Our Three Faculty members working as a BOS member contributed to frame B.Ed. & M.Ed. curriculum. • Planning and implementation of various curricular, co-curricular and extra-curricular activities for achieving the institutional Goals, objectives and Values efforts made at the institute level is as follows Curriculum Planning at Institutional Level • From Start of the term Regular meetings are organised for proper planning of curricular, co-curricular and extra-curricular activities.and end of the term review ,feedback is taken. • Academic calendar is prepared as per the guidelines provided by the university regarding implementation of the curriculum. • Department wise and activity wise workload is distributed in the faculty members. • Implementation of curricular, co-curricular and extra-curricular activities as per the academic calendar. Curriculum Delivery The curriculum delivery process is as follows: 1. For implementation of theoretical foundation courses various types of approaches and methods are used. E.g. Lecture method, Discussion method, Panel Discussion method, Group Discussion method, Supervised Study technique, Project method etc. 2. Use if ICT for curriculum transaction : Power point presentation, Multimedia tools are used for delivering various theory courses by the faculty members. 3. Implementation of Practicum Implementation of various types of practicum Theory – Demonstration – Practice – Feedback (TDPF) module us used. Organisation of workshops related to Practicum courses for enhancing professional capacities among the teacher trainees. 4. Various methods, techniques, approaches is used for curriculum transaction such as seminar, Group discussion, Supervised study, Self study, Project method, Project Presentation, Development of teaching learning material / resource material, Regular Class tests, Tutorials, Assignments, Content Test for content knowledge enrichment, Preliminary examination, Viva-voce exam etc. Documentation Process Documentation process for delivering the curriculum followed by the institution is as follows: • Preparation of Information Brochure. • Preparation of Booklets for implementation of Morning Assembly in which all prayers, patriotic songs, good thoughts is included. • Preparation of Data base of admitted teacher trainees (Bio-data form is developed and cumulative record of the every teacher trainee is collected through this bio-data form. • Preparation of academic calendar • Preparation of activity wise

and class wise timetables • Preparation of ICT based teaching learning material • Preparation of Reports by the teacher trainees for fulfilment of the practicum • Preparation of various types of evaluation tools at institutional level to assess the abilities of the teacher trainees. Office Record Student section of the office maintains the record of every teacher trainee regarding admission, scholarship, University, Examination related records etc. Evaluation Process Following evaluation techniques and tools are used for assessment of knowledge, skills, abilities and attitudes of the B.Ed. & M.Ed. teacher trainees 1. Observation of various types of lesson plans e.g. micro teaching lessons, integrated lessons, practice lessons, models of teaching

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
Diploma In Yoga Shiksha kDiploma In Yoga Shikshak	Diploma In Yoga Shikshak	01/01/2020	10	Focus on Yoga Practices to become a Yoga Teacher	Yoga Teacher Teaching Skills

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nill	NIL	Nill
No file uploaded.		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEd	Elective Course System adopted from June 2015	01/06/2015
MEd	Elective Course System adopted from June 2015	01/06/2015

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
No Data Entered/Not Applicable !!!		

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Diploma In Yoga Shikshak (DYS)	01/01/2020	20
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	School Internship Programme for B.Ed. First	64

	Year	
MEd	School Internship Programme for M.Ed. First Year	3
MEd	School Internship Programme for M.Ed. Second Year	7
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
Feedback mechanism process is implemented in the institution is as follows: Feedback mechanism plays the important role in the qualitative improvement of the institution. Feedback provides the guideline to the institution for qualitative implementation of curricular, co-curricular and extra-curricular activities. This institution implements the various activities as per the curriculum. Apart from the curriculum provided by Dr.Babasaheb Ambedkar Marathwada University,Aurangabad, the institute implements various curricular, co-curricular and extra-curricular activities in an innovative way. At the middle term and after completion of the activities and course feedback is obtained from various stake holders and on the basis of this feedback some quality measures are developed for further implementation. Various types of feedback is obtained from the stakeholders for overall development of the institution: 1. Oral feedback from the teacher trainees: After completion of every activity oral feedback is taken from the teacher trainee for the obtaining strengths, weaknesses of the activity which is helpful for the proper planning of these activities in the next activity or next year. 2. Written feedback: Written feedback is taken from the stakeholders after completion of activity, workshop and programme. The institution is obtained feedback from the following stakeholders 1. Teacher trainees 2. Parents 3. Alumni 4. School teacher 5. Mentor teachers 6. School headmasters 7. Experts from the field of education. 8. Peers The feedback mechanism is follows by the institution is as follows: Preparation of tools for data collection Preparation of tools for obtained feedback from teacher trainees, teachers, employers, stakeholders, school teachers, head masters, mentor teachers etc various tools are developed. Various components are included in the tool regarding curriculum, implementation strategies of curriculum, sufficiency infrastructural facilities available in the institution, strengths of the institution, weaknesses, and suggestions for improvement in future etc. Data Collection: After completion of activities data is collected from teacher trainees, teachers, employers, stakeholders, school teachers, head masters, mentor teachers time to time. Data Analysis It is very needful to analyse the data for obtaining the knowledge, attitude of stakeholders regarding implementation of curriculum, curricular, co-curricular activities and extra-curricular activities. Collected data is analysed separately tool wise in the tabular form. Data is interpreted. Item

wise analysis is done in a proper way. Observations and Conclusions Observations are stated on the basis of obtained and analysed data. And conclusions are drawn for the evaluation total institutional strengths, weakness and Opportunities for improvement. Recommendations On the basis of collected, analysed data and conclusions recommendations are stated for the developing strategy for further improvement at the institute level. Improvement strategies are adopted by the institution is as follows: • IQAC meeting is organised for the discussion of issues obtained through feedback forms. • All the analysed data and major observation are placed in the IQAC meeting and all IQAC members are discussed the issues drawn through the analysed date. • In the IQAC meeting all members suggest various implementation strategies as per their opinion and knowledge. • Analysis of implementation strategies is made available for all IQAC members for finalisation of

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
MEd	M. Ed. Second year	50	15	3
MEd	M. Ed. First year	50	25	7
BEd	B. Ed. Second Year year	50	50	30
BEd	B. Ed. First year	50	100	34
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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	67	10	7	9	9

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
9	9	58	6	4	100
View File of ICT Tools and resources					
View File of E-resources and techniques used					

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The nature of teacher training programme itself is student mentoring oriented. The aim of the teacher training

