

**NAVNEET BAHUDDDESHIYA SANSTHA'S
KINKAR COLLEGE OF EDUCATION**

SELOO DIST. – WARDHA
Maharashtra -442001

Affiliated to

**RASHTRASANT TUKADOJI MAHARAJ NAGPUR
UNIVERSITY, NAGPUR**

SELF STUDY REPORT

Submitted to :-

**NATIONAL ASSESSMENT & ACCREDITATION COUNCIL
BANGALORE – 560 010 (India)**

KINKAR COLLEGE OF EDUCATION
REHKI ROAD SELOO DIST. – WARDHA 442104

GOVERNING BODY OF THE SANSTHA

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7.	Shri. Amol K. Jadhao Sathwane Layout, Gopuri, Wardha	Member	B.E.

PREFACE

Education plays an important role in the development of the Nation. It is an integral part of total education system. In this context teacher training institutions of Education have been assigned greater responsibilities to produce and prepare quality teachers who can cater to the needs of schools and colleges in general and students in particular. To achieve the objectives of education our institution has shown upward growth by producing quality teachers who are serving in various schools, colleges and other departments/organizations.

EXECUTIVE SUMMARY

Seloo is a small Tehsil place, located near Wardha, the famous place of Mahatma Gandhi., It is located on Nagpur – Wardha highway..Seloo population is not highly urbanized.This is a place where 80% population is economically, socially and educationally backward.

Several people with patriotic and missionary zeal felt a dire need to educate unprivileged communities of this area, and established the **“Navneet Bahuuddeshiya Sanstha, Nagpur”** in 1990 with a motto- **Tamso ma Jyotirgmay** The Sanstha also runs other 05 institutions which include schools and colleges located in different rural areas to meet its goals and objectives.

. At the beginning, this institution had faced many moments of crises. To build and nurture an institution in such an economically, socially and educationally backward area, without any one to patronize and help financially was not a simple task. But our founding fathers overcame on every moment of crisis with their strong will power and missionary zeal and succeed in this Hercules task.

Today the college is recognized as one of the well known centers of Teacher education in this locality and university. At present, it offers of academic programmes B.Ed ,M.Ed with a good number of subject combination options to choose from. It has facilities for training in Computer Technology and Skill based Trainings.

The college promotes and motivates the faculty for research and publication activities. The faculties of college have to their credit

Considering the need of producing competent teachers in the field of Education, the Navneet Bahuuddeshiya Sanstha, a premier education society in Maharashtra established Kinkar College of Education Seloo in 2006 with the permission of Government of Maharashtra. The college got affiliation of Nagpur University in the same year. In 2008, the Government of the Maharashtra and Nagpur University accorded permission to run full time M.Ed. (one year Master Degree course). At present our institution run these two courses on self finance basis.

The institution has its own Building in seloo. Considering the academic achievement in the field of education of the institution, the parent body purchased land admeasuring total 1.59 Hr. till date. The parent body constructed the three storey building in 2009 admeasuring

At present our college has a compact and well maintained campus. The institution has well equipped Laboratories, Library and Modern ICT tools which are optionally utilized to enrich the classroom teaching throughout the year.

Our college is situated in the Educational area of Seloo. Reputed schools (Secondary and H.Sec) are many in number encircling the college. Merit producing 5 schools are within half Km of the campus. The college has imparted an Educational Environment to the town. Truly this college can boast of giving a total cultural and developed lift to the whole Tehsil and District Wardha which is famous for Mahatma Gandhi's freedom movement.

Our college is situated in the outskirts of Seloo city and enjoys enviable reputation in this region. This is primarily because of its ambience and also because of its insistence on developing positive attitude towards learners especially the marginalized.

Being a reputed college, students from all over Maharashtra seek admission in our institution. In the session 2009-2010 one (1) student Prabharaje Sharma stood fifth in University from M.Ed. course of Nagpur University . It is our proud privilege to add here that good number of our pass out students are working as a teachers, lecturers, teacher-educators, etc. in various schools, educational colleges and other organizations all over India.

The most important factor in teaching and guiding is the faculty who impart instruction to the trainees and organizes different curricular and co-curricular activities from which the trainees are benefited. The institution has the distinction of having 06 fulltime approved qualified and experienced faculty members with principal, who are expert in their respective fields. Three (3) faculties have obtained their Ph.D. Degrees. The faculty members are extremely devoted and work unitedly for well being of the institution.

Regular classes, innovative teaching methods, use of I.C.T., ample opportunities for updating the knowledge and personal guidance are key factors for success of our institution. The Self Appraisal Report has been prepared by a team of faculty who has devoted their time and efforts to bring out their best.

Management of the institution, Principal, teaching and non-teaching faculties, students and Alumni have extended their whole hearted full support in this entire process, without whom the Self Appraisal Report would not have been possible.

This college is absolutely updated with all the recommendations of Educational Policy,2015.We really follow high degree to maintain QUALITY, COMMITMENT & INNOVATIONS in Education and Teaching.

NAAC Co - ordinator

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A) PROFILE OF THE INSTITUTION

1. Name and address of the institution : Navneet Bahuuddeshiya Sansth's
Kinkar College of Education,
137, Rehki Road Seloo Dist. Wardha,442104
2. Website URL : www.kinkareducation.org
3. For Office communication : as above

Name	Telephone Number with STD Code	Fax No.	E-Mail Address
(Principal) Dr. Ushoshi Guha	07155- 220240	07152 252121	dhodre.dipak@gmail.com uguha99@gmail.com
Vice-Principal	----	----	-----
(Self Study Co-ordinator)	07155- 220240	07152 252121	uguha99@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head /Principal	-----	9373118208,9326535426, 9921560615
Vice-Principal	-----	-----
Self- appraisal Co-ordinator	-----	9823945099

4. Location of the Institution

5. Urban ☐

Semi- urban ☐

Rural ☒

Tribal ☐

Any other (specify and indicate) ☐

6. Campus area in acres :

1.59 Hr

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

7. Date of establishment of the institution :

DD	MM	YYYY
31	08	2006

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

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur.

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

Month and Year

2 (f)

MM	YYYY
----	----

12 B

MM	YYYY
----	----

10. Type of Institution

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

viii.CTE ☐

ix. Any other (specify and indicate) ☐

b. Does the University / State Education act have provision for autonomy?



Yes

No

If yes, has the institution applied for autonomy?



Yes

No

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

Sr. No	Level	Programme / Course	Entry qualification	Nature of Award	Duration	Medium of instruction
i)	Graduation	B.Ed.	Graduation	Degree	1 Year	Marathi
ii)	Post Graduation	M.Ed.	B.Ed.	Degree	1 Year	Marathi

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

Level	Programme	Order No. & Date of NCTE	Valid upto	Sanctioned Intake
Graduate	B.Ed.	WRC/5-6/86-872006/8069 dtd.31.08.2006	Permanent	100
Post Graduate	M.Ed.	WRC/5-6/101st2008/28547 dt.04/02/2008	Permanent	35

CRITERION I

CURRICULUM DESIGN AND DEVELOPMENT

1. Does the institution have a stated

	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vision	Yes	No
Mission	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Values	Yes	No
Objectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Yes	No

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

Yes

If yes,

a) How many programmes?

03

b) Fee charged per programme

S.N.	Programme	Fee Charged
1	B.Ed.	26900/-
2	M.Ed.	54600/-

3 D.T.Ed 12000/-

3. Are there programmes with semester system?

Yes

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

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

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

Three

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

B.Ed.

Method (15) Elective (6)

M.Ed. (Full Time)

Optional paper (9)

6. Are there programmes offered in modular form?
 Yes ☒ No ☐
7. Are there Programmes where assessment of teachers by the students has been introduced?
 Yes ☒ No ☐ Number 3
8. Are there programmes with faculty exchange/ visiting faculty?
 Yes ☒ No ☐ Number ...
9. Is there any mechanism to obtain feedback on the curricular aspects from the
- | | | |
|------------------------------------|---|-----------------------------|
| Heads of practice teaching schools | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Academic peers | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Alumni | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Students | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Employers | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
10. How long does it take for the institution to introduce a new programme within the existing system?
 As per pre-requisite/requirement.
11. Has the institution introduced any new courses in teacher education during the last three years?
 Yes ☐ No ☒
12. Are there courses in which major syllabus revision was done during the last five years?
 Yes ☒ No ☐
13. Does the institution develop and deploy action plans for effective implementation of the curriculum?
 Yes ☒ No ☐
14. Does the institution encourage the faculty to prepare course outlines? Yes ☒ No ☐

CRITERION II

TEACHING, LEARNING AND EVALUATION

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

- | | |
|--|-------------------------------------|
| a) Thorough an entrance test developed by the institution | <input type="checkbox"/> |
| b) Common entrance test conducted by the University/Government (For B.Ed. & M.Ed.) | <input checked="" type="checkbox"/> |
| b) Through an interview | <input type="checkbox"/> |
| c) Entrance test and interview | <input type="checkbox"/> |
| d) Merit at the qualifying examination (For M.Ed. & B.Ed.) | <input checked="" type="checkbox"/> |
| e) Any other (specify and indicate) | <input checked="" type="checkbox"/> |

Students are selected for admission through Centralized Admission Process conducted by Directorate of Higher Education, Maharashtra Government, Pune as well as from linguistic/religious-minority quota as our Sanstha has permanent Hindi linguistic-minority status.

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

S.N.	Details	B.Ed.	M.Ed.
A)	Date of start of the academic year	20/06/2014	20/06/2014
B)	Date of last admission	10/10/2014	30/09/2014
C)	Date of closing of the academic year	30/04/2015	30/04/2015
D)	Total teaching days	210	210
E)	Total working days	240	240

3. Total number of students admitted for the session 2014-15 :

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	31	51	82	29	49	77	03	02	05
M.Ed.(Full Time)	09	20	29	08	17	25	01	03	25

4. Are there any overseas students?

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

5. What is the unit cost of teacher education programme?

(Unit cost = total annual recurring expenditure divided by the number of students/trainees enrolled).

B.Ed. & M.Ed.

Unit cost excluding salary component Rs. 16474/-

Unit cost including salary component Rs. 54172/-

(There is no separate data about annual recurring expenditure of two courses are available in the balance sheet so combined unit cost is mentioned above.)

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

Programme	Open		Reserved	
	Highest(%)	Lowest(%)	Highest (%)	Lowest(%)
B.Ed.	55.28	---	57.93	40.33
M.Ed.(Full Time)	67.34	60.67	69.00	56.84

Minimum Criterion for admission into following programmes :

S.N.	Programme	Open	Reserved
1	B.Ed.	50 %	45 %
2	M.Ed.	50 %	50 %

Note : Minimum criterion of 50% is applied to the students outside of Maharashtra.)

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



Yes

No

8. Does the institution develop its academic calendar?



Yes

No

9. Time allotted in percentage.

Programme	Theory	Practice Teaching	Practicum
B.Ed.	55%	27%	18%
M.Ed.(Full Time)	67%	----	33%

10. Pre-practice teaching at the institution –

a) Number of pre-practice teaching days

7

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

5+5=10

11. Practice Teaching at School

- a) Number of schools identified for practice teaching 10 -
- b) Total number of practice teaching days 15 -20
- c) Minimum number of practice teaching lessons given by each student 30

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

Number of Lessons in simulation 2+2 =4

Number of Lessons Pre-practice teaching 5+5 = 10

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

☒ ☐

Yes No

14. Does the institute provide for continuous evaluation?

☒ ☐

Yes No

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

Programme	Internal	External
B.Ed.	36%	64%
M.Ed.(Full Time)	20%	80%

16. Examinations

a) Number of sessional tests held for each paper 02

b) Number of assignments for each paper 10

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

Details	Yes	No
Computers	✓	
Intranet		✓
Internet	✓	
Software/Courseware (CDs)	✓	
Audio Resources	✓	
Video Resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate) OHP & LCD	✓	

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

☒☐

Yes

No

[Core Paper III (B.Ed.) & Educational Technology (Optional Paper for M.Ed.)]

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

☐☒

Yes

No

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

CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

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

Number	03	Percentage	50%
--------	----	------------	-----

2. Does the Institution have ongoing research projects?

☐

Yes No ☒

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

Funding Agency	Amount (Rs)	Duration (Years)	Collaboration, if any
BJ Society for HRD Nagpur	25,000	01	Individual by our faculty Miss. Dr. Ushoshi Guha

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

(Mark ☒ for positive response and “X” for negative response)

<input checked="" type="checkbox"/> Teachers are given study leave	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Teachers are provided with seed money	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Adjustment in teaching schedule	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providing secretarial support and other facilities	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Any other (specify and indicate)	<input checked="" type="checkbox"/>

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

☐

Yes No

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

a. Ph.D. --

b. M. Phil. --

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

Yes ☒ No ☐

8. Details of the Publications by the faculty (Last 5 Years)

	Yes	No	Number
International journals	✓		05
National Journals- referred papers Non referred papers	✓		06
Academic articles in reputed Magazines / news papers	✓		53
Books	✓	----	04
Any other (specify and indicate)	----	----	

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

faculty? Yes ☒ No ☐

Number

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

	Faculty	Students
National seminars	52	----
International seminars	10	-----
Any other academic forum	----	-----

11. What types of instructional materials have been developed by the institution?

(Mark ☒ for positive response and ☒ for No.)

- Self- instructional materials ☒
- Print materials ☒
- Non- print materials (e.g. teaching Aids/audio- visual, multimedia, etc.) ☒
- Digitalized (Computer aided instructional materials) ☒
- Question bank ☒
- Any other (specify and indicate) ☐

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

Yes ☒ No ☐

If yes, indicate the nature of the post.

Full- time ☐

Part-time ☐

Additional charge ☒

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

☐ ☒

Yes No

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

☒ ☐

Yes No

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

☒ ☐

Yes No

16. Does the institution provide consultancy services?

☒ ☐

Yes No

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

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

Local level	<input checked="" type="checkbox"/>
State level	<input checked="" type="checkbox"/>
National level	
International level	----

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

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

1395.86 sq.mts.

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

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

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

35 computers

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

500000 Rs.

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

750000 Rs.

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

10,00000 Rs.

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

2500000 Rs.

8. Has the institution developed computer aided learning packages?

☐
☒

Yes No

9. Total number of posts sanctioned :

	B.Ed.	M.Ed.
Teaching	07	05 + 1(Principal)
Non-teaching	06	

10. Total number of posts vacant

B.Ed. – 04

M.Ed. - 03

Teaching : 00

Non-teaching : 00

0

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

Lecturers - F - 02 M - 03

Readers - F - 00 M - 00

Professors - F - 00 M - 00

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

Lecturers - F - 03 M – 01

Readers - F - 00 M - 00

Professors - F - 00 M - 00

C.. Number of teachers from

Same state

Other states

All

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	1:10
M.Ed.(Full Time)	1:8

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent	5	0	0	-
Temporary	-	-	1	1

b. Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent	02	-	-	-
Temporary (Ad-hoc)	-	-	-	-

14. Ratio of Teaching –non-teaching

staff 2:1

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

60.22%

16. Is there an advisory committee for the library?



Yes

No

17. Working hours of the Library

On working days

6.00 Hrs.

On holidays

On demand

During examinations

6.00 Hrs.

18. Does the library have an open access facility?



Yes

No

19. Total collection of the following in the library

a. Books

3449

- Text books - 2863

- Reference books - 586

b. Magazines

08

c. Journals Subscribed

- Indian Journals

09

- Foreign journals

02

d. Peer reviewed journals

02

e. Back volumes of journals

80

f. E-information resources

- Online journals/e-journals –

No

- CDs/DVDs -

07

- Databases -

No

- Video Cassettes -

2

- Audio Cassettes -

2

20. Mention the the total area of the Library (in sq.mts)

- 1100 sq ft

Seating capacity of the Reading room

- 50

21. Status of automation of Library

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

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

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

23. Are students allowed to retain books for examinations?

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

24. Furnish information on the following

Average number of books issued/returned per day	<input type="text" value="30-40"/>
Maximum number of days books are permitted to retained	
By the students	<input type="text" value="07"/>
By the faculty	<input type="text" value="20"/>

Maximum number of books permitted for issue

For students

2

For faculty

10

Average number of users who visited/consulted per month

5 - 7

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

20:01

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

0.5

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

Details	I (2012)		II (2013)		III (2014)	
	Numbers	Total cost (in Rs.)	Numbers	Total cost (in Rs.)	Numbers	Total cost (in Rs.)
i. Text books	2863	1,25,343	3050	1,75,300	3800	2,25,50
ii. Other books	586	1,51,759	02	800	02	610
iii. Journals/ Periodicals	18	1,100	01	200	04	1,980
iv. Any others (specify and indicate) News papers	12	720	12	720	12	720

CRITERION V

STUDENT SUPPORT AND PROGRESSION

Student Progression –

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

Programmes	Year 1	Year 2	Year 3
B.Ed.	04	Nil	Nil
M.Ed.(Full Time)	02	Nil	Nil

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

☒ Yes ☐ No

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

Around 14 to 15 students are placed in the care of a mentor in B.Ed. course and 08 students are allotted to a mentor in M.Ed. course who regularly monitors their various curricular, co-curricular and extracurricular activities and also helping them solving their personal or academic problems and remain in touch with their progress throughout the session.

3. Does the institution offer Remedial instruction?

☒ Yes ☐ No

4. Does the institution offer Bridge courses?

☐ Yes ☒ No

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

	B.Ed.			M.ED.		
	2014-2015	2013-2014	2012-2013	2014-2015	2013-2014	2012-2013
Pass Percentage	52.56%	36.36%	49.35%	80.00%	70.58%	66.66%
Number of first classes	17	04	24	19	08	17
Number of distinctions	---					
Exemplary performances (Gold Medal And university ranks)						

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

Exam	2014-15	2013-14	2012-13
NET	-		
SET/SLET	-		
ANY OTHER (TET)	-		

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

Financial Aid	2012-13	2013-14	2014-15
Merit Scholarship	---	----	----
Meritcum-means Scholarship	---	----	---
Fee concession	---	----	---
Loan facilities	----	----	----
Any other – Government Scholarship			

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

Yes ☐ No ☒

9. Does the Institution provide Residential accommodation for:

Faculty Yes ☐ No ☒
Non-teaching staff Yes ☐ No ☒

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

Yes ☒ No ☐

If yes, number of students residing in hostels.

Men

Women

The Institution provides Hostel facility but no one applied for it.

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

Sports fields Yes No ☐
Indoor sports facilities Yes ☒ No ☐
Gymnasium Yes ☐ No ☒

12. Availability of rest rooms for Women
☒ Yes ☐ No
13. Availability of rest rooms for Men
☒ Yes ☐ No
14. Is there transport facility available?
☐ Yes ☒ No
15. Does the Institution obtain feedback from students on their campus experience?
☒ Yes ☐ No
16. Give information on the Cultural Events (Last year data) in which the institution Participated / organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	---	---	---	---	---	
Inter-university	---	---	---	✓	---	01
National	---	---	---	--	--	----
Any other (specify and Indicate)	---	--	----	✓	---	01

(Excluding college day celebration)

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

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

18. Does the institution have an active Alumni Association?

☒ Yes ☐ No

If yes, give the year of establishment

2009

19. Does the institution have a Student Association/Council?
☒ Yes ☐ No
20. Does the institution regularly publish a college magazine?
☐ Yes ☒ No
21. Does the institution publish its updated prospectus annually?
☒ Yes ☐ No
22. Give the details on the progression of the students to employment/further study (Give Percentage) for last three years.

	Year 1 2012-13	Year 2 2013-14	Year 3 2014-2015
Higher studies	55%	35%	45%
Employment (Total)	60%	62%	65%
Teaching	68%	70%	70%
Non Teaching	10%	15%	15%

(Note : The data is presented approximately.)

23. Is there a placement cell in the institution?
☒ Yes ☐ No
- If yes, how many students were employed through placement cell during the past three years.

2012-13	2013-14	2014-15
28	31	33

24. Does the institution provide the following guidance and counseling services to students?
- | | | |
|--|---|-----------------------------|
| <input checked="" type="checkbox"/> Academic guidance and Counseling | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <input checked="" type="checkbox"/> Personal Counseling | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <input checked="" type="checkbox"/> Career Counseling | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

CRITERION VI

GOVERNANCE AND LEADERSHIP

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

☐ Yes ☒ No

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

GoverningBody /LocalManagement Committee	06
Staff council/College Development Cell (CDC)	10
IQAC/or any other similar body/committee	06
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	
Academic Planning Committee	(04)
Admission Committee	(04)
Examination and Internal Assessment Committee	(06)

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

	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Loan Facility	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Medical assistance	Yes	No
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Insurance	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (EPF)	Yes	No

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

0	0	6
---	---	---

5. Furnish the following details for the past three years

- 1) Number of teachers who have availed the faculty improvement program of the UGC/NCTE or any other recognition.

UGC - 02

2Any other - 00

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

National

04

International

01

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

No.

d. Number of Seminars/ workshops/symposia on curricular development. Teaching learning. Assessment etc organized by

Seminar-09

Workshop -02

e. Research development programmes attended by the faculty

Yes

(08)

f. Invited/endowment lectures at the institution.

Yes

(28)

Any other area (specifies the programme and indicates)

No

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

a. Self- appraisal



Yes



No

b. Student assessment of faculty performance



Yes



No

c. Expert assessment of faculty performance



Yes



No

d. Combination of one or more of the above



Yes



No

e. Any other (specify and indicate)



Yes



No

7. Are the faculty assigned additional administrative work?



Yes



No

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

As per the requirement.

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

Tuition fee & other

Rs. 28,04345/-

9. Expenditure statement (for last two years)

Sr. No.	Expenditure Spend on various items	2013-14	14-15
1	Salary of Teaching	471548	484586
2	Salary of non-Teaching	496100	518878
3	Newspaper and Periodicals/Journals	7501	7805
4	Telephone, Electricity, Municipal tax	88771	55550
5	Repair & Mint (Building, Sports, Computer & Garden)	300000	350000
6	Repair& Mint (Equipments, Vehicle, Electricity, Furniture &Plumbing)	150000	175000
7	Research, Seminars, Conference &Guest Lecturers	50000	150000
8	Tours & Traveling	19820	36980
9	Sanitary & Security Charges	25000	30000
10	Other contingency, Recurring & Non-recurring Exp.	349764	172426
11	Internet & Networking Charges	144000	144000
12	Provident Fund (Management share & admin. charges)	0	0
	TOTAL	2102504	2125225

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

	Surplus in Rs.	Deficit in Rs.
2014-15	<input type="text" value="-----"/>	<input type="text" value="10,00,953/-"/>
2013-14	<input type="text" value="---"/>	<input type="text" value="12,40,812/-"/>
2012-13	<input type="text" value="---"/>	<input type="text" value="7,80,744/-"/>

11. Is there an internal financial audit mechanism?

Yes ☐ No ☒

12. Is there an external financial audit mechanism

Yes ☐ No ☒

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

Administration	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Finance	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Student Records	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Career Counseling	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Aptitude Testing	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Examinations /Evaluation/ Assessment	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Any other (specify and indicate) CD's	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Yes ☒ No ☐

18. Is a grievance redressed mechanism in vogue in the institution?
a) for teachers ☒
b) for students ☒
c) for non-teaching staff ☒
19. Are there any ongoing legal disputes pertaining to the institution?
Yes ☐ No ☒
20. Has the institution adopted any mechanism /process for internal academic audit/quality checks?
Yes ☒ No ☐
21. Is the institution sensitized to modern managerial concepts such as strategic planning teamwork, decision-making computerization and TQM?
Yes ☒ No ☐

CRITERION VII

INNOVATIVE PRACTICES

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



Yes

No

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



Yes

No

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

Session 2014-15

Category	Men				Women			
	B.Ed.	%	M.Ed	%	B.Ed.	%	M.Ed.	%
SC	2	7.14%	--	--	8	16.32%	1	16.66%
ST	1	3.57%	--	--	--		1	5.26%
OBC	18	64.28%	--		34	69.38%	14	35.00%
SBC	--	--	--	--	2	4.08%	--	--
VJ/NT	4	14.28%	--	--	4	8.16%	--	--
General	4	14.28%	1	16.66%	1	2.04%	3	15.78%
Physically challenged	--		--		--		--	
Rural	Data not recorded.							
Urban								
ESBC								
Any Other (Minority)								
Total	29		01		49		19	

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

Session 2014-2015 (B.Ed. and M.Ed.)

Category	Teaching Staff				Non-Teaching Staff			
	Men	%	Women	%	Men	%	Women	%
SC	--	--	--		2	33.33	--	--
ST	--	--	--	--	--	--	--	--
OBC	1	7.69	2	15.3	2	33.33	--	--
Physically Challenged	--	--	1	7.69	--	--	--	--

General	--	--	5	38.46	1	16.66	1	16.66
Any Other	--	--	--	--	--	--	--	--
Total	3	23.07	10	76.92	5	83.33	1	16.66

(Note : Due to permanent minority status no roaster applied.)

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

Percentage incremental academic growth of B.Ed. /M.Ed. students:-

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC				
ST				
OBC				
SBC				
VJ/NT				
General Category				
Physically challenged				
Rural				
Urban				

(Note : Data is not recorded.)

A. EXECUTIVE SUMMARY

The Shikshan Sanstha, Nagpur has a very humble origin. It is recognized as one of the progressive educational institution in Vidarbha region. The Sanstha was established in by reputed Social Worker and is presently running over various educational institutions all over the Wardha district and also at Seloo. The Sanstha derives its philosophy from the magnanimous

Educationist, social reformer and Nationalist Mahatma Gandhi and Swami Samarth who dedicated his life for the cause of Swaraj. The Sanstha makes a modest attempt to observe all the ideology of new system of education for the youth to manifest the dream of modern India through value based education.

The mission of Sanstha is to generate effective synchronization amongst academicians, professionals, technocrats and students so as to achieve excellence in education with a sense of commitment to meet the National aspirations.

Establishment of Schools & Colleges:

Our Sanstha established pre-primary to higher secondary schools, technical institution, primary teacher education institution status and recognition of the Government and Society. The Sanstha now decided to do some concrete work in the area of Secondary Teacher Education and established the college of education in July, 2003 in the name of **Kinkar College of Education** with the permission of State Government of Maharashtra to run B.Ed.- One year degree course and One year Master's Degree course (M.Ed.) in 2007.

The college got affiliation from Rashtrasant Tukadoji Maharaj Nagpur University in 2003 to run B.Ed. Course and in 2007 for M.Ed. Course. The Local Enquiry Committee (LEC) of Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur had visited to our Institute on 16/05/2014 for granting affiliation to run B.Ed. and M.Ed. courses in Education. Now our college has applied for the permanent affiliation.

The parent body of the institution purchased land at area in Nagpur city. At present our college is housed in its own spacious and elegant building with all other amenities. It is situated in the outskirts of the city which is environmentally very rich. The institution is recognized by NCTE since 2003. The Norms and Standards fixed by NCTE from time to time are observed by the institution.

Method Rooms and other facilities:

Our institution has all necessary classrooms, independent method rooms, sports rooms, science laboratory, computer laboratory and enriched library. The institution has linkages with 10-12 schools in which practice teaching is carried out. The institution has linkages with some local and state level organization. The office bearers of such organization always guide our students. Our institution has full time approved faculty members with principal, who are expert in their respective fields. Six (3) faculties obtained their Ph.D. degree in different aspects of education and two faculties are pursuing for the same.

The institution has sufficient number of sports equipments to organize sports activities. The institution has computer laboratory with internet facility, enriched and up-dated library which help the students to conduct research work in the field of education.

The institution regularly organizes various seminars regarding different competitive examinations such as SET, NET, CET, CTET, MH-TET and PAT. Our institute organizes exclusive activity under the extension department i.e. Wadi Dattak Yojana. The academic and cultural achievements of the institution have been outstanding since its inception. Every year students of different programs secure places in the merit lists of Rashtrasant.Tukadoji Maharaj, Nagpur University, Nagpur. Even in cultural field also they are at the top. They bagged moving trophy awarded for the inter-collegiate competitions.

The institution has now applied for Assessment and Accreditation by NAAC, Bangalore.

CRITERION I

CURRICULUM DESIGN AND DEVELOPMENT

1.1 CURRICULAR DESIGN AND DEVELOPMENT :-

1. **State the objectives of the institution and the major considerations addressed by them? (Intellectual, academic, Training, Access to the Disadvantaged Equity Self-development, Community and National Development, Global trends, and demands etc.)**

Institution has set up its vision and mission to achieve and promote educational objectives as well as to satisfy the needs of the society.

In view of the above and to satisfy the changing needs of the society, institution has set up the following objectives:-

Objectives of the Institution:-

- i) To provide academic excellence and overall personality development.
- ii) To enable student-teachers to act as persons of modernization and social change.
- iii) To become competent and committed professionals willing to perform the identified tasks.
- iv) To be a sensitive student-teacher about emerging issues of society such as environment, population, gender equality, legal literacy etc.
- v) To inculcate rational thinking and scientific temper among the students.
- vi) To promote capabilities for inculcating national values and heritage.
- vii) To develop student-teacher through systematic study and research that will contribute to the development of educational literature and to the growth of educational discipline.
- viii) To develop moral and ethical qualities of students teacher which build good character.

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

The entire curriculum planning and designing is done at appropriate level of the affiliating university by the academic bodies i.e. Board of studies. Our

principal, who is a member of board of studies, takes active part in the curriculum design process.

At the institution level, we have developed a pro-forma for gaining feedback about the curriculum. At the end of academic session feed-back is collected regarding curriculum from the students. We also make note of the views presented by the alumni regarding curriculum.

The Principal calls a meeting of faculty members to discuss the outcome of the feed back collected from the students. Teachers` views are also considered and consolidated outcome is conveyed to the university through our principal who is members of Board of studies.

The institution is affiliated to Rashtrosant Tukadoji Maharaja University, Nagpur. A college is affiliated to university does not have freedom for curricular design. The curricular designed by the university has to be followed by the institution. The modification is made by the university is brought to the action by institution.

The university has organized a workshop for preparing a new curriculum design according to NCFTE 2014 on 25th March 2015 at PGTD Department of University. Every faculty is co-ordially invited in the workshop for the detailed discussion on curriculum.

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

Present curriculum is based on competency- based curriculum. This denotes the curriculum has the power to develop and appraise different abilities to teacher trainee. Common thrusts of nation are included in the teacher education for understanding and analysis.

The role of teacher educator and student-teacher has been redefined us to the global trends and emerging a needs of the schools children. Through a balanced blending of traditional methodology with ICT and new technology, we prepare the student-teachers to become independent, creative and confident enough to face the world. The institution and faculty members are prompt in guiding the student-teachers to integrate the technology like OHP, LCD projector, slide projector, internet, computers, radio, T.V. and other audio-visual aids with face to face sessions to present the content effectively.

Global issues are reflected through activity based learning such as seminar sessions, group discussions, exposure to interview technique, arranging debates, etc.

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

All national issues are reflected throughout the curriculum of teacher education.

Environmental Global Issues:- To make students of the institution aware about environmental issues, we organize environmental awareness rally, tree plantation programme, supw workshop on the subject like “Best out ofWaste”.

Value Education :- To inculcate the values among the students, institution arranges visits to slum areas, old age home (vrudhashram), street plays, workshops etc. to make the society as well as students aware of the evils prevailing in the society. Moral values are developed through good thoughts and through prayer and assembly schedules along with optional paper of value education.

ICT is used in the transaction of curriculum as under:- The institute provides facility of internet, LCD projector for teaching learning process. The thrust on ICT is reflected in their submission of power point presentation, use of computer in research work and their elective subjects i.e. Education Technology.

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

Yes, faculty members make use of ICT in planning for curriculum transaction as under:-

Each faculty member has to plan its academic units for classroom teaching and present it with the help power point /OHP.

Planning of co-curricular activities as well as microteaching and lessons of practice teaching are prepared with the help of computer.

The following activities are also under taken with the use of ICT

- a) Motivate students to use internet for collecting useful information.
- b) To show various informative slides to students.
- c) ICT is used in seminars, lessons and research work.
- d) The faculty encourages the students to make the use of ICT in preparing the lesson.

1.2 ACADEMIC FLEXIBILITY :-

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

The institution provides a wide variety of learning experiences to the students for the effective implementation of curriculum. All the necessary steps have been taken by the institution for the better implementation of the curricular activities.

Learner centered activities :- There is ample scope for individual activities. The student-teacher has to complete his/her assignments. He/She has to prepare charts and models on his/her own. For this purpose workshop on audio-visual aids is propagated.

Exposures :- Students are encouraged to participate in the following activities such as seminar, case-study, book project. Guest lecturers based on different topics related to curriculum, guidance for solving different question papers etc. are arranged. Various cultural activities for students in the campus arrange through annual function.

Promoting self learning- There is an ample scope for self learning in the curriculum. Some topics related to syllabus are to be prepared by the students themselves. Subject teachers and librarian of college provides guidance to the students in this regard. The students are also encouraged to arrange panel discussions and group discussions on some selected subjects.

2. How does the institution provide for adequate flexibility and scope for learning experiences in the campus and in the field?

While implementing the curriculum the faculty members encourage to student-teachers to participate in various curricular, co-curricular and extra-curricular activities.

For the effective implementation of curricular aspect of course all the faculty members use various innovative and technological approaches of teaching and learning. Various methods like demonstration, lectures and problem solving are used with wide range of teaching aid such OHP, computers, LCD, charts, models, etc. While providing effective teaching learning environment to the student-teachers in the campus and in the classroom they are being motivated to do work with community.

There is a provision of field work in B.Ed. and M.Ed. course :

1. B.Ed. students are sent to different high schools for practice teaching.
2. M.Ed. students need to collect the data from the field for their research work.

3. What value added courses have been introduced by the institution during the last three years which would for examples: Develop communication

skills (verbal & written). ICT skills, Nursing, ITI, Life skills, Community orientation, Social responsibility etc.

The College has introduced such courses however, for promoting values; college conduct /organize activities such as prayer and paripath (Morning Assembly) schedule, community work, project work etc. which inculcates moral values in the students and visit to special school an visit to old aged home to understand social responsibility. To develop communication skills (verbal and written), institute organizes following activities:

1. Spoken English
2. Speech Contest
3. Writing assignment
4. Articles for college magazine
5. Using display board for articles and thoughts

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

- i) Interdisciplinary/Multidisciplinary
- ii) Multi Skill Development
- iii) Inclusive Education
- iv) Practice Teaching
- v) School experience /Internship
- vi) Work experience/ SUPW
- vii) Any other (specify and give details)

Interdisciplinary/Multidisciplinary-The curriculum is interdisciplinary and multidisciplinary which includes subjects like Educational Philosophy, Advanced Educational Psychology, Environmental Education, Educational research.

The curriculum of B.Ed. is designed by Rashtrasant Tukadoji Maharaj University, Nagpur. It includes the subjects from various disciplines like languages, (Marathi, Hindi, English, Sanskrit) Music, Pali, Physics, Chemistry, Biology, Math, Enomics, Commerce. Hence the curriculum is multi-disciplinary.