programme is to develop the nation builders. For all round development of the every teacher training focus is given on student mentoring activities. Student mentoring system is adopted by the institution is as follows: Planning In the beginning of the academic year IQAC prepared the Academic Calendar. Focus is given on the planning of student mentoring activities 1. Talent search programme 2. Study Club wise activities 3. House wise daily morning assembly 4. Internship programme 5. Various types of lessons i.e. Micro lessons, Integrated lessons, Practice lessons, Models of teaching lessons, Content cum methodology lessons, ICT based lessons, Final lessons etc. 6. Cultural programmes 7. Field based activities: Practice teaching, Internship, Final Lesson, School Survey etc 8. Theory papers related practicum 9. Annual gathering 10. Various workshops i.e. preparation of teaching aid, Micro teaching workshop, Lesson planning workshop, Evaluation workshop, Demonstration workshop, CCM workshop, Models of teaching workshop, ICT workshop, Workshop for Implementing Understanding the Self, Reading and Reflecting on text, Health Yoga workshop, Research Workshops – Preparation of Research Proposal, Preparation of Research Tool Workshop, Use of Statistics in Research Workshop , Use of Computer in Research Workshop etc. Implementation of student mentoring activities is as follows : 1. Formation of student council : As per the University act and guidelines of Dr.Babasaheb Ambedkar Marathwada University, Aurangabad, Student council is formed. 2. Selection of the student council members: Selection of the student council members on the basis of achievements and qualities of the teacher trainee. All co-curricular and extra-curricular activities were implemented through the student council in the whole academic year. 3. Club activities: Method wise seven study clubs are formed in the institution. Head, Sub-head is nominated for each club and all activities are conducted under the leadership of all these club members. 4. IQAC Meetings: One member from first and second year class is nominated as a student representative in the IQAC. In the every IQAC meeting representative of teacher trainee is given an opportunity to express their views, opinion regarding the developmental issues. 5. Internship Programme: For qualitative implementation of the internship programme major responsibilities are allotted to the teacher trainees. In the pre-internship programme Head masters, supervisors, subject teachers, special teachers, Head of various departments and activities are decided. As per the planning every teacher trainee play the role effectively as per the planning and implement the activities in a innovative way. 6. Cultural Activities: For the implementation of cultural activities, various committees are formed. In every committee four to five members are designated and whole responsibility of the programmes is given to the committee for implementation of the given activities and programmes. 7. Planning and Practice of Various types of Lessons While planning and preparation, freedom is given to the teacher trainee for opting teaching approach, teaching methodology, techniques for effective planning and implementing the lessons. While teaching learning process guidance and counselling skills, classroom management system

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
77	9	1:9

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
7	6	1	Nill	6

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2020	Dr.Gautam Murlidhar Gaikwad(State Level)	Associate Professor	"Outstanding Research Scholar" by Center for Educational and Social Development, India Indo Global Events and Production, India, Pune.

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	451	First Year	30/09/2020	23/11/2020
MEd	451	FY SY	30/09/2020	23/11/2020

2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The nature of Continuous Internal Evaluation (CIE) System at institutional level is as follows: Activity oriented Evaluation System The nature of the B. Ed. course is as follows: 50 marks is allotted to the theoretical foundation 50 marks is allotted to the practical foundation Continuous Internal Evaluation (CIE) for Theoretical Foundation Courses: Seminars, assignments, practicum related to theory papers are assigned to the every teacher trainee. Guidance is given to the teacher trainees for the completion of the practicum. After the completion of every activity report is submitted by the teacher trainee for the assessment. Immediate feedback is given to the teacher trainee for the improvement. Regular class tests are taken to acquire the knowledge. Immediate feedback is given to the teacher trainee by assessing the answer sheets. Proper feedback is given regarding proper writing of answers after the class tests and assignments. After completion of the practicum teacher trainees presented their project work before the teacher educators. At the end of academic year viva voce examination is arranged as per the guidelines of university. Teacher educators evaluated the project work of the teacher trainees and give the feedback for future. Continuous Internal Evaluation of Practical Courses Micro Lessons and Integrated Lessons These lessons are taken by the teacher trainee in the institution level in the simulated atmosphere. Group wise presentation is taken. One teacher educator is appointed as a guide to each group. Observation schedule is constructed for each type of lesson. As per the observation schedule each and every lesson is evaluated by the teacher educator and teacher trainees. Apart from this schedule guidance and feed back is given to the teacher trainee by the teacher educators and teacher trainees. Practice lesson: Practice lessons, Models of teaching lessons, Content cum methodology lessons and ICT based lessons are taken in the schools. For the effective and innovative lessons proper guidance is given to the teacher trainee for planning of the lesson. One teacher educator is appointed for the observation of lessons of a group. Immediate feedback is given by the teacher educators at the time of practice lessons. Internship Programme In the internship programme teacher educator is appointed for a group and mentor teacher also appointed as per the guidelines of curriculum framework. Teacher educators and mentor teacher and M.Ed. trainees given feedback to the teacher trainee in the school. School Head masters also gave feedback to the teacher trainees. Daily Regular meetings are organised and immediate feedback is given in these meetings by the mentor teacher and teacher educator. Continuous Internal Evaluation System for Enhancing Professional Capacities Related Courses Various practical under Enhancing Professional Capacities (EPC) such as Reading and Reflecting on Text, Drama and Art in Education , Critical Understanding of ICT, Understanding the Self, are conducted in a innovative way. Orientation and workshop module is used for the completion of these courses. After completion of activities viva voce is taken and teacher trainees are presented their projects. Various types

of evaluation methods is used.Preliminary exam,CT conducted.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

Academic Calendar prepared and adhere for conduct of examination and other related matters Regular meeting for preparation of Academic Calendar In the beginning of academics year two or three meeting are conducted to discuss on inclusion of the various issues, components, curricular, co-curricular activities and extra-curricular activities in the academic calendar. Proper suggestions are invited from the IQAC members and the head of the department and activity. Month wise, credit wise, week wise preparation of academic calendar. Finalization of Academic Calendar In the IQAC meeting academic calendar is finalised and within the framework of university calendars academic calendar is prepared. Distribution of Academic Calendar Distribution of academic calendar to the faculty members for implementation of activities as per the planning. Orientation of faculty members and teacher trainees in relation to the academic calendar for creating awareness regarding the various curricular, co-curricular and extra-curricular activities. Adherence for conduct of curricular, co-curricular and extra-curricular activities and examination Each and every activity included in the B.Ed. and M.Ed. curriculum is interdependent in the nature. Before completion of previous activity we can't go to implement the further activity. Previous activity is the base of next activity. So adherence for conduct of every activity is needed. e.g. Micro teaching is the basic activity or work shop for developing the teaching skills among the teacher trainees. After the completion of this activity integrated lessons is the bridge part of the practice lesson. After completion of these two types of workshops and lessons teacher trainee is able to take practice lessons in a proper way in the field that is in the schools. After these lessons teacher trainees are able to conduct school independently under the guidance of teacher educators, mentor teachers and headmasters of the schools in the internship programme. In this way each and every activity is implemented as per the planning of academic calendar. M.Ed. curriculum is semester pattern. Before the commencement of each semester, the faculty discusses about the programmes and plans for the semester. The time table and work allotment for each semesters are prepared on the basis of these discussions. Curriculum Orientation Programme is conducted for each course i.e. B.Ed. M.Ed.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

http://www.test.com or https://www.test.com

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
M.Ed.	MEd	Master of Education	3	3	100
B.Ed.	BEd	Bachlor of Education	59	59	100
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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Nill	00	NIL	0	0

No file uploaded.

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Awareness of Intellectual Property Act	,Govt. College of Education, IASE, Aurangabad	26/11/2019

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
" Outstanding Research Scholar "	Gautam Murlidhar Gaikwad	by Centre for Educational and Social Development, India Indo Global Events and Production, India, Pune,	06/02/2020	SC

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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsered By	Name of the Start-up	Nature of Start-up	Date of Commencement
NIL	NIL	NIL	NIL	NIL	Nill

No file uploaded.

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
00	00	00

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
Govt. College of Education, IASE, Aurangabad (Research Centre affiliated to Dr.Babasaheb Ambedkar Marathwada University, Aurangabad	3

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Govt.College of Education,IASE,Aurangabad	2	3.04
International	Govt.College of Education,IASE,Aurangabad	5	7.26
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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
00	Nill
No file uploaded.	

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
00	NIL	NIL	Nill	0	00	Nill
No file uploaded.						

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
NIL	NIL	NIL	Nill	Nill	Nill	00
No file uploaded.						