The curriculum of M.Ed. is designed by Rashtrasant Tukadoji Maharaj university, Nagpur. Which includes subjects from such as Philosophy of

Education, Advanced Arts discipline such as Philosophy of Education, Advanced Educational Sociology, Educational Technology Teacher Education, Environmental Education etc. Hence the curriculum is inter-disciplinary.

Multi Skill Development – The curriculum of teacher education provides ample exposure to attain various skills during course time like teaching skill, social skill, writing skill, technical skill and work experience skill.

Inclusive Education – At present much emphasis is not given on the inclusive education in the curriculum.

Practice Teaching-

Practice Teaching Programme :

Workshop	1 week
Pre-Practice Teaching	1 week
Practice Teaching	3 week

Micro teaching and practice teaching sessions are organized by the institution as per mentioned in the syllabus of university.

School experience /Internship

School experience is provided to the students during the practice teaching lesson. Internship is not included in the curriculum of Rashtrasant Tukadoji Maharaja Nagpur University, Nagpur.

Work Experience/SUPW – Classroom orientation is provided to teacher-students for work-experience under the supervision of faculty members. Workshop on SUPW is also conducted under the supervision of faculty members. They learned to make few decorative items and few craft items.

Inter Disciplinary Skills –Through Diploma and Certificate courses in ITI & Diploma in Nursing we continuously hold exchange programs with various courses of Education.

1.3 FEEDBACK ON CURRICULUM :-

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

The institution has adopted mechanism of getting feedback regarding the B.Ed. and M.Ed. course.

1. Feedback on curriculum from Students :

- a. Through pro-forma given by NAAC.
- b. Suggestion Box.

2. Feedback on curriculum by Alumni :

- a. Alumni provide feedback when they visit the institution for Alumni Association's meeting. They are also contacted by the college over phone for collecting the feedback.
3. Feedback on curriculum by Employers :
 - a. The members of the parent body makes frequent visits to the college and hold discussions with principal and faculty regarding curriculum transaction, organization of curricular and co-curricular activities and provide feedback with corrective measures, if any are adopted and make required changes in the action plan.
4. Feedback on curriculum by Teaching Faculty :
 - a. The Faculty members meet after every activity related to curriculum to review and discuss for effective implementation in future.
5. Feedback on curriculum by the community :
 - a. The institution also receives feedback from the schools and institutions linked with us regarding practice teaching.
 - b. The stakeholders who visit our institution are also asked for their opinions about the overall outcome of the institution.
2. **Is there any mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes, give details on the same.**

Yes, the institute has a mechanism on analysis of feedback from all the above mentioned stakeholders on the curriculum. The opinions and the views given by these stake holders are discussed and analyzed in the meeting of principal and teaching staff. Remarkable suggestions for the improvement and the changes to be brought in the curriculum are as follows.

1. The course duration should of two year rather than one year.
2. One month Internship apart from the practice teaching should be incorporated in B.Ed. curriculum.
3. ICT should be a special subject in the B.Ed. curriculum.
4. A proper time schedule should be earmarked in the prescribed syllabus of M.Ed. course.
5. The syllabus of B.Ed. should change according to the changes in the school curriculum.

3. **What are the contributions of the institution to curriculum development? (Member of BOS, Sending timely suggestions to the university on other agencies responsible for curriculum development, feedback etc.)**

The entire curriculum is designed by BOS of affiliating university and the college is represented on the BOS by the principal of our college, who give suggestions to the BOS from the outcome of feedback received from alumni, stake holders, employer, etc.

1.4 CURRICULUM UPDATE :-

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

No major changes are made in the curriculum by the university.

Major changes at B.Ed. level :-

■ Grading system is employed instead of marks for the continuous internal assessment like field based experiences, community work, co-curricular activities. Due to this grading system healthy competition is established, because gradation is not going to affect students` overall academic percentage.

■ Major change in the title of compulsory second paper i.e. „Development of learner and teaching learning process instead of „Educational Psychology“.

In the same paper topics like memory and forgetting, defense mechanism and creativity are added in the different units. Due to the major change in second paper student-teacher can improve his/her personality in creative direction.

2. **What are the strategies adopted by the institution for curriculum revision and update?**

Any change about curriculum need to cognize for its importance in the learning progress of teacher trainees. Faculty member discuss the minor or major changes in the syllabus for their future planning about learning experiences. So, feedback from practicing school, faculty of the institution and student-teacher will be taken into consideration. Needed suggestion are conveyed to University for revision and update through our principal who is the member of BOS.

1.5 BEST PRACTICES IN CURRICULAR ASPECTS :

1. What is the quality sustenance and quality enhancement measure undertaken by The Institution during Last five years in curricular aspects?

Institution aspires to arrange various awareness activities, workshops, seminars, Guest lecturers during academic Session.

- Guest lecturers related to theory papers.
- MCQ (Multiple Choice Question) Test based on curriculum.
- Inculcate values through Morning Assembly (Prayer).
- Academic & Co-Curricular activity
- Workshop on Teaching aids
- Continuous and comprehensive evaluation
- The institute also encourages the faculty members to take- up action research.
- Community participation

2. What innovations/best practices in “Curricular Aspects” have been planned/ Implemented by the institution?

Following activities are regularly implemented at our institution:-

- Take home test
- Open book test
- Co-curricular activities directed towards various problems facing by the society.

Following activities are planned to be implemented in near future at our institution.

- Activity based camps related to Adult Education, Pollution, Population Education, Human rights and duties
- Teachers association for Educational Research (TAER) at Nagpur Level.

CRITERION II

TEACHING, LEARNING AND EVALUATION

2.1 ADMISSION PROCESS AND STUDENT PROFILE:-

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

Kinkar College of Education Seloo, Dist.Wardha is recognized by NCTE and affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur. The Institution offers two full time courses in the field of education.

The list of the courses offered by the institute is as follows -

i) B.Ed.

ii) M.Ed.

Criteria for admission to various courses is as follows :-

1) B.Ed.:- As per norms of NCTE and Rashtrasant Tukadoji Maharaj. Nagpur University, Nagpur

2) M.Ed.:- As per norms of NCTE and Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

Admission process of the institute :-

■ B.Ed./ M.Ed. :- Students are selected for admission through Centralised Admission Process conducted by Directorate of Higher Education , Maharashtra Government as well as from linguistic/religious-minority quota as our Sanstha has permanent Hindi linguistic-minority status.

The institute ensures equity as under :-

- a) By adhering to the quota of reservations specified by the government for students of disadvantaged community
- b) The college is Co-education College.
- c) Through provision of government scholarship for backward class students.

The institute ensures transparency as under :-

Entire admission procedure is done according to the rules and regulation laid down by Minority Department as well as DHE Pune, Maharashtra Government. Admission committee takes every care to make admission procedure transparent.

Transparency is ensured from the stage of notification till the completion of admission process. Hence access, equity and social justice are ensured through transparency and adherence to rules.

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

The Institution ensures wide publicity to the admission Process.

The programs are widely publicized through following ways:-

- Prospectus / Information brochure
- Institutional Website
- Advertisement in Regional, National and Local Newspapers
- Notice Board of our college
- Ex. Students / Alumni of students

Our prospectus provides the following information about the college :-

- Clear information about the college location
- Clear information about the college vision and mission.
- Courses run by institute.
- Management body
- Student code and conduct
- Special features of the college
- Physical infrastructure of college including computer, psychology and science lab
- Admission criteria
- Admission policy
- Fees structure
- Information about teaching faculty & non-teaching staff
- Result and list of meritorious students
- Students alumni
- Government Scholarship
- Information regarding filling up the admission form is mentioned.
- Achievement of students and faculty

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

The institution constitutes admission committee to monitor admission decision. The chairperson of the committee arranges meetings before the admission procedure takes place. The Director of our Sanstha attends the meeting and presents his valuable suggestion regarding admission process.

The decisions are taken regarding admission policy and work is assigned to the members of the committee. Each committee member does his/her assigned work sincerely. They follow the admission procedure carefully. Next meeting is arranged after the completion of admission process. In this meeting review is taken regarding entire admission process.

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

The institution follows the criteria laid down by the Rashtrasant Tukadoji Maharaj Nagpur University and Maharashtra Government for the admission process. Our institution has adopted following strategies to retain the diverse student population admitted to the institution at institute level.

- The institute gives always preference for admission to the students belonging to rural and tribal areas
- Government scholarship facility is availed for prospective students.
- Concession is given in fees to disadvantaged and economically backward students and such students are allowed to pay their fees in installments.
- Different festivals and special days of different religions and cultures are celebrated.
- Different cultural activities are organized in our institute regularly.
- Teaching is done in all three medium as per the requirements of the students. (E.g. Marathi, English and Hindi.)
- Women's day is regularly organized in our institute.
- For physically challenged students, our institute takes care of their needs and interest and help them in every walk of their life in the institution.

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

We organize activities which help us assess students' knowledge and skills.

Activities are as follows:-

- A welcome program (Fresher's program) is organized to provide platform to exhibit their innate talent. Different activities are organized by the students as per their interests.
- Personal interview is carried out for assessing students' skills and knowledge. The institute has prepared a pro-forma for the same. The pro-

forma contains profile of the students and his/her interests area, their hobbies, etc.

.An Induction Program is regularly held.

2.2 CATERING TO DIVERSE NEEDS :-

1. Describe how the institute works towards creating an over all environment conducive to learning and development of the students?

The Institution provides following facilities to the students for creating and maintaining conducive environment -

- Physical infrastructure
- Separate washroom for boys and girls
- Well experienced and qualified faculty
- Well furnished classroom
- Well equipped laboratory
- Advanced and up-dated library
- Computer lab with internet.
- Indoor and Outdoor games facilities

Institute makes following provisions to create congenial atmosphere for the development of the students.

- Paripath (Morning Assembly)
- Display-board activities which is used to display News, Special events of days, Poems or Articles Written by students, Daily assembly activity.
- Cultural activities (once in a week)
- Sports week
- Different competition
- Democratic way in decision (Students` views are considered)
- Subject Club of students
- Innovative teaching methods and techniques
- Independent method room
- Use of audio-visual aids
- Society visits

Apart from that discipline is maintained in the institution.

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

Following approaches are adopted by institution to cater the diverse learning needs of the students.

- Extra classes for weak and needy students
- Assignments and projects are assigned to students.
- Students` need in the academic areas is discussed in tutorials.

- Individual guidance is provided for research work
- Appropriate demonstration of model lesson
- Issuing books to students during annual examination through book bank facility
- Students are encouraged for the seminars on different topics
- Sports competitions are organized in sport week
- Different competitive exam at institute level
- Dancing programs, Quiz competition, Role playing programs, Conversations in English, Different Sports, Street Plays, Singing Competition, Reading Poem and Drawing Competitions activities are organized.
- Discussion method, Class Games, Brain-storming session, Adult Education Program, Visit to Special School such activities are organized.

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

There is a wide scope of diversity and equity in the teaching and learning process in the B.Ed. and M.Ed. curriculum. Curriculum is mainly focused on the role of diversity and equity. Our institution is committed to create an environment where there is mutual respect and equality of opportunity, to promote equality in all its activities and aims to provide a work, learning, research and teaching environment free from discrimination and unfair treatment. The aim is to create an environment in which students treat each other with mutual respect for ethnicity, nationality, religion or belief, gender and gender identity.

Following activities are envisioned in the curriculum for student to understand the role of diversity and equity in teaching learning process:–

- Quiz and Debate Competition
- Street Plays
- Visit to Special Schools
- Celebrating festivals
- Environment Protection Programme
- Special Days like Science day / Hindi Day / Geography Day
- National festivals
- Educational tours
- Paripath
- Field visit

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

The institution ensures that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs in the following ways :-

- Our institute always pays attention towards the professional and academic growth of teacher educators.
- Stress is always given on conducting continuous orientation in social and cultural issues.
- The institute encourages the students to organize different competitions regularly.
- Institute always motivates its teacher educators and gives proper feedback after completion of each work.
- Qualified teaching staff is appointed here.
- Our institution arranges interactive session with eminent academician regarding need of diverse students.
- Regular feedback from teachers is taken by the principal regarding their work and necessary measures are suggested.
- Students` feedback is taken and suggestion box is also kept to know more about the teachers and their performance.

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

Following various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations.

- Paripath (Morning Assembly) is organized regularly by the institute.
- Every programme is begin with the University song which reflect
- Exhibition of wall magazines is observed on celebration of most of the special days.
- Guest lectures are organized to provide information about diversity and inclusion.
- Students are encouraged to organize curricular, co-curricular and extra-curricular activities and to participate in such activities.

- A variety of teaching methods are used following an assessment of different learning styles.
- Assessment is fair and does not discriminate any learner.
- Language used by the faculty is appropriate.
- Discussion and comments within the learning environment are managed to ensure learner language is appropriate.
- Materials and topics are presented in a way that is sensitive to equality and diversity.
- Resources are adapted to ensure that learners can access information and to meet individual needs.
- Learners have the opportunity to fully evaluate the course in an open and anonymous way.
- Democratic atmosphere is created in the classroom.

2.3 TEACHING –LEARNING PROCESS:-

1. How does the institute engage students in “active Learning”?

Active learning is an umbrella term that refers to several learning resources that focus the responsibility of learning, on learners. So the institute tries to engage the students by undertaking following activities throughout the year.

- Group discussion session is held in the class room which is an effective way for a pair of students to study and learn together.
- Student debate is an active way for students to learn because this allows students the chance to support their view and explain it to others.
- Classroom games are also organized, which help the students to enjoy learning about a topic.
- Library facility is made available to the students and 1 hour library reading is made compulsory for M.Ed. students.
- IT lab with internet facility.
- Individual or group project for example Case Study, Science Project, etc. these keep students active throughout the year.
- Micro teaching is also an effective way to help student in acquiring skill of teaching as well as keeps them engaged.
- Students are supposed to complete the subject wise practical.

- Assignments are given to the students to develop the habit of self study.
- Seminars/ Workshops are held on different topic regularly
- Tour/Excursion is compulsory part of curriculum. It gives practical field experience.
- Paripath (Morning Assembly) is conducted daily to inculcate some moral values amongst the students.
- Practice teaching session is organized for students to develop teaching skills.
- SUPW workshop and preparation of teaching aids are organized regularly once in a year.

2. How is learning“ made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contribute to self-management of knowledge, and skill development by the students?

Following learning activities adopted by the Institution to make „learning“ student-centered:-

- Self governance activity
- Question-answer method
- Discussion Method
- Debate on different topics in classroom
- Brainstorming session to solve problems
- Co-operative learning, in which students work in teams on problems and projects.
- Classroom seminars by students in which power point presentation is made compulsory.
- Cultural Programs organized by the students under the supervision of teacher educator.
- Subject Club of students to study different subject independently
- Trip/Excursion is organized by considering views of students
- Entire Practice teaching work is done by students in co-operation with school-teachers and lecturers.
- Counseling session is organized for the student to enhance the level of confidence for the development of teaching skills.

Such activities contribute to self-management of knowledge development, skill formation in the students and provides requisite platform to the student to become confident and self-reliant.

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

Various instructional approaches are used for ensuring effective leaning. Our teacher uses self-learning material as follows.

1. Transparencies
2. Power Point slides
3. Self-prepared models/teaching aids
4. Self-prepared notes

Our teacher uses innovative approach i.e. „You Yube Lesson“ for teaching different portions of syllabus.

Soft ware based teaching and preparation of programs and presentations on computers

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

No, there is no such provision for B.Ed. and M.Ed. curriculum to provide training in models of teaching.

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

Yes, the student teacher uses micro-teaching technique for developing teaching skills.

Following skills are practiced from the student teachers ■ Introduction

■ Black Board work

■ Stimulus variation

■ Explanation

■ Questioning

■ Teaching Aids

Entire micro-teaching schedule of 15 to 20 days is organized for students regarding teaching-skills development. The students are asked to practice the above skills on peer groups under the supervision of faculty member. Initially the faculty point out their mistakes in teaching and they are again asked to give same lesson for practice.

In this way each student teacher is asked to give total 14 lessons.

They are divided as under –

- 5 Micro teaching lessons of each method
- 2 Simulated Micro Lessons of each method

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

Undoubtedly practice-teaching is a co-operative work. The practice teaching schedule is conducted in 10 upper primary or secondary or higher secondary schools around the city in Nagpur. These 10 schools include Marathi, Hindi and English medium school. Moreover groups are created as per no of admission of the students in that particular session.

- Lesson demonstration by the faculty
- Orientation programme of lesson plan
- Preparation of teaching aids
- Pre-practice teaching of lesson plan
- Feedback is given to students by peer-students and teacher
- Pre-planning of lesson plan
- Re-teaching of lesson plan
- All the students are divided to group of approximately 10 according to their medium. Generally 10 groups are created as the total admission quota is of 100.
- Practice teaching session is of 15 to 20 days. A student is supposed to take 2 to 3 lesson per day. The students are supposed to observe 30 lessons delivered by the peers.
- Supervision of lesson plan by the faculty and school teachers.

- Monitor of lesson plan by Head Master of the school
- Observation of peer-students
- Submission of practice teaching lesson plan and observation copies.

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

The College has provision for Block-Teaching & Internship in the curriculum.

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

Yes, practice teaching sessions/plans are developed in partnership, co-operatively. The principal of our college arrange a meeting for the planning of practice teaching session. All the staff members of the college present their views regarding practice teaching lessons. The selection of schools, bringing their permission, forming timetable of lessons, arranging duties and responsibilities of teacher educators, etc., all the decision are taken co-operatively involving the school staff and mentor teachers.

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

The institute makes sincere effort to prepare our student teachers for managing the diverse learning needs of students in school because it is very sensitive matter in concern with students' corner.

- The students are taught that there is individual difference among the students in relation with age, sex, social, ethnic, culture, cognitive abilities, interpersonal styles, and emotional reactivity.
- The school teachers are requested to make the student aware about diverse learning needs of children.
- The students are made aware of different teaching methods which are used for students with different intelligence and different mental ability.
- The student teachers are also made aware of different assessment techniques of different learning styles for the students having different intelligence and having different mental ability.
- They are asked to manage discussion and comments within the learning environment to ensure learner language is appropriate and non-discriminatory.

- Language training is given to the student teachers to improve and get fluency over language.
- The student teachers are taught how to keep balance between Reward and Punishment.
- Proper instructions are given in the practice teaching workshop organized for the student teacher.

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

Student teachers are well trained to use modern technology equipments like computer, LCD, T.V., O.H.P. for making teaching learning process more effectively. In this training they are taught about how to prepare charts, models and various kinds of teaching aids. All these things help the students to understand the topic properly and efficiently.

2.4 TEACHER QUALITY:-

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

While identifying practice teaching school, we have to take to consideration the no. of student teachers, their methods and their medium of teaching.

The ratio is 1 : 14 as per the NCTE norms. Generally the ratio of student teachers to identified practice teaching school is 1 : 10. It means 10 student teachers are allotted in a school, but most of the time methods and medium becomes the main obstacles. So while selecting the schools for practice teaching the teacher educators will have to keep in mind the methods of the students, their medium and sections available in schools. High schools are selected for the practice teaching but sometime high-schools attached with junior college need to be identified for the student teachers having commerce method.

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

Giving feedback is necessary to improve their performance. In the teacher education programme, the aim is to make all round development of the student teachers.

- Regular class tests, monthly tests, term exams, assignment, seminars, power point presentations are conducted for student teacher and their drawbacks are pointed out by the teacher-educator from time to time. They are provided with proper direction and guidance.

■ To develop the teaching skills is one of the main purposes of Education College. Practice teaching session and micro teaching session are the main activities of developing teaching skills.

■ During practice teaching the student teachers are given proper feedback by-

- The faculty members
- The school teachers
- The peer student teachers.

■ Faculty members and school teachers provide needed guidance and direction which is reflected in further lessons.

■ Curricular and co-curricular activities and seminars delivered by student teachers are minutely observed by faculty members and proper suggestions are given to them.

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

The institute conducts following activities for student so that they are updated on the policy directions and educational needs of the schools under the supervision of principal of our college

■ Workshop on (Right to Education, 2009) is organized in which the experts are invited to enlighten our student teachers regarding updated policy and educational needs of school.

■ Seminar is organized for student-teacher to get acquainted with up-dated knowledge and new streams in school subjects.

■ Newspapers` cutting related new G.R. of school education is always displayed on Notice Board of students.

■ Student teachers are asked to keep contact with subject school teachers so that they get information regarding educational needs of the schools.

■ Students are also encouraged to use Internet, Magazines and Journals which are available for students in library to acquire knowledge about new policies.

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

Researches have been creating new and innovative developments in the school subject and teaching methodologies.

- The students and the faculty keep pace with recent developments in their disciplines by referring research journals, latest reference books, and review articles. The institute subscribes updated research journals and paid sites.
- Faculty members are encouraged to use internet to keep pace with the recent developments in the school subjects and teaching methodologies.
- Faculty members and students are encouraged to attend National/International seminars, workshops, refresher courses, orientation courses, etc., conducted by various institutions or associations or academic staff college.
- The students are encouraged to read the magazines, journals, and latest information available on the internet.
- Special lectures are organized and outside experts address the students and teachers, which also help in equipping students and faculty with latest information about school subject and teaching methodologies.

5. What are the major initiatives of the institution for ensuring personal and professional/ career development of the teaching staff of the institution?

Our institute always takes major initiatives for the professional growth and career development of the teaching staff.

- Our institute from time to time organizes training for career development for faculty members to up-date their knowledge in the profession. In 2012-13 & 2013-2014 we had organized a seminar on continuous, comprehensive evaluation for Primary, High school and D.Ed. teachers working in Sanstha.
- The institute always motivates its faculty members to undertake different kind of researches in the field of education.
- Computer training is provided to the faculty members by our institute.
- Different workshops are organized by the sanstha for the professional development of teaching staff of the institution.
- Study leaves are provided to faculty for the research work.

- There is a provision of incentives for the faculty to attend outstations conferences, seminars and workshops.
- The faculty members are encouraged to attend refresher, orientation and short time programme organized by Academic Staff College and duty leaves are provided for the same.
- The faculty members are also encouraged to work with national and international academic institution. For example - Bhartiya Shikshan Mandal.
- The faculty members are also encouraged to undertake consultancy work.

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

Yes, the institution always gives reward and motivates our staff members for their good performance. The faculties with good performances are felicitated in the function organized by institution as well as parent body. They are given a letter of appreciation by parent body which motivates them for further work. The achievements of faculty are published in the newspaper. They are motivated by giving such rewards so they work with zeal and enthusiasm.

2.5 EVALUATION PROCESS AND REFORMS:-

1. How are the barriers to student learning identified, communicated and addressed?

The barriers of students regarding learning are identified through assignments, unit tests and group discussions in the classroom as well as while participating in curricular, co-curricular and extra-curricular activities. The barriers if any are communicated to students by organizing discussion in the classroom and the same are addressed through extra classes, guided library reading, by providing better infrastructure facilities and through personal attention by our experienced faculty members. The faculty members are advised to pay personal attention for solving the problems of students regarding learning. Suggestion box is also there to identified the barrier of the students.

2. Provide details of various assessment / evaluation processes used for assessing student learning?

Assessment for learning occurs at all stages of the learning process.

The various assessments processes used for assessing student learning are as follows.

- Class test

- Terminal examination
- Field based experience
- Community work
- Co-curricular activities
- Assignments
- Viva-voce
- Project work
- Practical
- Seminar through power point presentation

The following evaluation techniques are used for assessing student learning.

- Observation method
- Check list

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

We conduct continuous and comprehensive evaluation process in our institute, which is helpful to measure the learning outcomes of the students.

The assessment outcomes are communicated to students in following ways:-

- By returning answer sheets of class test and terminal examination by giving necessary suggestion and remarks on them
- During viva-voce and the seminar the student teachers are made aware with positive and negative remarks.
- During practice teaching the student teachers are given positive and negative suggestion for the improvement in the delivery of lesson and same is reflected in the further lessons.

Use of learning outcomes to improve curriculum transaction:-

The information of assessment outcomes is used for further learning by students. It helps teachers to tailor their planning and teaching. It supports productive discussions between teachers, learners and parents. The Principal take stock of assessment outcomes from faculty members and necessary advice, if needed is provided to the faculty members to improve their curriculum transition methodology by using innovative procedures of teaching and to make changes in their teaching strategies accordingly.

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

The institution uses ICT in assessment and evaluation process as under :-

- Preparation of question papers
- For keeping the record of students for many years.
- Preparation of score sheet of students.

2.6 BEST PRACTICES IN TEACHING – LEARNING PROCESS :-

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

Our institution has made some reforms with reference to teaching / learning / evaluation.

With reference to teaching: -

- Organization of workshop of TET/CTET for the students
- Special guidance for NET/SET exam.
- With reference to learning
- You tube lesson
- With reference to evaluation
- Open book system :-

In this examination process students are asked to write down the answers of descriptive questions by opening a book of particular subject. This system prepares the students for final examination.

■ Objective type examination:-

Apart from their regular examination, the institution has decided to conduct objective type examination for students so that students go through the whole content of curriculum which makes their descriptive answer more concrete and effective.

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

The institution reflects on the best practice in the delivery on instruction, including use of technology in the following ways.

- We highlight our programmes, achievements in the newspaper, websites, notice board, college magazines and through sms.

- The institute always promotes and motivates for getting excellence in teaching/learning/evaluation. The institute provides its teacher every possible facility that may be in the form of infrastructural, instrumental or makes all necessary provisions for professional growth and development of faculty members.
- Computer training is provided to faculty members by the institute to adopt latest method of teaching and to enhance the level of their teaching quality.
- The use of modern multi-media teaching aids like LCD, OHP, Models, CD-ROMs and Computer systems are usually employed in class room instructions.
- The faculty members and the students are free to use computer lab having broad-band internet connection.

CRITERIA III

RESEARCH, CONSULTANCY & EXTENSION

3.1 PROMOTION OF RESEARCH:-

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

As a part of motivation for the research work, institute always encourages its staff members for the research work.

The institute motivates its teachers to take up research in following ways:-

- Teachers are given study leave.
- Adjustment is made in the teaching schedule both theory and practical work.
- They are provided with secretarial support and other facilities such as computers with internet connection, laboratory, etc.
- The institute has developed its library in such a way that it will be useful for researchers. So most of time researchers` need of reference is fulfilled here in college only.
- Financial support is provided. (if required)
- As a part of motivation, the institute felicitates its staff members and students for their achievements like Ph.D. awardees, meritorious students etc.
- The teachers are kept on official duty while attending various conferences and seminars.
- PhD holders are given increments in pay as a part of motivation.
- The institute encourages its staff members to publish their articles in magazines and newspapers.
- The institute also encourages its staff member to publish their research work.
- The institute encourages its staff members to attend and to present research papers in different conferences and workshops arranged by other colleges or institutes.

- The institute encourages its staff members to organize different conferences and workshops to benefit the society. The students are also given a chance to attend such conferences whenever possible.
- The research committee has established to organize different research programme in institute.
- The staffs members are also encourage taking up action research.

2. What are the thrust areas of research prioritized by the institution?

The main areas of research prioritized by the institute are as follows:

- Inter disciplinary researches (Education & Science, Education & Maths, Education & Language)
- Psychology (Child Psychology, Motivation, Emotional Intelligence, Social Intelligence, Depression, Tension, Creativity, Job Satisfaction)
- Value Education
- Environmental Education
- Educational technology (Use of ICT)
- Population education and its impact on education.
- Teaching methodology.
- Sociology implication – Economical, Cultural, and Social status.

3. Does the institution encourage action research? If yes give details on some of the major outcomes and the impact.

Yes, the faculty members and some students have undertaken the action research project. Action research is a part of B.Ed. and M.Ed. courses. During the years faculty members and some students have done action research successfully. Action research is mainly focused on immediate classroom problems, need and its solutions.

Some the problems of Major action research are as belows :

Major outcomes of researches:-

- a) Practice regarding Map reading helps the students to develop the Map reading skills and increase the speed and interest in reading the Map.
- b) Language games are useful to develop writing skills.
- c) 98 % of the students fear English subject and come under depression during various sessions. The language games and special sessions of

English speaking are arranged which help such students to overcome their fear.

- d) The students having higher level of emotional intelligence are less tensed as compared to others. Hence special sessions are arranged on personality development with a view to increase emotional maturity of the students and boost their self confidence.

Impact of researches:-

- a) Reading skills are developed amongst the students.
- b) We have decided to add language games in our academic planning.
- c) We have started some remedial programs to improve English conversation skills.
- d) We regularly organize activity considering the emotional factor of students.

4. Give details of the conference/seminar/ Workshop attended and organized by the faculty members in last five years.

The seminars/workshops/conferences organized by the institution are as follows:

■ A one day seminar was organized by the institution on 19th January 2013 on „**Quality in Education**“.

■ A one day workshop was organized by the institution on 17th March 2015 on „**Workshop on Research Methodology**“

The participants were the faculty members for M.Ed and B.Ed of various other colleges. It was highly appreciated by the participants.

Sr.No	Topic	Date	Venue
1)	Quality in Education (one day seminar)	19 th January 2013	Kinkar College of Education, Seloo Dist. wardha.
2)	Workshop on Research Methodology	17 th March 2015	Kinkar College of Education, Seloo Dist. wardha.

The conference / Seminars/ Workshops attended by the faculty members during last five years are as given below:

B.Ed. Faculty

S. N.	Name of Faculty Members	Conference/Seminar/Workshop
1.	Dr. Ushoshi Guha	178
2.	Mr. Chandreshku mar Rathod	04
3.	Mr. Bhupendrasi ng Solanki	05
4.	Mr. Amol Jadhao	06
5.	Mr. Sharad Farkade	06
6.	Smt.. Vijaya Tarapure	12
7.	Smt. Seema Chitnis	04
8.	Smt.. Vaishali Jadhao	02

M.Ed. Faculty

S. N.	Name of Faculty Members	Conference/Seminar/Workshop
1.	Dr. Ushoshi Guha	178
2.	Dr.Kalpana Dixit	25
3.	Dr.Vandana Tembhurnik ar	18
4.	Dr. Bhavana Mahadik	22

3.2. RESEARCH & PUBLICATION OUTPUT:-

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

To enhance the quality of teaching our institute has developed the following instructional material:

- Self Learning Programs as Program Instruction, have been prepared on different academic topics of all subjects of B.Ed and M.Ed courses.
- Particular slides and PowerPoint presentations are prepared on all the subject included in B.Ed. and M.Ed. courses.
- You tube lessons are downloaded and used by faculty members.
- Question banks on above topics are also available.
- CDs/DVDs on various teaching aspects of education have been prepared by the faculty members so as to facilitate learning.
- Charts and diagrams on various topics are depicted for pictorial effects.

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

The facilities available with the institution for developing instructional materials are as follows:

- Well equipped library.
- Fully operational computer lab with internet connection
- Various teaching models & charts
- L.C.D. for presentation purpose.
- Over Head Projector.
- Well equipped science lab
- Psychology lab with different psychology tests is available.
- Different workshops are organized by the institute on developing instructional materials.
- Educational CDs and DVDs.
- Motivation is given to develop new teaching aids so that new techniques in teaching are implemented.

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

The institution is provided with well equipped computer lab having Internet connection for development of instruction material.

- Transparencies on various topic by faculty members.

- CDs of Power Point Presentations on various topics of different subject are prepared by faculty.
- Collection of CDs of dissertation done by students and teachers for taking review of researches for new students.
- You tube lessons are downloaded and used by faculty members.

4. Give details of various training programmes and/ or workshops on material development (both instructional and other materials)?

The following training programmes are organized by the institution.

1. Enhancement in preparation of teaching aids
2. SUPW workshop

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

Sr. No.	Name of Journals
01	Bhartiya Shikshan Mandal
02	Educate
03	Community Guidance and Research
04	CTE Journal
05	Indian Journal of
06	Interdisciplinary Research
07	Shikshan Samiksha

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

- Dr. Ushoshi Guha received „Council for Teacher Education“ National award in 2011“.
- Dr. Bhavana Mahadik was also awarded “Jijau Award for best Teacher” in October 2012.
- Dr. Ushoshi Guha was also awarded “American Biographical Association Award” in 2008.
- Dr. Kalpana Dixit was awarded “Madhyapradesh Shiksha Mandal” on 7th August 2010.

■ Dr. Ushoshi Guha was also awarded „With a licence of Patent Attorney“ in 2003.



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

There are no research projects completed by staff members of the institution in last five years as our institution does not have recognition of 2f and 12b.

3.3 CONSULTANCY

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

Yes, the faculty members of the institute provide free consultancy services on their own to research scholars and other students as per their demand..

■ Guest lectures on Micro Teaching and are delivered by Dr. Vandana Tembhurnikar

■ Guest lectures on Right to Information Act are delivered by Shri. Amol Jadhao.

■ Guest lecture on Emotional Intelligence is Delivered by Mr. Amol Jadhao.

■ Guest lecture on Action Research is delivered by Mr. Sharad Farkade..

■ Guest lecture on School Management & Administration is delivered by Mr.. Sharad Farkade

-
2. **Are faculty /staff members of the institute competent to undertake consultancy/ if yes list areas of competency of staff members and the steps initiated by the institution to publicize the available expertise.**

The faculty members of the institute are competent enough to undertake the consultancy services on their own to research scholars and other students as per their demand..

3. **How much revenue has been generated through consultancy in the last 5 years? How is the revenue generated, shared among the concerned staff member and the institution?**

No formal consultancies are provided by the institution therefore there is no revenue generation. The consultancies are provided by the faculty at free of cost. Our aim is not to earn money but to serve the community.

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

Free consultancy is provided by the college hence revenue is not collected. These consultancy programs help us enhance the prestige and reputation of our institute in the Society.

3.4 EXTENSION ACTIVITIES:-

1. **How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programs, partnering with NGO's and Go's?)**

The institute takes various programs to benefit the local community:

■ Institute conducts various programs on social issues for the development of society under „Adult & Continuous Education Program“. For example
– Educational survey of BPL community, Street play on literacy, Yearly programs and monthly donation for deaf and dumb school, etc.

■ The institute keeps constant contacts with society through various medium. For example: Students serve as volunteers at the time of Ganesh Festivals, Police Mitra, etc.,

■ Foundation day is celebrated by organizing different programme such as visit to „old age home“ and visit to different temples, Buddha Vihar and

other social communities. We collect the one day salary from our faculty members and donate it to needy people of the community.

■ Environment awareness programs (Rally and Tree plantation)

■ Stop cancer programme was organized by the institution for the students and nearby peoples.

All these programs are conducted for the benefit of Society.

2. How has the institution benefited from the community?

The institute has linkage with 10-12 local schools where the student-teacher of B.Ed. undertakes the practice lessons. During the practice teaching, these school teachers provide valuable guidance to our students and they also suggest some recommendations for the institution progress.

Our students serve for the society and in turn it helps them to develop social and citizenship values and sensitizes towards social issues.

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

The institutions future plans and major activities are as follows:

- a) To strengthen Gram Swachata Yojana
- b) Education for deprived children
- c) AIDS/Health awareness camp
- d) Environment awareness camp
- e) Water conservation
- f) Women empowerment programme
- g) Blood donation programme
- h) Bal sanskar programme

These are long term goals and the institute plans to fulfill them by organizing workshops and seminars on the topics given above. All these programs will provide the community orientation to the students and benefit the society in numerous ways.