3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	7	15	7	2
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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Tree Plantation	Internship Schools	1	800
Workshop on Innovations in	Govt.College of Education,IASE,Auran	1	80

Teaching- Learning Process(TLP)	gabad		
State Level Workshop on Innovations in Teaching- Lear One Day National Level Seminar on Outcome- Based Education	Govt.College of Education,IASE,Aurangabad	1	70
Organisation of Campus interview	Govt.College of Education,IASE,Aurangabad	1	27
Symposium on New Education Policy 2019	Govt.College of Education,IASE,Aurangabad	1	54
	[View File](#)		

 3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
Recognition as a Dean	Dean of Interdisciplinary Studies	Dr.Babasaheb Ambedkar Marathwada University,Aurangabad.	1
Appointment as a Chancellor nominated member in Academic Council	Recognition	Dr.Babasaheb Ambedkar Marathwada University,Aurangabad	1
	[View File](#)		

 3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
Marathi Bhasha Pandharwada	Govt.College of Education,I.A.S.E.,Aurangabad	Marathi Bhasha Vikas Program	1	55
Gender Sensitization Programme	Govt.College of Education,I.A.S.E.,Aurangabad	Gender Equality Awareness Program	1	65
COVID Awareness Campaign in Internship Schools	Govt.College of Education,I.A.S.E.,Aurangabad	COVID Awareness Program	1	70
Campus Cleanliness Programm	Govt.College of Education,I.A.S.E.,Aurangabad	Swacchha Bharat Abhiyan	1	75

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Research Proposal Workshop	25	Research Center,Govt. College of Education,IASE, Aurangabad	5
Workshop on Use of Statistical Measures In Research	25	Research Center,Govt. College of Education,IASE, Aurangabad	5
Workshop on Use of Computer In Research	25	Research Center,Govt. College of Education,IASE, Aurangabad	5
Workshop on Preparation of Action Research Proposal	30	Research Center,Govt. College of Education,IASE, Aurangabad	3

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Practicing Schools in Aurangabad City	Internship Program B.Ed.SY	Practicing Schools in Aurangabad City	16/10/2019	12/10/2020	30
Practicing Schools in Aurangabad City	Internship Program	Practicing Schools in Aurangabad City	15/01/2020	12/02/2020	37

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Yashwantrao Chavan Maharashtra	01/01/1992	In-service teacher training	45

Open University, Nashik		programme (B.Ed.)	
Yashwantrao Chavan Maharashtra Open University, Nashik	01/03/2019	Diploma in Yoga Teacher	11
Maharashtra National Law University	01/01/2017	Five Years LLB	35

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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
1098000	1059000

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Seminar halls with ICT facilities	Existing
Classrooms with LCD facilities	Existing
Seminar Halls	Existing
Laboratories	Existing
Class rooms	Existing

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4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
SOUL 1.0 (from INFLIBNET Center,Aurangabad)	Partially	College Version	2005

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	18679	2848746	331	54973	19010	2903719
Reference Books	2520	379000	Nill	Nill	2520	379000
Others(specify)	850	Nill	Nill	Nill	850	Nill
Others(specify)	8373	1127869	84	5027	8457	1132896
Journals	23	9177	22	9703	45	18880

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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
ICT Laboratory 1. Various types of practicals are included in the B. Ed. Curriculum based on ICT such as Critical Understanding of ICT, Use of multimedia tool, ICT based lessons, Projects related to theory paper (Information communication Technology)	NIL	LMS	01/01/2019

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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	53	1	4	53	18	1	19	100	12
Added	0	0	0	0	0	0	0	0	0
Total	53	1	4	53	18	1	19	100	12

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

100 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
ICT Laboratory 1. Various types of practicals are included in the B. Ed. Curriculum based on ICT such as Critical Understanding of ICT, Use of multimedia tool, ICT based lessons, Projects related to theory paper (Information communication Technology)	http://www.iaseaurangabad.org/Procedures.aspx
Library 1. Internet connectivity, reprographic facility and e-journal facility is available in the library. Teacher trainees and faculty were used these facilities for the development of e-content development.	http://www.iaseaurangabad.org/Procedures.aspx

Website/Blog	http://www.iaseaurangabad.org/Procedures.aspx
You Tube Channel	http://www.iaseaurangabad.org/Procedures.aspx

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
85000	60000	1159000	1120000

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

Procedures and policies for maintaining physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. is as follows : 1. Purchase committee: Purchase committee is formed at the institutional level. In this committee Principal of the college is Chairman and concern faculty member is coordinator and other faculty member and administrative staff member of the office and librarian are members of this committee. Two or three meetings are called for finalization of particular purchase items. Procedure for purchase is adopted as per the Govt. rules and regulations. Purchasing is done through quotation method or Government e Marketing (GeM). Every decision is taken through this committee regarding purchasing new equipments, apparatus and gazettes etc. Meeting are held by the purchase committee and decisions are finalised through this purchase committee. 2. Library committee: Library committee is formed in the institution for the purchase of Books, Journals and e-books or e-journals etc. Regular meeting are organised as per the requirements of the students need regarding library resources. List of books for purchase of new books is received form faculty members and after the discussion in the library committee meeting committee members finalised the final list for purchase of books. After the finalisation of lists quotations are called from three providers. Comparative statement is prepared. Final order for purchase is given who is given maximum discount with quality material. 3. Sports equipments: As per the demand and the need of the teacher trainee various sports equipments is listed and placed in the purchase committee meeting. After the discussion list is finalised for purchase. Quotations are received from three providers. Comparative statement is prepared and final order is given to the provider who is given maximum discount with quality material. Maintenance of the Physical Facilities The college campus is good facilitated. All required Physical facilities are available in the college building such as class rooms, auditorium, administrative office, laboratories such as ICT laboratory, Psychology laboratory, Science laboratory, Maths laboratory, language resource centres and social science resource centres etc. If particular facilities are not in a working condition, demands are submitted by the concern head of the department. Meeting of maintenance and repairing committee is organised. Decisions are taken into consideration of the maintenance of the suggested facilities. As per the nature of the maintenance contract is given to the concern agency i.e. B C Department, Aurangabad or any other agencies. Every decision related to maintenance is taken through the maintenance committee. Procedures and policies for utilizing physical, academic and support facilities - laboratory, library, sports complex, computers,

classrooms etc. Purchased equipments, apparatus, books are recorded in the main stock register of the college. Separate stock registers are maintained and available in the every department and laboratories. Teacher trainees and faculty were used these facilities adopting proper method. Demands are submitted by the teacher trainees and faculty in the form of application to the principal and through the principal to the concerned head of the department. Concern head of the department issues

http://www.iaseaurangabad.org/Procedures.aspx

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Various types of scholarships i.e. GOI, EBC, PTC, STC, Free ships and Minority (SC,ST,OBC,EBC/OPEN Students)	77	60800538
Financial Support from Other Sources			
a) National	00	Nill	0
b)International	00	Nill	0
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5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Content Knowledge Enrichment Activity	30/09/2019	67	Govt.College of Education,IASE,Aurangabad
Use of Statistics in Research	01/11/2019	10	Govt.College of Education,IASE,Aurangabad
Use of Computer in Research	15/10/2019	10	Govt.College of Education,IASE,Aurangabad
Research Proposal Workshop	23/09/2019	10	Govt.College of Education,IASE,Aurangabad
Development of Presentation Skills (Seminar, Group discussion, Cultural activities etc.)	14/11/2019	77	Govt.College of Education,IASE,Aurangabad Practice Teaching Schools
Development of Health awareness programmes, Yoga	21/06/2019	70	Yoga Mitra Mandal,Aurangabad

activities, Sports activities etc			
Enhancement of Teaching Skill, Teaching Competencies (Micro Teaching, Integrated Lessons, Practice Lessons, Models of Teaching Lessons, Content-cum-methodology Lessons, ICT Enabled Teaching Lessons etc)	23/09/2019	77	Govt.College of Education,IASE,Aurangabad Practice Teaching Schools

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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
2020	Placement Cell,Govt.College of Education,IASE, Aurangabad	Nill	27	Nill	24
2020	CET/NET/TET/CTET Competitive Exam Department,Govtt.College of Education,IASE, Aurangabad	77	Nill	25	Nill
			View File		

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
Nill	Nill	Nill

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
Shri Gajanan	27	24	NIL	Nill	Nill

Maharaj High School,Aurangabad					
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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2020	5	B.Ed.	Govt.College of Education,IASE,Aurangabad	Govt.College of Education,IASE,Aurangabad	M.Ed.
2020	8	B.Ed.	Govt.College of Education,IASE,Aurangabad	Deogiri College,Aurangabad	M.Sc.
2020	1	B.Ed.	Govt.College of Education,IASE,Aurangabad	Deshmukh College Bhokardhan,Dist. Jalna	MMS
2020	1	B.Ed.	Govt.College of Education,IASE,Aurangabad	Hr.University	MBA
2020	15	B.Ed	Govt.College of Education,IASE,Aurangabad	BAMU,Aurangabad	MA
2020	3	M.Ed.	Govt.College of Education,IASE,Aurangabad	BAMU,Aurangabad	Other Courses
2020	30	B.Ed. & M.Ed.	Govt.College of Education,IASE,Aurangabad	Other University	Other Courses
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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	1
SET	2

Any Other	15

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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Cultural Activities	Institution	70

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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
Nill	NIL	Nill	Nill	Nill	00	NIL

No file uploaded.

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

NIL

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

At Institutional Level

5.4.2 – No. of enrolled Alumni:

300

5.4.3 – Alumni contribution during the year (in Rupees) :

5000

5.4.4 – Meetings/activities organized by Alumni Association :

01

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Our Vision- Bringing out Excellence in education through Qualitative and• Competency based Teacher Education Programmes. Our Mission 'Tamaso Ma Jyotirgamaya ' To shape the Educated Personnel into committed Component and• Qualitative Teachers for achieving Excellence in Education through Pre-service Teacher-Education Programmes, Research Extension. To equip the In-service teachers, Educational Administrators,• Researchers Planners with Innovative Practices, new Methodologies, Modern Technological Skills Research Abilities for achieving Excellence in Education through In-Service Teacher Education Programmes and Research Extension programmes. Focusing on Our College Vision,Mission Objectives following Best Practices are organised in the year 2019-20 PRACTICE I : Planning and execution of Seminar On National Education Policy 2019 : Govt.College of Education,IASE,Aurangabad has organised One Day

State Level Seminar on Review Discussion on Draft of National Education Policy-2019 on 27 th June 2019. In this Seminar we have focused on the policy on the Educational System in India especially Teacher Education and also to forward valuable suggestions opinions of our end to Government of India towards draft of National Education Policy 2019. Objectives of the Seminar - 1)To discuss the New Draft of National Education Policy-2019.2) To know the opinion of experts participants about New draft of NEP 2019.3) To suggest the opinion for New Draft of NEP 2019 Themes of the Seminar - 1) School Education in New Draft of NEP2019 2) Higher Education Professional Education in New Draft of NEP 2019 3) Teacher Education in New Draft of NEP 2019 Following Experienced Resource Persons are delivered their guidance/Lecture Dr.S.M.Deshpande(JD,HE,Region,Aurangabad),Dr.Satish Dange,Aurangabad,Dr.Sanjeev Sonawane,Dean,Education,Pune University,Pune,Dr.Neha Belsare,Pune. 78 participants participated were participated in this Seminar. Sucessfully Seminar was executed as per the planning. Best Practice II : Planning and execution of National Seminar On Outcome Bases Education : Very well organised one day national level seminar on OBE on 4 th December 2019. In this Seminar Six Sessions were conducted on following themes 1) Outcome Based Education Key Note Address by Dr.Meenakshi Barve,2) Outcome Based Curriculum in School Education by Dr.Kalim Shaikh 3) Outcome Based Education Evaluation by Dr. Sanjivani Mahale 4) Outcome Based Education Case Study by Dr.Ratnaparkhi .Inaugrual Valedictory Functions felicitated by Principal Director Dr.Muley S.S.,.Govt. College of Education,IASE,Aurangabad. Overall Objectives of the National Seminar was sucessfully reflected.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Research and Development	• Research and Development • Under Graduate Student (B.Ed.) has given the Action Research Projects. These Projects are conducted during Internship Activity in various internship schools. Post Graduate course M.Ed.is run by the institution research activities are conducted to create research attitude among the teacher trainees. • The Institution has well established Research Centre since 2005,which is affiliated to Dr.Babasaheb Ambedkar Marathwada University, Aurangabad. The intake of research centre is 20.Admitted Ph.D. students take the guidance from Research Guide. In the institution 05 research guides are working. Research Workshops, Pre Ph.D. Viva-Voce Exam., Presentation of Final Synopsis etc. Activities are organised through the Research Centre. • The IQAC and the Research Committee is functional in the institution to promote research related activities. • Faculty members are encouraged to the teacher trainees to

		undertake research based project while completing the practicum. Various practicum are completed by the teacher trainees by using research procedures under the guidance of faculty. • Action research projects are completed by the teacher trainees related to core papers, practical courses and practical courses related to enhancing profession capacities. Various types of tools are developed for data collection by the faculty and teacher trainees. • Three faculty members are Ph.D. guide in the faculty of education. Under the guidance of these research guides researcher are engaged in the research work
	Examination and Evaluation	• Examination and Evaluation The procedure lay down by the Dr.Babasaheb Ambedkar Marathwada University,Aurangabad is Strictly followed by the institution for internal and external evaluation process. Rules of conducting the examination for faculty and teacher trainees are followed as provided in the circulars issued by the university time to time. The nature of Evaluation System in B.Ed. Curriculum is internal and external evaluation. The nature of the B.Ed. Yearly Pattern Course is as follows: 50 marks is allotted to the theoretical foundation 50 marks is allotted to the practical foundation The nature of the M.Ed. Semester Pattern Course is as follows: 50 marks is allotted to the theoretical foundation 50 marks is allotted to the practical foundation Continuous Internal Evaluation (CIE) for Theoretical Foundation Courses: Seminars, assignments, practicum related to theory papers are assigned to the every teacher trainee. Guidance is given to the teacher trainees for the completion of the practicum. After the completion of every activity report is submitted by the teacher trainee for the assessment. Immediate feedback is given to the teacher trainee for the improvement. Regular class tests are taken to acquire the knowledge. Immediate feedback is given to the teacher trainee by assessing the answer sheets. Proper feedback is given regarding proper writing of answers after the class tests and assignments. After completion of the practicum