4. Is there any project completed by the institution relating to the community development in the last five years? If yes give details.

No, there is no such project initiated or completed by the institution relating to the community development.

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

- In the beginning of the session our librarian provides orientation on how to use library for the new comers to develop study habits and reading library culture among the students.
- Democratic methods of teaching are adopted by faculty members.
- Social camp along with excursion is organized annually by the institute for students to develop social values.
- We enforce our students for voting and ask them to aware the people for filling electoral form and for voting.
- The guest lecturers are organized on the following topics
 - ❖ Tree plantation
 - ❖ Women empowerment
- Our faculty members delivered the lectures on social relevant issues like women right, environment protection, etc.
- The selection of our student council is done according to university norms.
- National festival days are observed at our institute.
- While teaching, teacher stress on the topics which helps to inculcate social and citizenship values among students.
- Sports activities are organized for the students to understand the rules and regulations of games and sports.
- Cleanliness drive is always organized once in month for the green and clean campus.

3.5 COLLABORATIONS:-

- 1. Name the national level organizations, if any with which the institution has established linkages in the past five years, detail the benefits excluded by one of such linkages.**

The institution has linkage with Bhartiya Shikshan Mandal, which is a training institution in Pune (M.S). Our lecturers take initiatives in their training program as a trainer.

The institution has also linkage with the institution i.e. National Forum for Quality Education.

The institution has also linkage with the Bhartiya Shikshan Mandal. Some of the members are the life members of it.

2. Name the international organizations, with which the institution has established any linkage in the last five years, details the benefits if any.

Principal is secretary of CCEAM(Common wealth Council for Education, Administration and Management).College has a unit of CCEAM, Australia which has Status A with UNESCO

3. How do the linkages if any contribute to the following?

1) Curriculum Development – The curriculum is designed by the affiliated university and strictly followed by the institution. The curriculum is developed by the Board of Studies (Education). The principal of our institute is a member of it.

2) Teaching – Various journals and study materials is helpful to enhancing the teaching quality. Enhancement in teaching is made possible by guidance by eminent educationist.

3) Training – Our institute has linkages with YASHADA Pune. Dr. Vandana Tembhurnikar is appointed on providing training to high school teachers by YASHADA Pune. Training is provided to staff members from the UGC Academic Staff College.

4) Practice Teaching – Our institute has linkages with 10-12 schools which provide students to our trainees for practice teaching.

5) Research – So far research is concerned no minor or major research either sponsored by UGC and NGO is completed. The institute encourages our P.G. students to undertake dissertations. The institute organizes guest lecturers on research and updates the knowledge of our P.G. students.

Our faculty Mr. Sharad Farkade has submitted research project sponsored by Maharashtra State Board of Secondary and Higher Secondary Education, Pune.

Our faculty also works as a Ph.D. Guide Supervisor of Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur.

6) Consultancy – The institute has linkages with some practice teaching school. Our staff is also competent to cater consultancy in different areas.

7) Extension – We undertake some social development programs by Adult Education Program which is run with the help of Department of Adult and Continuous Education, Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur.

8) Publication –

- a) Some of the faculties of our institute are also active member of „Bhartiya Shikshan Mandal, CTE “ .
- b) The Principal Dr. Ushoshi Guha is the State Secretary of Commonwealth Council for Education Administration & Management.
- c) Our faculty members have also written books on different subject regarding Education. Our institute has linkages with book publishers also.

Name of book publishers:

- Visa book publishers
- Mangesh prakashan

- c) Some of the faculty members also publish their articles in reputed journals, news papers and magazines.

9) Student Placement –

- a) Our institute has linkages with some practice teaching school run by same institution i.e. Yashwant Mahavidyalay Seloo & Kinkar International School Seloo where our students are placed as teachers.
- b) The institute arranges campus interview programme at the end of the session for the students since two years.

4. What are the linkages of the institution with the school?

- At Present the institution has linkages with 10-12 local schools which are utilized for taking practice lessons by teacher- educator under the guidance of faculty members. We have good and healthy relation with them.
- Different competitions are organized for under 18 students of different schools like drawing competition, Essay writing competitions etc.
- Guest lectures under different consultancies are given in different schools. ■
Seminars are organized for school teachers for orientation on up-coming issues and new trends in education.
- Our faculty members are also invited as guest lecturers by the school on the topics of national & International interest.

Name of the Schools:

- 1) C.D.S. High school, Nagpur.
- 2) Tata Persiy Girls High school, Nagpur.
- 3) Yashwant High school, Seloo.

4) Deepchand High school, Seloo.

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

Yes the faculty is actively engaged with the school teachers and students.

- The timetable of practice teaching program is designed after consulting with Headmaster/principal and other subject teacher.
- Observation during practice teaching lessons is drafted after taking views of the school authorities and faculty members of our institute also.
- Evaluation is done by the school teacher, faculty member, and peer student teacher also.

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

There is a good collaboration of the faculty with school, other education colleges and even university.

Collaboration of faculty with schools:

- Through guest lectures on different topics
- By organizing various competitions either in schools or in institute.
- Through practice teaching programs

Collaboration of faculty with University:

- The principal, Dr. Ushoshi Guha is a well-known member of Board of Studies (Education) of Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur.
- Dr. Ushoshi Guha as a Member of Academic Staff College.
- Most of the faculty members are paper setter and question paper moderator of Rashtrasant Tukadoji Maharaj Nagpur university, Nagpur.
- Most of the faculty members are also called for spot valuation and moderation of different subjects.

■ Dr. Ushoshi Guha, Dr. Vandana Tembhurnikar are also appointed on LEC (Local Enquiry Committee) and body of selection committee of the university

■ Dr. Ushoshi Guha is also called as external at YCMOU, Nashik.

Collaboration of faculty with DIET:

■ Mr. Sharad Farkade is also appointed on LEC (Local Enquiry Committee) of the DIET Nagpur.

■ Our faculty members are also invited as expert for the U-DISE project conducted by DIET Nagpur.

3.6 BEST PRACTICES IN RESEARCH CONSULTANCY AND EXTENSION:-

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

Major measures adopted by the institution to enhance the Quality of Research, Consultancy, and Extension activities:

■ Regarding Research :

1. Organization of 1 day Seminar and 1 day workshop on research methodology by institution.
2. Our institute encourages our faculty members for attending different workshops, seminars and conferences on research methodology.
3. Guest Lectures on research methodology.
4. The teachers are given study leave for the research work.

■ Regarding Consultancy :

1. Free consultancy is provided by the institute.

■ Regarding Extension :

1. Dattak Wadi Yojana
2. Competition examination classes such as - TET/CTET/CET

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

■ We always organized different community development programs every year with the help of Adult and Continuous Education Department of Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur.

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 PHYSICAL FACILITIES :-

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

Ans- Yes, management has purchased a land admeasuring 1474.77 sq.mtr. apart from the land used for construction of building. The institution developed play ground for various sports activities. This indicates that the institutions management is aware of the developmental needs of the college.

The detail plan of the building is enclosed with this in the annexure.

S.N.	Description
01	Principal Office
02	Office
03	Multipurpose Hall
04	Reception Room
05	Class Room
06	Staff Room
07	Method Room
08	Work Experience Room
09	Music Room
10	Psychology Lab
11	Science Lab
12	E.T. & Computer Lab
13	Library
14	Reading Room
15	Store & Kitchen Room
16	Sports Room
17	Girls Common Room

18	Boys Common Room
19	Separate Toilet and Washroom for Boys & Girls
20	Toilet and Washroom for Ladies & Gents Staff
20	Parking Facility
21	Drinking Water Facility
22	Play Ground
23	Fire Extinguisher
24	NAAC Room

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

Ans – The college management periodically reviewed the adequacy of the infrastructure and facilities as per the requirements of the programmes run by institution. The college management makes sufficient financial provisions in its budget to meet for the augmenting maintenance of the infrastructure to keep pace with academic growth.

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

Ans- Various infrastructures facilities are available in institution for co-curricular and extra-curricular activities. Different academic, sports and cultural activities are organized to develop the personality of the students.

List of infrastructural facilities is as follows :-

- Music Room (01)
- E.T. Lab (01)
- Sports Room (01)
- Sports play Ground
- Work Experience Room (01)
- Multipurpose Hall (01)

4. Give details on the physical infrastructures shared with other programs of the institution or other institutions of parent society or university?

- Our institution accords permission as an „Exam Center` for exams conducted by Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

- Our institution accords permission for „Voting Booth“ of various Elections.
- We also share our multipurpose hall with Continuous, Adult Education and Extension Department of Rashtrasant Tukadoji Maharaj Nagpur University and with different NGO such as JCI Nagpur.
- We have our own Playground.

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

Ans- The institution provides following facilities to ensure the health & hygiene of the staff & students -

- a) Separate Rest rooms for boys & girls
- b) Separate wash rooms for boys & girls
- c) Separate wash room for Ladies and Gents staff
- d) First aid box
- f) Medical check-up camp (Once in a year) for Staff & Student
- g) Purified and Soft Drinking Water

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

Ans- has tie- up with a hostel which is about 2 KM FROM THE COLLEGE. This facility is for boys and girls which is equipped with all modern amenities. Hostel details are as follows :-

Boys Hostel - 1, Girls Hostel - 1

- a) Capacity of Hostel : 100 b) No. of Rooms : 50
- b) Occupancy details: In Hostel 30 Rooms are exclusively allotted for Boys of our institutes and 30 Rooms are exclusively allotted for Girls of our institutes.
- c) Recreation facilities :- i) T.V. ii) Carom iii) Chess iv) Bad Minton v) Table Tennis vi) D.V.D. player viii) News paper and Books
- d) Health and Hygiene facilities: i) Water Filter ii) Attach/Common Toilet and Bath room iii) Garbage management (Daily cleanliness by sweeper) iv) Medical Check-up (Once in a year) v) Availability of Doctor as per requirement.

4.2 MAINTENANCE OF INFRASTRUCTURE:-

1. What is the budget allocation and utilization in the last five years for the maintenance of the following? (Justification for the allocation and unspent balance if any)

Every year handsome amount is allocated for the maintenance of above and the same is utilized for maintenance. The maintenance of computer laboratories and transport facilities are looked after by the management of the college.

S.N.	Details	Year	Allotted	Expenditure	Balance	Remarks
1	Building					
		2012-2013	833000	0	0	
		2013-2014	916600	0	0	
		2014-2015	1008000	2757600	0	
2	Laboratory					
		2012-2013	7000	0	0	
		2013-2014	7000	0	0	
		2014-2015	7000	0	0	
3	Furniture					
		2012-2013	5000	0	0	
		2013-2014	5000	0	0	
		2014-2015	5000	0	0	
4	Equiptment					
		2012-2013	366600	0	0	
		2013-2014	403000	0	0	
		2014-2015	443500	1213100	0	
5	computer					
		2012-2013	275000	0	0	
		2013-2014	302500	0	0	
		2014-2015	189750	761250	0	
6	Transport					
		2012-2013	0	0	0	
		2013-2014	0	0	0	
		2014-2015	0	0	0	

2. How does the institute plan and insure that the available infrastructures optimally utilized?

Ans. The institution ensures plan and optimum use of available infrastructure. The enriched library is not only used by the admitted students only but opens to nearby people of the institute also. Our institution accord permission as a Voting Centre to the Election Commission, as an exam centre to the Rashtrasant Tukadoji Maharaj Nagpur University and it is also availed to NGO's of Nagpur for different programmes.

Multipurpose Hall is used not only for collegiate activities, but also for other organizations to conduct their programme for ours students.

The faculty and students of various programmes use our well equipped computer lab. Computers are used to prepare the power point presentation by students and faculty. Internet facility is also used by faculty and student to collect recent and up-dated information regarding subject-matter.

3. How does the institution consider the environmental issues associated with the infrastructure? (Energy saving devices, using environment friendly naturally degrading materials, water conservation etc.)

Ans- Institution considers the environmental issues associated with the infrastructure. The institute is located in pollution free area and in a peaceful atmosphere away from the city. The classrooms are spacious with large windows for proper ventilation and adequate natural light.

■ Provision of Garbage pit is there where the entire daily wastes is thrown in it.

■ Different programs are organized related environmental awareness according to annual calendar.

■ Tree plantation program is done inside and outside the college premises.

■ Plastic bags are now allowed in our campus.

■ In order to save electric energy a special campaign is run by the parent body.

4.3 LIBRARY AS A LEARNING RESOURCE:

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

Ans- Yes, the institution has a well-experienced librarian and one library attendant to support the library work.

Librarian - 01
Library Attendant - 01

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

Ans. The following resources are available to the staff and to the students:-

S.N.	Details	Numbers
1	Number of Books	4250
2	National Journals	11
3	International Journals	02
4	Magazines	08
5	News papers	6
6	Library Software	vyclean Software
7	Internet Accessory	Modems and necessary software
8	CD/DVD	15
9	Notice Board	10
12	News paper Stands	8
13	Computer with Internet	10
14	Tables & Chairs	5 Table & 50 Chair
15	Reprographic Facility	01 (Shared with office)

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

Ans- Yes, the institution has a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decision. There is a advisory committee for library consisting of principal as chairperson, librarian as secretary and one faculty as committee members.

The Library committee consistently carry out the inspection and take review of adequacy book, journals, internet facilities and other material and there accessibility to staff and students. On the basis of review, the committee makes acquisition decision which are place before committee.

The institution has an advisory committee for the library.

Chairperson	-	Dr. Ushoshi Guha (The Principal)
Secretary	-	Mr. Dipak Dhodre (The Librarian)
Member	-	Dr. Kalpana Dixit

Major Functions :-

- a) The meeting is conducted twice in a year.
- b) Planning is done for the optimum use of available library resources.
- c) Review is taken regarding adequacy of books, journals, Internet facilities and other materials their accessibility to staff and students.
- d) To carry out inspection of the library.
- e) Formulation of rules regarding issue of books and book bank facility.
- f) The library committee takes decisions on purchase of books, subscription of journals, magazines, etc.
- g) Old news papers are sold out regularly.
- h) Torn Books are sent for hard binding at the end of session every year.
- i) Audit of library is done at the end of the every session.

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

Ans- Yes, the college is partially computerized with vyclean Library software. Circulation, cataloging is done through this software.

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

Ans- Library has computers with internet facilities. Reprographic facility (Xerox) of the office is shared with the library for xerox purpose. During library working hours, the students and staff members frequently make use of internet available in the computer lab to search information relevant to their subjects.

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

Ans- The institution do make use of Inflibnet facility available on the website of Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur.

7. Give details on the working days of the library?

Ans :- The library is kept open throughout the year except holidays.

On Working Days :- 08.00 Hours

On Holidays :- 10.00 Hours

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

Ans- The students are made aware of the new arrivals through circulation of notices which are also pasted on the library notice board and staff members are made aware of new arrivals in the frequently held meeting of the faculty. The new arrivals are kept in separate book cases at least for one month.

9. Does the institutions library have book bank? If yes, give details on the use of the book bank facility utilized by the students?

Ans- Yes, the institution library has book bank facilities. Through this book bank facility the student can issue the books as per their requirement for all subject at the time of examination period apart from regular book issuing facility. For that they have to deposit the price of books which will return them after 10% deduction at the time of returning. We have planned to avail the book bank facility for economically weaker students from coming session.

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

Ans- Visually and physically challenged persons are given preference while issuing the books from library. They need not to stand in queue. Direct entry is allowed to them in library. The faculties are also instructed to help such students preferentially and individually.

4.4 ICT AS LEARNING RESOURCE:-

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

Ans- Yes, the college has well equipped computer laboratory. It includes the following :-

- a) Independent computer lab
- b) 25 computers
- c) Internet Broadband facilities
- d) LCD projector
- e) Microsoft computer books

The student teachers are given training of handling the computer and faculty makes use of it for making teaching effective. It is also used for the research purpose by the students and faculty.

2. **Is there a provision in the curriculum for imparting computer skills of all students? If yes give detail on the modalities and the major skills imparted?**

Ans- No, there is no provision in curriculum for imparting computer skill. But institute makes every effort to provide compute education to B.Ed. and M.Ed. students.

3. **How and to what extent does the institution make use of the new technologies/ ICT in curriculum transactional process?(Computers, Internet, audio visual and other media and materials)?**

Ans- Most of the teachers is computer literate. So the institution makes optimum use of new technologies/ICT in curriculum transactional process as follows:-

- a) The faculty members frequently make use of new technologies/ICT in teaching learning process.
- b) The faculty also uses ICT for developing instructional materials.
- c) Pen Drive, CDs, DVDs are used in curriculum transactional process while using L.C.D. projector.
- d) Radio and TV are also used for Radio lesson and UGC/NCERT programs broadcasting on National Channels
- e) Educational Movies and Awareness programs are showed to the students.
- f) Softwares are prepared and used continuously.. This college has Tie-up with dept.of electronics , which updates the lecturers

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

Ans- The format of the lesson plan is given in the syllabus of the university which is followed by the student teachers. As the institution impart training of handling the computers therefore the student-teachers prepare their teaching aids like charts and diagram with the help of internet. These teaching aids are used during practice teaching. They use internet facility to get latest knowledge regarding their teaching topic. They are always encouraged to use the available IT facilities in the institution.