teacher trainees presented their project work before the teacher educators. At the end of academic year viva voce examination is arranged as per the guidelines of university. Teacher educators evaluated the project work of the teacher trainees and give the feedback for future. Continuous Internal Evaluation of Practical Courses Micro Lessons and Integrated Lessons These lessons are taken by the teacher trainee in the institution level in the simulated atmosphere. Group wise presentation is taken. One teacher educator is appointed as a guide to each group. Observation schedule is constructed for each type of lesson. As per the observation schedule each and every lesson is evaluated by the teacher educator and teacher trainees. Apart from this schedule guidance and feed back is given to the teacher trainee by the teacher educators and teacher trainees. Practice lesson: Practice lessons, Models of teaching lessons, Content cum methodology lessons and ICT based lessons are taken in the schools. For the effective and innovative lessons proper guidance is given to the teacher trainee for planning of the lesson. One teacher educator is appointed for the observation of lessons of a group. Immediate feedback is given by the teacher educators at the time of practice lessons. Internship Programme In the internship programme teacher educator is appointed for a group and mentor teacher also appointed as per the guidelines of curriculum framework. Teacher educators and mentor teacher given feedback to the teacher trainee in the school. School Head masters also gave feedback to the teacher trainees. Daily Regular meetings are organised and immediate feedback is given in these meetings by the mentor teacher and teacher educator. Continuous Internal Evaluation System for Enhancing Professional Capacities Related Courses Various practical under Enhancing Professional Capacities (EPC) such as Reading and Reflecting on Text, Drama and Art in Education (First Year), Critical Understanding of ICT, Understanding the Self, are conducted in a innovative way. Orientation and workshop module is used for the

	completion of these courses. After completion of activities viva voce is taken and teacher trainees are presented their projects. Various types of evaluation methods is used such as observations, remarks on report in the written form, face to face discussion etc. Content Test Content test is conducted to evaluate the content knowledge related to their methodology subjects and remedial measures are used for content knowledge enrichment. Preliminary Examination Preliminary examination is conducted apart from the curriculum before the 15 days of the university exam. While assessing the papers written feedback is given for proper performance in the university examination. In this way Continuous Internal Evaluation System is used for the all round development of the teacher trainees.
Teaching and Learning	• Teaching and Learning Teaching learning process adopted in this institute is as follows: • Orientation programmes for introduction of new curriculum • TDPF Model (Theory Demonstration Practice Feedback Model) for Workshops • Use of ICT in regular teaching learning process • Use of student mentoring activities for development of various abilities and skills among teacher trainee • Diagnostic and remedial approach for slow learner • Guidance and counselling techniques for the weaker teacher trainee • Innovative techniques and method used in teaching learning process for the development of Knowledge, skills and attitude among teacher trainee i.e. Seminar, Group discussion, team teaching, supervised study, self study, project method etc.
Curriculum Development	• Curriculum Development The entire B.Ed. Curriculum is framed by the B.O.S., Dr.Babasaheb Ambedkar marathwada University, Aurangabad as per the guidelines and norms stated by the regulating bodies i.e. NCTE, UGC and University. Board of studies members from this institute contribute in curriculum framing process. Principal of this institution is nominated as an Academic Council Member. As an Academic Council senate member she plays a major role in curriculum revision and development.

	University has invited the suggestions regarding curriculum improvement, faculty members from this institution suggests some improvement strategy regarding the curriculum revision. In this way faculty members from this institution are participated and involved in curriculum revision process.
Research and Development	• Research and Development • Under Graduate Student (B.Ed.) has given the Action Research Projects. These Projects are conducted during Internship Activity in various internship schools. Post Graduate course M.Ed.is run by the institution research activities are conducted to create research attitude among the teacher trainees. • The Institution has well established Research Centre since 2005,which is affiliated to Dr.Babasaheb Ambedkar Marathwada University, Aurangabad. The intake of research centre is 20.Admitted Ph.D. students take the guidance from Research Guide. In the institution 05 research guides are working. Research Workshops, Pre Ph.D. Viva-Voce Exam., Presentation of Final Synopsis etc. Activities are organised through the Research Centre. • The IQAC and the Research Committee is functional in the institution to promote research related activities. • Faculty members are encouraged to the teacher trainees to undertake research based project while completing the practicum. Various practicum are completed by the teacher trainees by using research procedures under the guidance of faculty. • Action research projects are completed by the teacher trainees related to core papers, practical courses and practical courses related to enhancing profession capacities. Various types of tools are developed for data collection by the faculty and teacher trainees. • Five faculty members are Ph.D. guide in the faculty of education. Under the guidance of these research guides researcher are engaged in the research work
Library, ICT and Physical Infrastructure / Instrumentation	• Library, ICT and Physical Infrastructure / Instrumentation Library Facilities For achievement of aims and objectives of the library and smooth functioning of the library,

	Library Committee is formed at institution level. Regular meetings are conducted for the library development and planning and implementation of various library activities. Availability of Infrastructural facilities in the library • Separate Library • Partially setup of INFLIBNET SOUL 1.0 Software • Separate Reference Section • Reading room facility for faculty and teacher trainees Availability of Resources in the library • text books, reference books, periodicals, news papers • Journals facility • 58 No. of computers with internet facility, Xerox facility • Following library services are provided to the teacher trainee, faculty and other readers • Book Bank facility • Extra Book facility to gifted teacher trainees and slow learner teacher trainees. Activities, Programmes organised by the library • Book exhibition on the occasion of various programmes Shiv Jayanti,Dr.Babasaheb Ambedkar Mahaparinirvan Din, Vachan Prerna Din,Gandhi Jayanti etc. • Propagation of activities, programmes organised in the college • Collection of college news published in the news papers ICT Facilities : Separate Computer /ICT Laboratory is available in the institution.Internet Facility ,Wifi facility is available.Separate well equipped Language Lab,Social Science Lab,Psychology Lab,Maths Lab,Science Lab,Day Care Centre,Sports Equipments,Yoga Hall ,are available in the institution.
Human Resource Management	• Human Resource Management Policy and process of Human Resource Management adopted by the IQAC is as follows • Distribution of responsibilities among the faculty as Administrative head and Academic Head. • Distribution of workload among the faculty as a head of the department and head of the activity • Formation of various committees for implementing the curriculum, activities in a proper manner. • Formation of student council, club, houses, groups for internship programmes for implementation of student mentoring activities • Organization of regular staff meetings for planning and implementation of every activity, programme in a innovative way. • Utilization of

	various resources available outside the campus for development of the institution. • Focus is given on utilization of human resources according to the ability, capacity of the human resources available in the campus and outside the campus.
Industry Interaction / Collaboration	Following Industry interaction/Collaboration is functioning by the institution. 1) Various Practice Teaching Schools,Internship Schools in Aurangabad City 2) Maharashtra National Law University,Aurangabad 3)Joint Director office,Aurangabad Region,Aurangabad 4) DIET,Aurangabad 5)
Admission of Students	• Admission of Students The admission process for B. Ed. And M.Ed.Regular Full Time courses in Maharashtra State is centralized one. CET for the admission is conducted through the Govt. of Maharashtra. Graduate students in any faculty are eligible for CET exam. Admission is given to the students on CET merit basis. CET cell of Govt.of Maharashtra is the competent authority to give the admission to B.Ed. Regular course and M.Ed. Regular Full Time courses. The process of admission is online which offer transparency at every level of admission process. The admission process gives an opportunity to qualified students from all sectors of the society. Thus admission policy is decided and applied through Govt. of Maharashtra. The students are admitted in the institution for the B.Ed. course with strict adherence to the rules framed out by the higher authority. Admission Policy Reservation policy for B. Ed. admission is as follows as per the State Government policy reservation policy is adopted in the institution given by the,Govt.of Maharashtra, CET Cell