4.5 OTHER FACILITIES:-

1. **How is the instructional infrastructure optimally used? Does the institution share its facilities with others? (e.g. serve as information technology resource in physical education to the institution (beyond the**

program),to other institutions and to the community, provide support facilities to other institutions, organization and so on)

Ans-The institution ensure optimum use of instructional infrastructure. The institute shares its facilities with the community. The service of the teacher of this college is furthered in giving extension lectures. The teacher of this institution visits other institutions and act as judges in other institution functions. Faculty members of this college are invited many times by the other institutions for guest lectures and as a resource person. The audio visual aids like charts and models prepared by the student-teachers are donated to practice teaching schools and schools situated nearby the college.

- 2. What are the various audio-video facilities/materials (CDs, Audio-Video Cassettes and other materials to the programs) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?**

Ans- The institute has following audio-visuals facilities/materials available with the institution –

- Educational CDs
- CDs containing abstracts of different dissertation
- CDs of Educational Films
- Computer with internet facility
- LCD (Liquid Crystal Display)
- OHP (Over Head Projector)
- Charts and Models of Science and English & Marathi Grammar
- Maps and Globe used in Geography
- Different reference books
- PPT presentation of different subject by teacher
- Transparent sheet prepared by teacher.

The students use all above facilities for learning. They are always encouraged to use these facilities during micro teaching, pre practice teaching and practice teaching under the supervision of faculties. They are encouraged to use these facilities for updating and refresh their knowledge.

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

Ans- We have various general and methods laboratories as follows:-

General Laboratories :

- a) Science Laboratory
- b) Psychology Laboratory
- c) Computer Laboratory

Method Laboratories :

- a) Language Method Room
- b) Science Method Room
- c) Music Room
- d) Social Science Room

These laboratories and method rooms are regularly supervised by the Infrastructural Maintenance Committee. The committee takes decision regarding purchase and maintenance of infrastructures of available with the laboratories as and when required. There is a provision in the budget for enhancement and ensuring maintenance.

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

Ans. Multipurpose Hall/Workshop Hall :

- Spacious multipurpose hall having seating capacity of 200 students
- Attractive stage with Dias and Echo Mike System
- Airy windows
- Capacity 225 chairs
- Attached Change Room

Music Room :

- Harmonium
- Tabala
- Flute
- Drum
- Band

Sports Room :

- Cricket Kit
- Casco Tennis Ball
- Carom Boards
- Lagori
- T.K. Rings
- Skipping Rope
- Badminton Rackets
- Chess Boards
- Volley Ball
- Lezims
- Dambels

Transport Facility :

■ Bus facility has been made available to the students by our parent institution as per requirements.

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

Ans- The classrooms of the institution are partially modernized with facilities of over head projector, slide projector. The faculty members also make use of LCD projector. The management of institutions is keen to modernize the classrooms installing latest technologies in teaching in near future.

4.6 **BEST PRACTICES IN INFRASTRUCTURE AND LEARNING RESOURCES:-**

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

Ans- The faculty seeks to model and reflect on the best practice in the diversity of instruction, including the use of technology. The faculty update themselves by attending refresher courses, workshop, seminar, orientation courses, etc. and makes full use of their knowledge to impart instructions with the use of latest technologies.

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

Ans- The institution has following ICT facilities in the institution.

- You Tube Lesson are used by the faculties.
- Computers are used by faculty members in teaching-learning process.
- Availability of OHP, Slide projector, LCD projector etc.
- Student teachers used ICT for preparing lesson plan and research work.

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

Ans- The staff and students are frequently using learning resources such as library and laboratories. The institution has elegant specious building with necessary features. The institution also has latest and modern sports equipments. The institution has Koha software to access the library work. The institute has abundant psychological tests which are used for the dissertation and research work.

CRITERION V

STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT PROGRESSION :-

- 1. How does the institution assess the student's preparedness for the program and ensure that they receive appropriate academic and professional advice through the commencement of their professional education program (student's pre-requisite knowledge and skill to advance) to completion?**

Institute organizes following activities to assess the students' preparedness for the programme –

We have a pro-forma for assessing students' preparedness before the commencement of teaching programmes. The pro-forma contains profile of the students and his/her interest area, potential qualities of the students, their hobbies, etc.

Orientation program is organized to provide thorough information to the students about entire syllabus and curriculum so that they become mentally prepared to undergo the training.

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

The institution environment provides a lot of opportunity to the student-teachers to develop their potential and skills. All the faculty members of the institution act as a force for motivation, satisfaction and development and performance improvement to the students.

Our faculty encourages and helps the students to participate in various workshops, seminars, curricular and co-curricular activities organized by college or other institute or university. The successful students are awarded by various prizes, certificates, medals and cash prize. Their names are displayed on the notice board and announces in the morning assembly.

Individual guidance is provided to the above average and below average students by the faculty members. There are a lot of activities organized for the student's development.

All these activities of the institution satisfy the needs of the students and motivate them for participation and in turn improve the performance of the students.

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

Programme wise drop-out rate after admission in the last five years is as under-

Programmes	Year 1 10-11	Year 2 11-12	Year 3 12-13	Year 4 13-14	Year 5 14-15
B.Ed.	Nil	Nil	Nil	1	4
M.Ed.	Nil	Nil	Nil	Nil	2

Right from the inception of the institution not a single student has drop-out till the session 2014-2015.

Mechanism for controlling the drop-out as under-

- By arranging extra theory and practical classes
- Parental counseling
- Remedial Teaching
- Psychological counseling

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

The institution provides extra guidance for competitive exam like NET, SET, CET, TET, CTET and Foundation course for competitive examinations. Faculty members also take keen interest to provide material related to competitive exam. Personal guidance is given wherever needed.

The institution has a computer lab with internet and other accessories where student can search job and institution of higher study. Our guidance and counseling cell also provide opportunities in higher education. The institution also subscribes Employment News and 6 Daily Newspapers to prepare themselves for competitive examinations. Campus interview is organized at our institute at the end of the session. In this way the institute provide a wide variety of learning experiences to compete the job opportunity.

Approximately 90 % students appeared in NET, SET, CET, TET, CTET or PAT examination. 15 % to 25 % students qualified in these examinations in last two year.

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

Following percentage of students on an average go for further studies/choose teaching as a career –

Particulars	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15
Higher Studies	45%	55%	35%
Teaching	60%	68%	70%

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

Yes, the institution provides training and access to library and other education related electronic information, audio/video resources available to the student teachers after graduating from the institution.

■ The institution provides free access to library and computer lab to ex-students.

■ The institution provides free access of internet to ex-students.

■ The institution also provides Laboratory equipments and Psychological Test to pass out students for their research work.

■ The institution makes literature available to the students.

■ The institution arranges campus interview for their recruitment as a teacher.

■ The needed guidance is provided to the alumni students as per their requirements.

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

Yes, the institution has established placement cell.

■ Campus interview has been organizing by the institution since two year.

- Through this cell the institution provides information and opportunities for placement of the students.
- We display the information about vacancies from News Paper and Employment News on notice board.
- The student-teacher also gets a chance to be placed in the practice teaching school. This placement is depends on his/her performance at the time of practice teaching schedule.
- 45-55 students are benefitted from the placement cell of this institution.
- NET/SET examination guidance is given to our P.G. students by arranging workshop.

8. What are the difficulties (if any) faced by placement cell? How does the institution over come these difficulties?

Some of the common difficulties faced by the placement cell are as under:

- Proper demands by the school are not communicated to the institution.
- Some advertisements do not clearly spell out terms & conditions.
- Salary details are not given in advertisement of un-aided schools.
- Medium of instruction has become main obstacle as the English medium schools are emerging on a large scale.
- Un-even demand and availability of science, Arts, Commerce teachers.

Our institutions make all efforts to obtain the information of vacancies well in advance by Institutional correspondences. Though our institute is of Marathi medium, we have kept reference books in English, Marathi and in Hindi medium also. We have admitted the students of all Marathi, Hindi and English medium at our institution and we instruct them according to their medium. We also display the information regularly about vacancies from News Paper and Employment News on notice board.

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

Yes, the institution has arrangements with practice teaching schools for placement of the students. Some practice teaching schools are under the same management of the institution. They also provide job opportunity to our students.

Some of the practice teaching schools where our student got placement -

- Yashwant High School, Seloo
- Deepchand Chaudhary High School, Seloo
- Yashwant High School, Ghorad
- New English High School, Wardha.
- Lok Vidyalay High School, Wardha
- Swalambi High School, Wardha
- Saraswati Vidya Mandir Wardha
- Bharat Dhyan Mandir Wardha

During the time of practice teaching school teacher and supervisor observe the lesson of student teacher and selects the best student teacher and inform to the institution and facilitates to get the job in the school.

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

The institution provided some resources to the placement cell as under-

■ **Financial resources –**

- a) Financial assistance is provided for conducting campus interview.

■ **Human Resources –**

- a) 03 Faculties are active members of placement cell.
- b) Alumni member also help in placement of students
- c) Institute also invites experts for giving interview technique.

■ **ICT Resources –**

The institution has a computer lab with internet, LCD projector and other accessories which are very useful for placement cell.

The college has membership of 2 well known consultancies of Nagpur and 2 from Wardha, Which become for student placements.

5.2 STUDENT SUPPORT :-

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

For the effective implementation of the curricular, co-curricular and extracurricular activities, the institution systematically planned the activities and prepared academic calendar of B.Ed and M.Ed syllabus by planning committee.

Academic calendar includes planning about theory classes, Micro-teaching, practice teaching, assignment, seminar, projects, SUPW workshop, psychological experiments, case study, book projects, term exams and preliminary examination to achieve the objectives of the curriculum.

Students` performances are observed by faculty and other school staff from time to time. Their observation and remark acts as feedback and helps in giving fresh instructions to the students. These revised instructions help institution to achieve objectives of programmes for implementation of curriculum. Discussion on feedback proves helpful in effective implementation.

2. How is the curricular planning done differently for physically challenged students?

Yet, the institution has not come across any physically challenged student.

For physical challenged students our institute has planned following strategies-

- a. First we assess them professionally and adjust them according to their ability.
- b. We try to know their needs to give them proper guidance.
- c. We help them in every walk of their life in the institution. Instead of standing in queue, we allow their direct entry to issue books from library.
- d. We try to link institutes with employment centers in order to help them to get employment.
- e. Facility of Ramp is available in the institute for such students.

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

Yes, the institution has mentoring arrangements. Provision of tutorial period is given in the time table. Around 10 to 15 students in B. Ed and 8 to 10 students in M Ed are placed in the care of a mentor who regularly monitors their all round progress. Mentors recognize their potentials and encourage them to participate in various curricular, co-curricular and extra -curricular activities. They are also responsible for helping them, solving their personal and academic problems and remain in touch with their progress throughout the session.

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

The institution has following provision for effectiveness of the faculty-

- a) The institution is encouraging faculty members to participate in seminars/workshops/ conferences to update their knowledge.
- b) The institution provides duty leave for attending refresher/orientation courses.
- c) The institution permits the faculty for computer training programme.

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

Yes, the institution has its own website. www.kinkareducation.org

We have posted following information about the college on its website :

- Information about Sanstha
- Admission Procedure
- Annual calendar
- Faculty Details
- Photo Gallery
- News/Events
- Infrastructure
- Alumni Association
- Result
- Mandatory Disclosure given by of NCTE
- Training & Placement
- Notice Board

It is updated as per need and requirement. For example we need to update it at the time of Admission Process, Alumni Meeting, Display of Result, etc.,

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

Yes, The institution has planned the following remedial programmes for low achievers:-

- (a) Organizing extra classes.
- (b) Making library use compulsory under supervision of faculty.
- (c) By providing extra assignments and remark for follow up activities by faculty.
- (d) By providing special guidance as per their needs.

**7. What specific teaching strategies are adopted for teaching
a) Advanced learners and b) Slow Learners**

a) For advanced learners

- a) The institution provides special programme for advance learner –
 - i) They are advised to conduct projects and associate in research programmes by using internet facility.
 - ii) Enrichment programmes in the form of extra assignments, projects and responsibilities are provided to the advanced learners that promote their academic excellence and help them to achieve good positions in the university exam.

b) For slow learner-

- i) Personal attention is given to them
- ii) Personal guidance on theory papers.
- iii) Compulsory library work.
- iv) Extra assignment work is given to them.

8. What are the various guidance and counseling services available to the students: Give details.

Guidance and counseling cell available in the institution to provide required services to students. A team comprising of principal, three faculty members and an expert counselor formed as guidance and counseling cell for every academic session. It provides

- a) **Personal guidance and counseling** –The management of the college has directed the faculty members to take personal care of students by using such teaching method which motivate them and build confidence in them so that they can cope up with academic achievements.

b) **Educational guidance and counseling** – The institution has qualified & experienced faculty who are members of counseling cell that deals with academic problems of the students and if some specific problems are there these are discussed in the faculty meetings and way-out is suggested to the concern students.

c) **Career guidance and counseling** – The institute organized activities for career guidance as under-

- Personality development workshop on soft skill.
- Employment news and newspaper cutting of vacancies is displayed on display board.
- Use of internet facilities available in the institution.
- Workshops on CET, TET, CTET examination. Personal guidance for NET, SET Examination.

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

Grievance redressed cell is constituted in the institution to realize primary needs of students. All the problems of the students are reported and entertained through this cell. Complaint box is there in the mechanism to record the grievance if any of the students. The grievances are being addressed with proper care and redressed to satisfaction of the student teacher. There are various grievances redressed during last two years.

- Canteen Facility
- Public Transport Facility

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

The progress of the candidates at different stages of programmes monitored and advised as under-

The academic progress of the student is monitored through class room observation, class test, term test, assignments, projects, internal viva-voce for the improvement of the student teacher.

After observing the seminar and demo lesson (micro teaching and Practice teaching lesson) given by the student, the faculty gives appropriate feedback and some suggestions are given if needed.

The feedback from school teachers who supervise lessons is also taken and the same is made use of for future improvement.

Progress in co-curricular and extra-curricular of the students is monitored through their participation in various programmes.

The students are also monitored while doing their research work and collecting data and information about their dissertation topic by their respective guide.

Necessary feedback is advised and required guidance is provided for further improvement.

11. How does the institution ensure the students` competency to begin practice teaching (Pre-practice teaching) provided to the students during practice teaching in schools?

Practice teaching is an integral part of teacher training programme. Pre-practice teaching details are as under-

- The concern faculty member explains the important objectives and how to write the lesson in the given format.
- Students are asked to write lesson which is corrected by the faculty with suggestions.
- After that the faculty member gives demonstration in the class room for general and specific lessons and during this the queries are answered and doubts are cleared.
- Then students are asked to give lessons on peer groups under the supervision of faculty and corrections, if any are made then and there.

When the faculty members are satisfied with the performance of the students, they are assigned to various schools to undertake intensive teaching practice under the supervision of faculty members as well as school teachers. Students are advised to keep themselves in touch with teachers of school concerned.

5.3 STUDENT ACTIVITIES :-

1. Does the institution have an alumni Association?

Yes, the institution has an alumni association but not in formal manner. The registration of alumni association is in the process.

i) Current office bearers

Current office bearers are not elected but they are nominated in democratic way in alumni meeting –

Chairperson – (Principal)	- Dr. Ushoshi Guha
Co-coordinator	- Dr. Vandana Tembhurnikar
President	– Priyanka Bisane

Vice President	– Mr. Amol Fale
Secretary	– Madhuri Yelane
Co-Secretary	– Mr. Swapnil Yelane Ku. Anita Mahajan
Working President	– Ku. Kiran Rathod
Cashier	– Ku. Manisha Khairkar

ii) Give the year of the last election

We have not taken formal election.

iii) List Alumni Association activities of last two years.

Alumni meet is organized once in year.

Activities of Alumni Association are as follows:-

■ Alumni association is actively involved in the admission process.

■ Medical camp is organized with the help of alumni students.

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

The top ten alumni occupying prominent position as under-

1. Vaishali Jadhav – Treasurer of Navneet Bahuuddeshiya Sanstha,
2. Shital Adgaonkar – Principal, Kasturba College of Education, Wardha.
3. Prabharaje Sharma – Lect. Bajaj B.Ed College , Nagpur
4. Madhavi Humane – Head Master Dipankar High School Nagpur.
5. Megha Wanode – Jr. Lect. Swalambi Jr. College, Kharangna.
6. Madhuri Jawade – Jr. Lect. R.K. Jr. College, Pulgaon.
7. Sharad Farkade – HOD,Kinkar D.T.Ed.College, Seloo.
8. Amol Fale - Principal,Kinkar International School, Seloo.
9. Amit Pohankar - Lecturer, Vidya Bharti College, Seloo
10. Gajanan Kakade - Teacher Netaji Subhashchandra Bose High School, Sultanpur.

iii) Give details on the contribution of alumni to the growth and development of the Institution.

The Alumni Association was formed in the year 2009. It comes out with viable proposals for helping the institution in different spheres. It provides feedback on teaching learning, resources and administrative aspect of the institution.

Generous sponsorship,donations and tie-ups are rendered by various alumni .this enhances th growth of the students,the Institutionand Extension activities of the Rural area.

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

The institution does encourage the students to participate in extra-curricular, co-curricular activities such as cultural activities, games and sports, literacy activities, study tours adult educational projects by giving incentives as under-

- i) By awarding merit / participation certificates.
- ii) By giving weightage in internal assessment marks.

List of the achievements of the students during last two years.

- i) Manish Chhablani has secured first place in flower arrangement programme organized by Rashtrasant Tukadoji Maharaj Nagpur university
- ii) Priyanka Bisane has also secured first place in essay competition programme organized by Ramkrishna Mission Nagpur.
- iii) Rupali Dhote from M.Ed. department has secured Second place in „Debate competition“ organized by Adarsh Sa nstha Wardha.
- iv) Rupali Kadu has secured second prize in essay competition at university level organized by Vidyaniketan English School Arvi.

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

The institution involves and encourages its students to prepare wall magazines, charts and book projects related to their teaching method.