6.2.2 – Implementation of e-governance in areas of operations:

E-governace area	Details
Planning and Development	? Sources of e-governance in Planning and Development • College Website • College E-mails • Faculty E-mails Faculty Google Classrooms Faculty You Tube Channels Faculty SWAYAM MOOC Courses/Modules on SWAYAM • Whatsapp groups created by the institution Implementation of e-governance in

	Planning and Development is as follows: • Preparation of academic calendar and distribution among the faculty and student teacher through Whatsapp groups • Preparation and circulation of various time tables through whatsapp groups • Availability of wi-fi facility to the college staff and student in college campus • Availability of wi fi facility to the administrative section and library section of the college • Availability of e-journals to the college staff and student teacher • Provision of e-resources to the faculty and student teacher of various courses such as B.Ed.,M.Ed.,Ph.D.
Administration	? Administration Administration of the institution is implemented through e-resources i.e. e-mails, websites, web portals. • Implementation of postal communication to the various higher authorities and various institutions through e-resources and by post etc. • Establishment Department, Account Section, Student Section done their various tasks online. • Information regarding institution is uploaded on the various linkages time to time i.e. State Govt., Director of Higher Education, Joint Director of Higher Education, UGC, AISHE, MIS,University, NCTE,QCI, NAAC, RUSA, District Collector Office, Aurangabad etc.
Finance and Accounts	? Finance and Accounts This institution is Govt. institution. In the institution Financial/purchase Committee is formed. Principal, all faculty members and administrative staff members are the member of this committee. Every financial decision is taken through this committee. Budget Submitted to the Director of Higher Education, Pune and they sanctioned the yearly budget to the college and as per budget by Mahakosh BDS system financial process is done Implementation of e-governance in Finance and Accounts is as follows: • Monthly salary of the staff • Online Loan facility • Student scholarships • Purchase through GeM • Online office expenditure
Student Admission and Support	? Student Admission and Support ? Implementation of e-governance in Student Admission and Support The admission process for B. Ed., M.Ed. regular full time courses in Maharashtra State is centralized one.

	CET for the admission is conducted through the Govt. of Maharashtra. Graduate students in any faculty are eligible for CET exam. Admission is given to the students on CET merit basis. CET cell of Govt. of Maharashtra is the competent authority to give the admission to B. Ed. M.Ed. Regular course. The process of admission is online which offer transparency at every level of admission process. The admission process gives an opportunity to qualified students from all sectors of the society. Thus admission policy is decided and applied through Govt. of Maharashtra. The students are admitted in the institution for the B. Ed.M.Ed. course with strict adherence to the rules framed out by the higher authority. Total admission process is conducted by the CET Cell of Govt. of Maharashtra online. E-mails and messages on student mobile are sent to the student regularly during the admission process.
Examination	? Examination ? Implementation of e-governance in Examination is as follows: • Online Circulation of information regarding examination through university website • Circulation of information regarding examination through Whatsapp groups at college level. • Question Paper Delivery is online through the university. • Online Examination , Exam. Paper Pattern MCQ with the help of Google Forms, Various Apps e.g. Mosaics etc. • Online declaration of the result through the university

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2019	Dr.Sarang S.B.	Nill	Nill	Nill
No file uploaded.				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development	Title of the administrative training	From date	To Date	Number of participants (Teaching	Number of participants (non-teaching

	programme organised for teaching staff	programme organised for non-teaching staff			staff)	staff)
2019	NIL	NIL	Nill	Nill	Nill	Nill

No file uploaded.

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Diploma In Yoga Shikshak	2	01/01/2020	10/01/2020	10

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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
7	7	10	10

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
• Duty leaves to the faculty for participation and presentation in seminar, conference etc. • Reimbursement of medical bills • The pension and gratuity provision are made available as per the rules and the regulations of the Maharashtra State Govt. • The loan facility (Home lone, vehicle lone, computer loan etc.) • GPF, DCPS, GIS and festival advances In addition to that— • The principal of the institution give the motivation and measures performance to the staff in various areas i.e. administration, academic etc. • The principal of the institution measures performance of the staff through CR in every academic year. • Teaching staff members are felicitated by the Principal on their	• Duty leaves to the faculty for participation in orientation programmes and career advancement schemes. • Reimbursement of medical bills • The pension and gratuity provision are made available as per the rules and the regulations of the Maharashtra State Govt. • The loan facility (Home lone, vehicle lone, computer loan etc.) • GPF, DCPS, GIS and festival advances • In addition to that— • The principal of the institution give the motivation and measures performance to the staff in various areas i.e. administration, academic etc. • The principal of the institution measures performance of the staff through CR in every academic year. • Teaching staff members are felicitated by the Principal on their	• Various Govt. Scholarships for students on the basis of their category • Relaxation in submission of fees in instalments • Financial assistance to the students for attending the various competitions • Book bank facility • Wifi facility for the use of online resources 6.4 Financial Management and Resource Mobilization

| | achievements. | achievements. | |

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Internal Financial Audit • The State Govt. allocated financial budget after submitted budget to the State Government. The institution is mainly dependent on the State Govt. for its financial assistance, both for development and day to day expenditure which is classified as Plan and Non Plan Grants. These grants utilised in the whole financial year as per the planning, budget. • Internal financial audit is carried out by the auditor, account section, Joint Director of Higher Education, Aurangabad Region, Aurangabad. All the record verified by the auditor regularly. • At the college level, cash book is maintained and verified regularly. External Financial Audit • External Audit is carried out by the Accountant General, Nagpur as per their schedule.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
NIL	0	00

No file uploaded.

6.4.3 – Total corpus fund generated

00

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	. Directorate of Higher Education, Pune 2. Govt. of Maharashtra, Mumbai 3. NAAC 4. UGC 5. BAMU University, Aurangabad 6. AISHE 7. QCI	Yes	Principal/Director,Govt.College of Education,IASE,Aurangabad
Administrative	Yes	1. Directorate of Higher Education, Pune 2. Govt. of Maharashtra, Mumbai 3. NAAC 4. UGC 5. Babasaheb Ambedkar Marathwada University, Aurangabad 6. AISHE 7. QCI/PAR 8.MIS	Yes	Principal/Director,Govt.College of Education,IASE,Aurangabad

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

. Parents meet 2. Feedback from parents regarding curricular and curricular activities 3. Tree plantation in coordination with parents

6.5.3 – Development programmes for support staff (at least three)

1. Participation in Training programmes organized by various institutions 2. Provision of various types of leaves for attending the training programme 3. Organization of Yoga activities and camp

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1.Planning Execution of National,State Level Seminars,Workshops. EPC related workshops 2. Preparation of e-resources their use in Teaching-Learning Process,Evaluation Process. 3. Up gradation/renovation in various physical resources.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	Renovation in the Physical Facilities ,Purchase of Various Physical e-resources by RUSA grants for college development	01/12/2019	01/01/2019	01/01/2020	95
2019	Yoga Camp	21/06/2019	21/06/2019	30/06/2019	77
2019	Workshop on Innovations in Teaching-Learning Process	21/07/2019	26/07/2019	02/08/2019	75
2019	One Day National Level Seminar on Outcome-Based Education	25/11/2019	04/12/2019	04/12/2019	85
2019	State Level Symposium on New Education	01/05/2019	27/06/2019	27/06/2019	78

	Policy 2019				
2020	Understanding the Self Workshop	01/01/2020	05/01/2020	15/01/2020	37

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Guest lecture on the occasion of Women's day programme	08/03/2019	08/03/2019	25	10
Open Interview of Cerebral Palsy Shri Omkar Vaidya	19/03/2019	19/03/2019	30	35
Guest Lecture on Gender Equality-Women's Rights	20/03/2020	20/03/2020	40	Nill

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
Tree plantation programme in college campus and in the practice teaching schools. Awareness programme regarding water literacy,energy conservation in practice teaching schools,internship schools.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Ramp/Rails	Yes	3
Provision for lift	No	Nill
Physical facilities	Yes	3
Braille Software/facilities	No	Nill
Rest Rooms	Yes	77
Scribes for examination	No	Nill
Special skill development for differently abled students	No	Nill
Any other similar facility	Yes	3

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2019	5	85	02/10/2019	01	Mahaswachhata Abhiyan	Awareness about Cleanliness Health	85
2019	3	77	21/06/2019	10	Yoga Workshop	Awareness regarding Yoga Health	77
2019	2	34	12/03/2019	10	Understanding the Self Workshop	Development of life Skills,Swachi olakh	34
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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Work Books related to various practicum	15/06/2019	In the beginning of the academic year work books related to the various practicums is developed. In these work books code of conduct for the teacher educators, teacher trainees, school teachers, school head masters, is includes for proper implementation of the particular activity or practicum.
College Magazine -Shilpkar	01/05/2020	Report of Various Activities,Co-Curricular In the college yearly magazine all ,Extra-Curricular ,Various Departments Activities of the institution conducted during the whole academic year included.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
. Inculcation of Ethical, Moral	18/06/2019	01/05/2020	77

Values (Conduction of morning assembly, Organisation of various birth anniversaries, Organisation of special days, Organisation of cultural activities,			
.Environmental awareness programme (Tree plantation, Environmental cleanliness awareness programme, Conservation of electricity awareness programme, Disaster management programme etc.)	14/01/2020	01/05/2020	77
Health awareness programme (Yoga activity, programme, Awareness programme related to special issues health of female teacher, Stress Management programme)	21/06/2019	30/06/2020	77
.Development of Leadership Qualities among the teacher trainees (co-curricular extracurricular activities, Internship programme, Seminar, Group Discussion, Panel Discussion etc	15/03/2020	30/04/2020	77
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1)Tree plantation in college campus and in internship programme 2) Poster Presentation on the occasion of Birth Anniversaries,National Days,Special Days 3) Mahaswacchata Abhiyan 4) Awareness Programme related to conservation electricity,water saving 5) Disaster Management Programme

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

PRACTICE I : Planning and execution of Seminar On National Education Policy 2019 : Govt.College of Education,IASE,Aurangabad has organised One Day State Level Seminar on Review Discussion on Draft of National Education Policy-2019 on 27 th June 2019. In this Seminar we have focused on the policy on the Educational System in India especially Teacher Education and also to forward valuable suggestions opinions of our end to Government of India towards draft of National Education Policy 2019. Objectives of the Seminar - 1)To discuss the New Draft of National Education Policy-2019.2) To know the opinion of experts participants about New draft of NEP 2019.3) To suggest the opinion for New Draft of NEP 2019 Themes of the Seminar - 1) School Education in New Draft of NEP2019 2) Higher Education Professional Education in New Draft of NEP 2019 3) Teacher Education in New Draft of NEP 2019 Following Experienced Resource Persons are delivered their guidance/Lecture Dr.S.M.Deshpande(JD,HE,Region,Aurangabad),Dr.Satish Dange,Aurangabad,Dr.Sanjeev Sonawane,Dean,Education,Pune University,Pune,Dr.Neha Belsare,Pune. 78 participants participated were participated in this Seminar. Sucessfully Seminar was executed as per the planning. Best Practice II : Planning and execution of National Seminar On Outcome Bases Education : Very well organised one day national level seminar on OBE on 4 th December 2019. In this Seminar Six Sessions were conducted on following themes 1) Outcome Based Education Key Note Address by Dr.Meenakshi Barve,2) Outcome Based Curriculum in School Education by Dr.Kalim Shaikh 3) Outcome Based Education Evaluation by Dr. Sanjivani Mahale 4) Outcome Based Education Case Study by Dr.Ratnaparkhi .Inaugrual Valedictory Functions felicitated by Principal Director Dr.Muley S.S.,.Govt. College of Education,IASE,Aurangabad. Overall Objectives of the National Seminar was sucessfully reflected. Title of the Practice Best Practice One : Development of Self Understanding Ability Among the Teacher Trainee Through Understanding the Self Activity Objectives of the Practice 1. To enable the student teacher to the ability to understand the components of understanding the self. 2. To develop the inner self among the teacher trainee. 3. To develop the attitude regarding professional identity among the teacher trainee. 4. To develop the personality of teacher trainees for the global society. 5. To implement various activities for the development of self esteem among the teacher trainee. 6. To develop the professional skill among the teacher trainees related to teaching profession. 7. To develop a holistic and integrated understanding of the human self and personality to build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths among the teacher trainees. The context The admission process for B. Ed. course is centralised. Teacher trainees are enrolled from various sectors of the society. The have different types of locality, community, psycho-social-cultural-economical-religious backgrounds. Due to these differentiations they have different knowledge, abilities, skills, attitudes etc. Admitted teacher trainees are also enrolled for the various faculties of education i.e. Arts, Science, Social Sciences, Commerce, Mathematics, Statistics, Engineering, Technology and Agriculture. Medium of instruction is also different. Therefore it is the necessary need that every teacher trainees should be in a same platform for the development of the knowledge, skills and attitude related to the teaching profession. The main purpose of teacher training programme is to enrich the content knowledge of teacher trainees, to develop the skills related to teaching profession, of reflective thinking, creative, innovative ways of thinking. The purpose of implementation of Understanding the Self Activity is to develop self concept and self esteem, inner self, self confidence, self awareness, personality, life skills, skills related to teaching profession and holistic and integrated understanding of the human values. The practice Following activities are implemented for the development of Self Understanding abilities among the teacher trainees Sr.No. Title of the activity 1 Orientation programme for Understanding the Self 2 Collection Reflection on news paper cuttings related