■ **Magazines** - Every year the institution publishes a college magazine. In the current session 2014-15, we published a magazine i.e. Navneet (Handwritten). Faculty motivates students to be a part of magazine. Students get a chance to expose their innate qualities through these magazines.

■ **Wall Magazines on the following topics –**

- 1) Educational thoughts on Mahatma Gandhi
- 2) Swami Vivekanand and Education
- 3) Women"s day
- 4) Dr. Babasaheb Ambedkar Mahapari Nirwan Divas

- 5) Savitribai Fule
- 6) Swami Samarth
- 7) Science
- 8) Hindi Day

■ **Book Projects –**

- 1) Self Study Book Project
- 2) Flag Project under Environmental Science
- 3) Value Enhance Project

■ **Charts & Models –** Workshop is organized on teaching aids and SUPW.

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

Yes, in every academic session the student council is formed as per direction No.5 of 1996 of Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur.

■ Major activities of students` council are as under-

- a) Class Representation is appointed on the most of the important committees of institute to present students view about academic and non academic activities.
- b) To maintain discipline in the institution
- c) To help the students in redressing any grievance at their level
- d) To help in organizing cultural and intellectual activities
- e) To help in organizing practice teaching program

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

The institution gives due representation to some of the students on various college committees like –

- i) Students council – Mentioned as above
- ii) Students Discipline Committee – To maintain discipline throughout entire session.
- iii) Grievance cell - Grievance redressed cell is constituted in the institution to realize primary needs of students. Meetings are held periodically and steps are taken to redress the grievance if any.

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

The institution has prepared pro-forma for getting feedback from its graduates regarding teaching skills of the teacher and overall environment of the institution. The suggestion box is also placed for getting feedback of the students. The suggestions received from the students are reviewed and discussed in the faculty meetings. Any changes, if required are used for better functioning of the institution. Further institute ensures participation and involvement of students in various institutional activities which ultimately help in the development of programmes and growth of the institution.

5.4 BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

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

The institution arranges best practices in student support and progression as under-

- Personality development workshop.
- Organization of wall magazine competition related to theory topic
- Arranging education tour/camps
- Arranging seminar based on theory papers
- Arranging guest Lectures related to specific problems of students.
- Arranging various types of exhibitions (Teaching aids, SUPW)
- Arranging annual gathering (Sports, Cultural Activities)
- The institution provides opportunity to students by conducting various activities organized by NGOs.

CRITERION VI

GOVERNANCE AND LEADERSHIP

6.1 INSTITUTIONAL VISION AND LEADERSHIP:-

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

The Institution has well defined vision, mission and values which are displayed on the institutional website, notice board, and also printed in the college brochure and copy of these has been circulated among the faculty members. This is just to ensure that the faculty members and students always remember the vision, mission and values of the institution. Due precaution has been taken to see that they cater the needs of society, students, the school sector (Practice teaching schools), educational institutions attached to our college.

Goal :-

The main purpose of the institution is to prepare knowledgeable, ethical, caring and decision maker teacher to face the critical challenges of the life as well as the educational stream.

Vision:-

Vision of the Institution is to become a front leader in quality education and to promote a culture that supports & reinforces ethical professional behaviour for a democratic and dynamic society.

Mission:-

To prepare competent need base resource & responsible citizens in the field of education & development of skills & leadership qualities to create an environment that foster the involvement and commitment of stakeholders for continuous improvement in performance and quality of life for all.

Values :-

a) Honesty, b) Gender Equality, c) Punctuality, d) Sensitivity,
e) Compassion f) Peaceful co- existences, g) Self discipline, h) Patience,
i) Scientific Attitude j) National Integrity, k) Patriotism, l) Broad mindedness

Objectives of the institution:-

■ To provide academic excellence and overall personality development.

- To enable student teacher to act as persons of modernization and social change.
- To become competent and committed professionals willing to perform the identified tasks.
- To sensitize student teachers about emerging issues of society such as environment population, gender equality, legal literacy etc.
- To inculcate rational thinking and scientific temper among the students.
- To promote capabilities for inculcating national values and heritage.
- To prepare personnel through systematic study and research that will contribute to the development of educational literature and to the growth of educational discipline.
- To develop moral and ethical qualities of student teacher which build good character.

2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's tradition and values orientations?

Yes, the mission includes the institution's goals and objectives in terms of addressing the needs of the society, the students, the school sector. In our educational institution, tradition and values are protected through proper orientation. Considering the social, cultural and educational factors of educational programs, we have prepared the mission and objectives of the institution which are relevant to the society, students, the school setting and the values of the institution.

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

The parent body of the institution Navneet Bahuuddeshiya Sanstha, Nagpur was founded in 1990 by a reputed Social Worker and Landlord with members from different fields. The mission of Sanstha is to generate effective synchronization amongst academicians, professionals, and students so as to achieve excellence in the field of education with a sense of commitment to meet the national aspiration. Our institute is progressing with an objective to create facilities for achieving advanced academic and professional competence

in experienced human resources under the leadership of our chairman and other members of the Sanstha.

There are two bodies:

- A) Governing Body
- B) Local Management Committee

The Governing body and Local Management Committee consist of 11 members.

■ **Local Management Committee**

1. Local managing committee which consists of the following members:-

- a) President or chairman of the management or his nominee-Chairman;
- b) Secretary of the management or his nominee;
- c) Three local members representing different fields of the area, nominated by the management;
- d) Three teachers, elected by the teachers of the college or institution;
- e) One non-teaching employee, elected by the non-teaching employees of the college or institution;
- f) Principal as Member-Secretary.
- g) One representative of the management.

Top commitments of the Management are as follows :-

- a) In order to meet the needs of the institution management helps to achieve the goals.
- b) Budgeting and provide financial assistant is the main role of the management.
- c) The management of the institute ensures the appointment of qualified staff for the effective implementation of the programme.
- d) The management of the Institute provides appropriate direction and motivates the staff to achieve the goal.
- e) The management of the institute provides valuable suggestion for the improvement of the standard of teaching and for the welfare of the students.

- f) The management of the institute provides its recommendations on the inspection report or local inquiry committee, if any.
- g) The management of the institute always supports and stands with us to organize the different activities in the college.
- h) The management of the institute takes review of the progress of the institution as and when they visit the institution.

The Principal of the institute being the Primary head on the spot of the institution has several committees to look into administrative, academic aspects of college functioning which are constituted in the beginning of the session.

4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

In the beginning of every session a meeting of Local Managing Committee (L.M.C) is held in which, apart from other agenda, due deliberations are held on the duties and responsibilities of teaching and non-teaching staff. On the basis of academic record, interest, potential and performance of faculty in the previous session and in consultation with principal, the duties and responsibilities are defined which are communicated through staff meeting and circular. The relevant ordinance of the affiliating university is also considered for defining the responsibilities.

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

Frequent communication is held between the Principal of the institute and the Management to exchange valid information. The management of the institute takes review of the progress of the institution as and when they visit the institution. The management of institution makes use of feedback of the students. Teacher educator provides self appraisal report to the management of the institute.

Principal also receives feedback from the faculty and after taking the review of feedback needed measures are suggested to the faculty members. The principal ensure the validation of feedback through face-to-face interaction with students and peers. The principal gives information to the Director of the

institution about the factual information which the management review and suggest measures, if necessary.

6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goal?

The institution identifies barriers, if any through regularly held faculty meeting and also collects information from the students. On account of exigencies, alternatives supportive action is taken by the Principal in consultation with management. So, that the vision/mission & goal of the institute are achieved.

All the staff members are encouraged to be an active part of planning as well as execution, so that barriers, if any, can be removed by working as a team.

7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

The management of the institute encourages the faculty by providing them financial support, life time security (EPF facility), enthusiastic environment, Teaching Learning Equipment & Teaching Learning Material, as well as moral support to meet the challenges. The Management encourages and supports involvement of the staff for improvement of effectiveness and efficiency of the institute.

8. Describe the leadership role of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of the student.

The leadership role of the institution in governance and management of curriculum, administration, allocation, and utilization of resources for the preparation of the student is as under:-

■ The principal encourages the faculty to attend the seminars and workshops regarding different aspects of curriculum as and when they are arranged by the university or any other institute.

■ The principal of our Institute is an elected member of Board of Studies which help in governance & management of the curriculum of university.

■ Being the administrative head, our principal of the institute constitutes the academic committee which prepares the annual calendar and year plan in the beginning of the session. The annual calendar is made, which is distributed amongst student and teachers. Notices are displayed on the

board for the students, teacher and different activities are implemented. The institute has internal and external audit mechanism. The accounts are kept updated and audit is done regularly. LMC members discuss the matter pertaining to academic transaction, student and teacher welfare schemes, infrastructure facility, etc.

■ The Institute allocates sufficient financial funds for organizing different co-curricular programs and extra activities which helps in the preparation of the students.

■ The Institute is having expertise and qualified faculty members which provide full support to the student.

6.2 ORGANIZATIONAL ARRANGEMENT:-

1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meeting held and decisions made, regarding academic management, finance, infrastructure, faculty, research extension and linkages and examinations during the last year.

List of different Committees constituted by the institution for management of different institutional activities is as follows:

S.N.	Name of Committee	Nos. of Meeting	Date of Meeting
01	Admission Committee	02	1) 05//06/2014 2) 06/09/2014
02	Academic Planning Committee	04	1) 06/06/2014 2) 08/092014 3) 10/12/2014 4) 07/04/2015
03	Practice Teaching Committee	03	1) 03/09/2014 2) 05/11/2014 3) 02/01/2015
04	Maintenance Committee	02	1) 05/05/2014 2) 05/12/2014
05	Library and Laboratory	02	1) 05/05/2014

	Advisory Committee		2) 10/12/2014
06	Research and Extension Activities Committee	04	1) 04/09/2014 2) 15/11/2014 3) 03/01/2015 4) 09/04/2015
07	Cultural, Sports & Publication Committee	04	1) 26/06/2014 2) 26/09/2014 3) 20/12/2014 4) 05/02/2015
08	Examination and Internal Assessment Committee	03	1) 18/09/2014 2) 29/01/2015 3) 22/04/2015
09	Discipline Committee	02	1) 05/09/2014 2) 29/03/2014
10	Anti Ragging Committee	02	1) 06/06/2014 2) 15/11/2014
11	Women welfare Committee	02	1) 09/06/2014 2) 14/11/2014

In the beginning of the academic session, the Principal in consultation with faculty members constitute following committees which are communicated to the chairman of LMC. These committees coordinate and monitor the various programs, and every committee takes its own decision on the basis of requirements which are approved by the Principal and finally by the management. Major outcomes of various committees are as under: -

Admission Committee

- Finalization of the strategies regarding admission
- Review of entire admission process

Academic Planning Committee

- Preparation of Year plan, Academic Calendar and Time table and Planning of various academic activities

Practice Teaching Committee

- Micro Teaching, Pre practice teaching, practice teaching and final lesson schedule is finalized in this committee.

Maintenance Committee

- Decision is taken on overall maintenance of the institution.

Library and Laboratory Advisory Committee

- This committee reviewed the resources of library and laboratory.
- Decision is taken regarding up-gradation of library and laboratory.

Research and Extension Activities Committee

- Planning and organization of orientation workshop regarding research and extension activities.

Cultural, Sports & Publication Committee

- Decision regarding Planning and organization of different Cultural, Sports activities.
- Implementation of activities mentioned in the academic calendar.

Examination and Internal Assessment Committee

- Examination schedule for the entire year is finalized.
- Internal assessment work is done.

Discipline Committee

- Rules, regulation and code of conduct are specified by this committee.

Anti Ragging Committee

- Planning of awareness programme regarding anti-ragging is done.

Women welfare Committee

- Development of congenial atmosphere for the progress of women.

2 Give the organizational structure and the details of the academic and administration body of the institution.

The organizational structure and the details of the academic and administration body of the institution

1. Academic/Administration committee:

S.N.	Name of Members	Designation in the committee
01	Dr. Ushoshi Guha	Chairperson
02	Dr. Vandana Tembhornikar	Member
03	Dr. Kalpana Dixit	Member
04	Mr. Sharad Farkade	Member
05	Smt. Vijaya Tarapore	Member

Meetings:-

This committee meets four times in a session.

Resolution:-

- i. This committee decides about the activities (curricular, co-curricular, extra-curricular) to be included in the academic calendar.
- ii. To fix dates of term tests, collection of question papers and arrangements for term tests
- iii. Decisions on feedback
- iv. It decides about the remedial teaching
- v. Distribution of subjects to teaching faculty and prepare the time-tables for all the programmes.
- vi. All major decisions are taken by this committee regarding the functioning of the institution, distribution of responsibilities to various committees, future development of the institution, take stock of the performance of different committees, organization of coaching camps, etc.

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

The administration is largely decentralized by constituting various committees with defined responsibilities & duties for the smooth functioning of the institute. These committees work in co-ordination with each other. Every committee takes its own decision on the basis of requirement approved by the principal and finally by the LMC. The structure & details of its functioning same as the above.

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

We invite feedback from the faculty of B.Ed. and M.Ed. of our institute to improve and plan the quality of educational provision. We have collaboration with practice teaching schools. Strategic planning is done on basis of outcomes of interaction with these institutions.

- 5. Does the Institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, Give details.**

Yes, the administrative set up of the college is well organized. The collection of information and feedback received from Alumnae, Peers and teachers of schools and our present students on the quality of teaching and organization of various programs is a regular feature of the institution. After compiling the feedback, time table, working hours, coaching schedules, library timings etc. are reviewed and necessary changes are made if required. Similarly feedback obtained from the heads/teachers of the schools where practice teaching is carried out is preferably used for further improvement in the teaching ability process of our student teachers.

- 6. What are the Institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across department's creating/providing conducive environment).**

The faculty members of the institution work as a team and help each other in organizational aspect of programs. The management has the policy for faculty members to pursue academic excellence through participation in conferences, refresher and orientation courses where they share their knowledge and innovative ideas with others that helps them to enrich their knowledge. The knowledge gained so is used by faculty members in day-to-day teaching learning process which create conducive environment in the institution.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT:-

- 1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?**

The institution has Administration committee and Academic committee which are responsible to monitor the administrative and academic aspects of the

institution. These committees collect information through feedback from students and peers.

Principal, being the chairperson of the committees, selects the viable information on both the aspects and offers discussions with other faculty members to prepare a composite data of information for the aligning of the information. Thus integrated information is used for further improvement in the functioning of the institution and academic activities.

2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The institution allocates resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans. Various committees of the institution are entitled to assess and to recommend the resource needed for carrying outcomes of co-curricular activities. These recommendations are forwarded to Principal/Management. Finally, Institution provides human and financial resources for accomplishment and sustaining the changes resulting from the action plan.

3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

The resources are planned on the basis of preceding financial year to achieve the mission and the goal. The qualified teaching staffs are appointed after considering the workload of the faculty and admitted student strength.

Sufficient amount of money is allocated in the budget to achieve the mission and goals of the institution. Additional financial provision, if needed, is made available by the management to implement the academic calendar effectively.

4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

The academic plan of the Institutions is prepared in the form of academic calendar by the academic committee which is placed before the faculty meeting for discussion. The faculty members, after due deliberations prepare an academic plan. The students of the institution are also made aware of the plan.

Practice teaching plan is prepared in consultation with school-teachers & its principal, where all students and faculty members are involved in the process. This practice teaching plan is discussed in a faculty meeting and finally approved by the principal.

5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

Management prepares the objectives of the institution. The Local Managing Committee includes members of teaching faculty and non-teaching staff. LMC holds its meeting in the beginning of the session in which the objectives are communicated to the employees and their contribution in the development of institution is ascertained. These objectives are conveyed to faculty members and non teaching staff through principal. The faculty and staff work in co-ordination with each other.

6. How and with what frequency is the vision, mission and implementation plans monitored, evaluated and revised?

Different committees are assigned specific responsibilities and duties. They work in co-ordination with each other. They meet frequently to monitor and evaluate the programme and if revision is required they do so.

7. How does the institution plans and deploy the new technology?

In the meeting of an academic committee planning is done regarding the use of new technology. The faculty members are always encouraged to prepare transparencies and power point presentation in transaction of curriculum. Internet facility is used for the research purpose.

L.C.D. is used for the seminar and workshop organized by the institution. Educational CD's are also used in classroom transaction.

6.4 HUMAN RESOURCE MANAGEMENT:-

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

The faculty development needs and career progression of the staff is identified by the principal through :-

- Students' feedback
- Self appraisal form
- The result of their subject

After identifying the need of the faculty the principal guide for career progression and motivates the staff to proceed further for their development.

2. What are the mechanisms in place for performance assessment (teaching, research, services) of faculty and staff? (Self-appraisal method, comprehensive evaluation by students and peers) Does the institution use

the evaluations to improve teaching, research and service of the faculty and other staff?

The institution has evolved a comprehensive proforma for students to evaluate the teaching performance of teachers and in order to exert effective teaching process, the student's feedback is made use of it.(Pro-forma annexed). The institution also make use of self appraisal pro-forma duly filled in by teachers and the feedback is utilized constructively for improvement of their teaching competency, research and service reports.

3. What are the welfare measures for the staff and faculty? (Mention only those which affects and improve staff well-being, satisfaction and motivation)

Welfare measures are collaborating with the parent body in the form of E.P.F. The admission to the wards of teaching and non-teaching faculty members in the sister institutions are given on the priority basis and concession in fees is also given.

The Institution does provide important help to the staff and faculty for welfare. Financial assistance for up gradation, participation in refresher programs/orientation programs/ seminars etc. is provided.

4. Has the institution conducted any staff development programs for skill up gradation and training of the teaching and non-teaching staff? If yes give details.