to innovative practices in education 3 Reading Reflecting on Text Presentation of report 4 Open interview of eminent personalities in the field of education 5 Expert lectures based on various aspects in the field of education 6 An interview of experienced school teachers 7 An interview of innovative teacher 8 School survey regarding availability various resources in the school 9 SWOT Analysis 10 Feedback on SWAT Analysis 11 Group Discussion/Panel Discussion 12 Preparation of Resume 13 Report submission 15 Mock Interview Assessment Uniqueness of the practice in the context of Indian higher education Importance and uniqueness of this activity is as follows The teacher must know the elements of components of self for the development of integrated and holistic personality as a person and as a teacher. Elements of the Self is as follows: 1. Self knowledge - Who am I? 2. Self expectation – Who or what do I want to be? 3. Social Self – How person perceived by others? 4. Self evaluation – How well do I like myself? For the inculcation all these components among the teacher trainee all these implemented activities are important. Evidence of Success Evidences of success of these activities are as follows Sr. No. Title of the activity Evidences of success 1 Orientation programme for Understanding the Self Teacher trainees are understand the concept of understanding the self 2 Collection Reflection on news paper cuttings related to innovative practices in education Teacher trainees are get acquainted with various innovative practices in the field of education. 3 Reading Reflecting on Text Presentation of report Teacher trainees are able to reflect any type of read text and presented their views. 4 Open interview of eminent personalities in the field of education Teacher trainees are introduced with eminent personalities in the field of education. 5 Expert lectures based on various aspects in the field of education Teacher trainees get knowledge related to various aspects in the field of education. 6 An interview of experienced school teachers Teacher trainees are introduced with the various innovative practices and experiment done by the experienced school teachers in the field of education. 7 An interview of innovative teacher 8 School survey regarding availability of various resources in the school Teacher trainees introduced with the present scenario of the school of Parbhani City. 9 SWOT Analysis Teacher trainees are enable to understand the elements of SWOT analysis and they were able to measure their Strengths, weaknesses, Opportunities for the self development and Threats. 10 Feedback on SWOT Analysis 11 Group Discussion/Panel Discussion Teacher trainees expressed their views confidently on any topic. 12 Preparation of Resume Teacher Trainees prepared their resume in appropriate manner. 13 Report submission Report writing skill is developed in the teacher trainees. 15 Mock Interview Assessment Interview skill is developed in the teacher trainees. 1. Ability to understand the components of understanding the self is developed among the teacher trainee. 2. Teacher trainees are enabling to develop inner self. 3. Attitude regarding professional identity among the teacher trainees is developed successfully. 4. Personality of teacher trainees is developed in the light of global society 5. Teacher trainees are enabling to develop self esteem through implementation of various activities. 6. Professional skill among the teacher trainees related to teaching profession is developed. 7. Holistic and integrated understanding of the human self and personality to build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths among the teacher trainees are developed successfully. Problems Encountered Resources required Following problems are encountered during the implementation of various activities related to understanding the self • Psychological factors of teacher trainees Teacher trainees are enrolled from various sectors of the society. The have different types of locality, community, psycho-social-cultural-economical-religious backgrounds. Due to these differentiations they have different knowledge, abilities, skills, attitudes etc. Admitted teacher trainees are also enrolled for the various faculties of education i.e. Arts, Science, Social Sciences, Commerce, Mathematics, Statistics, Engineering, Technology and Agriculture.

Medium of instruction is also different. Therefore every teacher trainee is not in a same platform for the development of the knowledge, skills and attitude related to the teaching profession. • Insufficient psychological equipments Psychological equipments are insufficient for the assessment and evaluation of self understanding, self esteem, personality, self confidence etc of the teacher trainees. • Limitations of psychological tests and self developed for assessment and evaluation Results of the research problems are not 100 valid and reliable to due to the limitations of various psychological tests and self developed tests.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

http://www.iaseaurangabad.org/Procedures.aspx

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Implementation of Co-curricular and Extra Curricular Activities in Internship Programme Introduction "Tamso ma Jyotirgamay": "Bringing out Excellence in education through qualitative Competency based teacher education programmes is the vision of this institution. To reach up to the vision this institution is implemented various types of activities. So all round developed teacher must be shaped. During the two years B. Ed. Programme maximum weighage is given to internship programme. As per the guidelines of NCTE Regulation Act 2014 ,internship programme is the major part of B. Ed. Curriculum Implementation of curricular, co curricular and extra curricular activities are included in the in internship programme. Development of reflective teacher is the main aim of the internship programme. Objectives of Internship Programme 1. School internship would be a part of the broad curricular area of engagement with field and shall be designed to lead to development of a broad repertoire of perspective, professional capacities, teacher sensibilities and skills. 2. To develop sustained engagement with learners and including continuous, comprehensive assessment of learners. 3. To develop the diverse needs (Physical, Mental, Moral and Social) of learners. 4. To develop positive attitude about schooling and teaching in student teacher. 5. To provide the opportunity to the prospective teachers to link the educational theory and pedagogical concepts with their practice. 6. To take up the responsibilities as a teacher independently to student teacher after the completion of the internship programme. 7. To give experience about planning, teaching and evaluation. For the achievement of these objectives steps of implementation of internship programme is as follows: I. Pre Internship meetings a. Pre internship meetings with faculty b. Pre internship meetings with Schools (School Head masters, mentor teachers) c. Pre internship meetings with teacher trainees II. Pre Internship workshop III. Execution of Internship Programme IV. Out put of the internship programme by using feedback mechanism Activities included in the curriculum related to the internship programme 1. B. Ed. First Year internship programme • Planning and implementation of Visit to ideal school • Planning and implementation of School survey • Planning and implementation of Practice teaching • Planning and implementation of Observation of teaching of the experience teacher • Planning and implementation of Interview of experienced teacher • Planning and implementation of Observation of school records • Planning and implementation of Co curricular and extra curricular activities 2. B. Ed. Second Year internship programme • Planning and implementation of timetables related to various activities • Planning and implementation of evaluations process • Planning and implementation of observation of school records • Planning of Co curricular and extra curricular activities • Planning and implementation of other activities

i.e. psychological testing and analysis, diagnostic testing and remedial teaching, awareness programmes, programmes related to parent teacher association, • Planning and implementation of Interview of experienced teacher Above mentioned activities are implemented as per and apart from the guidelines given by the NCTE and University. Distinctiveness of Activities implemented in the Internship Programme. 1. Expert lectures on various social issues i.e. anti superstitions,

Provide the weblink of the institution
http://www.iaseaurangabad.org/Procedures.aspx

8.Future Plans of Actions for Next Academic Year

• Up gradation of Library facilities Library is the soul of any educational institution. Library of this institution is so old. Huge old books are available in this library. But it is today's need that library should be up graded. In this regard for the up gradation of library facility new books, journals, reference books, instructional material, e-learning recourses will be making available for the academic development of the teacher trainees, faculty, research students and the society. • Up gradation of Laboratory facilities Information Communication Technology (ICT), Psychological Laboratory, Science Laboratory, Social Science Resource Centre, Language Resource Centre, Sports Department, Socially Useful Productive Work (SUPW) Department are existing in this institution. But more equipments and apparatus are needed the up gradation of these laboratories and resource centres. Some of the equipments, charts, models, e-learning resources, Information Communication Technology (ICT) Resources will purchased for the fulfilment of the need of the teacher trainees, faculty, research students and the society. • Implementation of Extension Activities for the School Teachers This institute is up graded as IASE –Institute for Advance Studies In Education.. For the Implementation of IASE activities There is need to orient the teachers with new and innovative approaches and practices in education. Thematic orientation programmes and workshops will be organised through this institution for the academic excellence of the teacher of Aurangabad city and Aurangabad District. • Encourage to the faculty for Research Activities As per the suggestion given the NAAC peer team, faculty of this institute should be encouraged for the research activities. Opportunity will be provide to the faculty to publish research papers in the International, National conference, seminars, symposium, participate in the workshops, orientation or refresher courses and long term and short term courses which will be helpful to the academic development of the faculty. Faculty will also encouraged to do the innovative practices and research activities related to the B. Ed. M.Ed. Ph.D .Courses in the institution for the academic improvement of the teacher trainees and research scholars • Implementation of Skill Development Programmes for the Teacher Trainees For the academic and professional development of the teacher trainees various skill development programmes will be implemented i.e. ICT skills, Language skills, Communication Skills, Presentation skills etc. Content knowledge enrichment programme also will be implementing for the academic and professional development of the teacher trainee with the help of Language laboratory,ICT Laboratory,Psychological Laboratory ,Science Maths Laboratory and Social Science Laboraotry. • Creation of the e-content for the effective implementation of curriculum and development of ICT Skills in the research students ,B.Ed. M.Ed. teacher trainees and Faculty.