Yes, the institution conducted staff development programs for skill up gradation and training of the teaching and non-teaching staff.

- Personality development
- Seminars on research methodology
- Stress management workshop by parent body

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

Our college is affiliated to Rashtrasant Tukadoji Maharaj Nagpur University. The institution ensures that the norms & standards of NCTE /UGC/ affiliating University/State are strictly observed and followed in the appointment of

teaching and non-teaching staff. To advertise, NOC is obtained from Rashtrasant Tukadoji Maharaj Nagpur University and selection committee members are suggested by University. Knowledge and skills of the candidates are tasted by selection panel.

- 6. What are the criteria for employing part time/ad-hoc faculty? How are the part-time/Ad-hoc faculty different from the regular faculty? (E.g. salary structure, workload, specifications)?**

The parent body of the institution has given free hand to the principal to appoint temporary /part time/ad-hoc/ as per the workload and need of curriculum transition. Part time/ad-hoc faculties are paid per period remuneration where as regular faculties are appointed on regular pay scale as per the decision of Parent Body.

- 7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E., g. budget for staff development, is sponsoring for advanced study, research, participation in seminars, conferences, workshops etc. and supporting membership and active involvement in local state, national and international professional associations)?**

Faculty members are supported for advanced study, research as well as participation in seminar, conferences and workshops by providing them study leaves as per their time scheduled of the college is rescheduled for the convenience of the researcher/faculty member. The institution does have the policy of the personal and professional development of teaching and non-teaching staff of the Institution. Teaching staff members are motivated to get Ph.D. degree in the field of education. Similarly, faculty members are encouraged to participate in State level/National /Inter-national level seminars, workshops, and conferences and also to attend refresher /orientation courses. Almost all faculty members have participated in these competency improvement activities during last 5 years. A number of faculty member have attended and presented in seminars, conferences etc. Our institution itself has organized one university level seminar, and one university level workshop.

- 8. What are the physical facilities provided to faculty? (Well maintained and functional offices, instructional and other space to carry out their work effectively) ?**

Faculty members are provided with well-furnished staff rooms, Science laboratory, E.T. laboratory consisting of computer, OHP, LCD projector, Educational CDs and DVDs, Library, Method rooms, Seminar Hall,

washrooms, water purifier, etc. A computer laboratory with internet facility is made available to prepare instructional material.

9. What are the major mechanisms in places for faculty and other stakeholders to seek information and /or make complaints?

They are free to have any information required and to complain. Information can be obtained through institutional website or telephone. Similarly any complain can be made through phone and email. Suggestion box is made available in the institution.

10. Details on the work load policies that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and Community?

Our institute has adopted the workload policy of UGC and Affiliating Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur. The main function of the institution is to prepare knowledgeable, ethical caring decision makers teacher educators to face the critical challenges of the life as well as the educational stream. Faculty members provide their precious support in teaching, research, assessment, monitoring, working with schools and community engagement by being a part of policies and practices through various committees and cells.

The head of the institution in consultation with the faculty members allocate workload for monitoring professional activities such as to engage tutorial classes, research guidance, working with schools, and other assessment of assignment and engagements.

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

Staff members are rewarded by giving a letter of appreciation as well as by providing ample opportunities to implement their innovative ideas. The faculty members with good performances are felicitated at the function organized on 23rd Nov as Founder's Day by parent body of the institution.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION;-

1. Does the institution get financial support from the government? If yes, mention the grants received on the last three years under different heads. If no, give details of the source of revenue and income generated?

The institution is a self-financing institution. So, it does not get any financial support from the government. The revenue and income is generated through fees from students.

- 2. What is the quantum of resources mobilized through donations? Give information for the last three years.**

The Institution does not get any type of donations since its establishment.

- 3. Is the operational budget of the Institution adequate to cover the day-to-day expenses? If no, how is the deficit met?**

Yes, the operational budget of the institution is almost adequate to cover the day to day expenses. Even if any deficiency arises, the management provides worthy financial support.

- 4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess /deficit)**

The budgetary resources of the institution are fees received from students. The budget of the institution is prepared keeping in view the vision, mission and objectives of the institution and on the basis of preceding financial year's expenditure and income. The amounts are judiciously allocated as per the need of different programs and future plans. The deficit, if any is met by parent body of the institution through its own resources.

(The Expenditure statement for last 5 years is annexed)

- 5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits (major pending audit paras, objections raised and dropped)**

Yes, the account of the Institution is audited regularly by CA appointed by the management. Chief Accountant and finance officer (CAFO) of our Sanstha and Secretary deal with all the Finance Management and Expenditure details. Copies of the Audit Report of last two years are enclosed herewith. Internal audit is carried out by Chief Accountant and finance officer (CAFO) of our Sanstha who deal with all the Finance Management and Expenditure Details.

- 6. Has the Institution computerized its finance management system? If yes, give details.**

Yes, the Institution has its computerized finance management systems. Our institute has tally packages for smooth, correct and sound functioning of regular audit.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

1. What are the significant best practices in Governance and leadership carried out by the Institution?

1. The relationship between the faculty and principal on the one hand and the principal and faculty and management on the other, is cordial.
2. Academic review of faculty by College Management is a regular feature.
3. For effective governance different committees have been formed to ensure deliberations, planning and effective implementation of academic calendar.
4. Regular review of all the college activities is taken by the secretary and chairman of the parent body.
5. Transparency in administration
6. Decentralization of workload.

CRITERION VII - INNOVATIVE PRACTICES

7.1 INTERNAL QUALITY ASSURANCE SYSTEM:-

- 1. Has the institution established IQAC? If yes, give its year of establishment, composition and major activities undertaken.**

No, the institution has not established IQAC.

- 2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.**

The institution organizes meetings of the faculty to observe the effort taken to conduct the various programme successfully and feedback is collected and discussed in detail so as to achieve the goals and objectives.

The outcomes of evaluation and feedback are discussed in the faculty meetings as well as with the management to identify any lacunae and appropriate decisions are taken to eliminate these. The internal coordination among various committees and monitoring system is effective enough to achieve the goals and objectives of the institution. The feedback and information provided by the student-teachers, peers, alumni etc is well appreciated by the institution.

- 3. How does the institution ensure the quality of its academic programs?**

In the beginning of the academic session, academic committee prepares an academic calendar and academic committee ensures the quality of the academic programme. The institute also considers suggestions from Alumni, parents and other stakeholders for quality improvement in academic programs while planning for new academic session. Discussions are arranged to improve the quality of academic programs with faculty, non-teaching staff, student-teachers council and management from time to time.

Finally the academic committee reviews the report academic programs and suggests needed measures.

- 4. How does the institution ensure the quality of its administration and financial management processes?**

The principal works as the administration head of the institution. Day to day administration and financial planning is administered by the principal through the administrative office. Academic and administration responsibilities are distributed through portfolio distribution. Account section is responsible for

making planning of expenditure and receipt of fees and finally yearly financial budget and its audit.

Local Inquiry Committee (of affiliated university) and Local Management Committee review and issue their comment and suggestion of the quality of teaching-learning, administration and financial management through their recommendations.

5. How does the institution identify and share good practices with various constituents of this institution?

The institution identifies the good practices in the profession through discussions with faculties, experts in the field, peers, guest speakers, academicians, etc. and share these practices with student-teachers, stakeholders, school linked with the institute, alumni, etc and use their opinions for further strengthening of the programs. The principal welcomes every innovative and worthy idea for betterment of the college.

7.2 INCLUSIVE PRACTICES:-

1. How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

The principal of the institution always give emphasis on the issue like inclusion and asks the teachers to observe and focus these relevant issues as and when they reflect in the curriculum transaction.

The principal of the institution encourages the teacher to interact with academicians in the field and go through the various documents prepared by NCERT and NCTE to get information about the changes in education field and school curriculum and include the relevant issues such as inclusion in the teaching-learning process.

2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

The academic plan of the institution is prepared as per the syllabus of B.Ed and M.Ed. courses run by the institution. In the syllabus there are subjects especially devoted to education of exceptional children, women education and education of socially disadvantage. These provisions in the curriculum makes teachers' work easier to teach students about inclusion and exceptionalities as well as dealing with the problems arising out of gender difference and inequality and their impact on learning.

3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self motivation?

The learning environment is democratic so that equal opportunities are provided to every individual according to their talents and potentials. Abundant curricular and co-curricular activities are arranged every year which ensure the participation of every student- teacher hence foster self-motivation , social interaction and engagement in learning as follows:-

- Organization and participation in intramural and extramural competitions.
- Celebration of National festivals where our students interact with guest speakers.
- Organization of workshops and seminars on different social issues, communication skills, etc..
- Study tours are taken to different places such as various educational institutions, historical monuments, and scenic.
- The advanced learners are assigned extra academic work. They are asked to prepare lectures on the topics of their interests and also to avail opportunity to deliver the same in the class.
- They are also provided opportunities to conduct panel discussions on selected topics.
- For social interaction, institution always arranges village survey, visit to slum area, old age home, Jail, etc.
- Student-teachers are asked to prepare project on Adult Education with many activities such as essay writing competition at school level, street plays on different topics and problems of society.
- Organization of village cleaning movement, tree plantation, blood donation camp.
- SUPW workshop (candle making, flower making, making of teaching aids and charts, greeting making, painting)
- Organization of Personality Development workshop.

4. How does the institution ensure that student-teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The institution ensures that student-teachers develop proficiency for working with children from diverse backgrounds and exceptionalities in following ways:-

- It is compulsory for every student-teacher to conduct a case study of any exceptional student or problematic adolescents of schools linked with us.
- The institute organizes visits to local deaf and dumb school annually.
- During practice teaching schedule, the student-teachers face students of diverse background. The teachers of the schools guide our student-teachers for handling these types of children. Students get practical experience in this regard during practice teaching schedule.
- Institute organizes various activities for developing student-teachers language skill (speaking, writing, reading) which they make use while presenting their lessons in practice teaching.

5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

Physically challenged student-teachers are dealt carefully. The institution tries to fulfill their needs. Seating arrangement and other comforts are ensured as per their needs. Institution also allows writing assistant with them. Above all, their talents are identified and numerous opportunities are provided to showcase their talents and uplift their confidence and self-esteem.

6. How does the institution handle and respond to gender sensitive issues?(activities of women cell and other similar bodies dealing with gender sensitive issues)?

The Institution has established a Women Welfare Committee which provides counseling in gender sensitive issues such as:-

- Dowry system, Legal awareness
- Female foeticide,
- Gender Equality
- Right to the Indian women in estate,
- Problems of Adolescent girls, Empowerment of Rural Women
- Health problems of women, etc.

Due to healthy circumstances there is no case regarding gender difference/issues.

Institution organized following programs on the topic of gender sensitive issues:-

- Essay competition on the topic of „**Empowerment5 of Rural Women through Skill Development**“
- Guest lectures by Experts on the different topics regarding women“s issues such as – Female foeticide and Women empowerment.
- Celebration of „Women Day“.

7.3 STAKEHOLDER RELATIONSHIPS:-

1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The institution ensures the access to the information on organizational performance (Academic and Administrative) to the stakeholders by following ways:-

- Institute regularly updates its website.
- Through prospectus of the college that is updated yearly.
- Through local news papers
- Through Notice board
- Through Facebook group
- Through whatsApp group

2. How does the institution share and use the information/data on success and failure of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

- Academic committee meetings are held in which the feedback obtained from stakeholders is used for further planning.
- Suggestion box is used in which students can freely express their satisfaction or dissatisfaction in written.
- The institution obtains a written feedback from the student-teachers regarding each faculty.
- At the end of the session student-teachers give suggestions regarding the general functioning of the college.

■ Feedback regarding practical aspect is obtained from the Heads of the practice teaching schools.

■ The received feedback is discussed in faculty meetings and measures required are adopted to the satisfaction of the students, stakeholders and the community as a whole so as to bring qualitative improvement in academic and administrative process of the institution.

3. What are the feedback mechanism in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

The institution receives feedback from student-teachers through a format, face to face discussion, personal contacts and correspondence with alumni, Professional peers and stakeholders on programs conducted and facilities provided by the Institution.

Professional community members are invited as guests in our curricular and co-curricular programs. They provide their feedbacks and suggestions which are analyzed and implemented by Academic committee..

After receiving the feedback and information, it is systematically arranged and a combined meeting of all the committees is called for the deliberation on the collected feedback and outcomes or suggestions for change in programs, if any are incorporated in fresh planning for quality improvement.

PART III: MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

D) Mapping of Academic Activities of the Institution

2014-15

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Admission and Orientation																																	
Theory																																	
Tutorials/ Seminars																																	
Sessional Work - Tests & Assignments																																	
Practical Work																																	
Preparation of Internship: Demonstration / Observation of lessons/ micro teaching/ simulations																																	
Practice Teaching/ Internship																																	
Co-curricular Activities																																	
Working with community/ project work																																	
End-Term Examination																																	

Note: A week is of six working days and a day is of six clock hours

The table should cover the entire academic session and may be extended as per the requirement

D) Declaration by the Head of the Institution :


I Certify that the data included in this Self-Appraisal Report (SAR) is true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and NO part thereof has been outsourced.

I am aware that the peer team will validate the information provided in this SAR during the peer team visit.

Place : Seloo.

Date : 14.05.2016


Principal
Kinkar College of Education
Seloo, Wardha
institution with Seal

Annexure -I

1) TEACHER EDUCATION SCENARIO IN MAHARASHTRA

INTRODUCTION

Maharashtra, the third largest state of India in terms of area and population, is also known for its excellent educational facilities in pre-primary, secondary, as well as higher level education. Out of its 35 districts, Pune is ranked as the top educational destination of the country. Apart from Pune, districts like the state capital Mumbai, Nagpur, Aurangabad, Kolhapur, Ahmednagar etc., are the places where a number of educational platforms are located.

Mapping the history of educational development in Maharashtra can provide a clearer understanding of the present functioning of educational administration in the state. This section attempts to retrace the state of education in the state of Maharashtra to the post- independence period and throws light upon the transformation of education since independence. At Indian Independence in 1947, Western Maharashtra and present-day Gujarat were joined as Bombay state. The eastern districts were then part of Hyderabad State, but were later added to Bombay in 1956. The present state was formed in 1960 when the Marathi and Gujarati linguistic areas of former Bombay state were separated. Prior to 1960 Maharashtra was divided into three main regions:

1. Western Maharashtra
2. Vidarbha
3. Marathawada

TEACHER EDUCATION

Teacher education has been playing crucial role in the development of quality of teacher training programme. Continuous efforts are being made to improve quality of teacher training to ensure high standard in teacher effectiveness. The efforts for improving quality of teachers are also never ending. The task is important, huge and continuous. As a sequel to NPE 1986, some teacher training institutions have been upgraded. There are 12 CTEs, 2 IASEs a, 29 DIETs as well as 13 UNIVERISTIES in Maharashtra.

Aside from multi cultural zeal and their qualified faculties, the universities in Maharashtra are not only producing quality research operations or successful students but also they're helping the country to develop essentially. According to a survey, women are the majority students of these well-known universities, which manifests

that Indian women are truly setting high goals for themselves when it comes to various fields.

The head of all the universities in Maharashtra is the Governor itself. His responsibility is to ensure a proper management of the universities' administrations.

The Governor, which is the Chancellor of the universities, manages these institutions with the help of the Council of Ministers acting independently and making his own decisions as well. The Vice-Chancellor is appointed with the Chief Minister's approval. All of them play significant roles in the Administrations of Universities.

The field of education has gone through many remarkable phenomena over its long history. These cycles range from a strict authoritarianism to the liberal many new sciences, which transformation has opened the field of education up to many new sciences, which are creating many new professional opportunities.

In view of the demand for lecturers in education and many educational societies established Education Institutions all over Maharashtra. At present education institutions are giving training in various programmes of education.

Name of the universities in Maharashtra :-

1. Mumbai University -----
2. Savitribai Fule Pune University -----
3. Swami Ramanandtirth Marathwada, University, Nanded -----
4. Dr. Babasaheb Ambedkar Marathwada University, Aurangabad -----
5. Rashtrasant Tukadoji Maharaj Nagpur University -----
6. Gondwana University, Gadchiroli
7. Kavi Kulguru Kalidas Sanskrit University, Ramtek
8. Sant Gadgebaba Amravati University, Amravati -----
9. North Maharashtra University, Jalgaon -----
10. Shivaji University, Kolhapur -----
11. Solapur University, Solapur -----
12. SNDT University, Mumbai-----

13. YCMOU Open university, Nashik-----

These Universities run following courses in education.

- B.Ed. one year course after graduation
- D.T.Ed. two year Diploma course for 10 +2 candidates.
- M.Ed. One year Master degree course for B.Ed. qualified students.
- Ph.D. Regular/ Part Time
- Some Universities are also running M.Phil. Full time/Part time Course.

Apart from above colleges all the Universities are also running education departments. Apart from Maharashtra, the students from various states also seek admissions in these colleges. Job opportunities in Maharashtra are generally provided by public schools and where as less job opportunities are provided in Govt. / Z.P. Schools.

RECENT CHANGES IN TEACHER EDUCATION:

NCTE has developed new norms and standards, 2014 for teacher education in India. According to these norms and standard duration of B.Ed. and M.Ed. courses are enhanced from one year to two year. The Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur has adopted Choice Based Credit System and Semester Pattern for both the courses from coming session 2015-2016.

Institutional Academic Calender
Kinkar College of Education
Rehki Road, Seloo
Annual Calendar (B. Ed.)
Year 2014-2015

Annexure-II

Duration	Subject	Nature of work / Programme
01/6/14 to 20/7/14	Planning	Academic Calendar Work Distribution Planning for Admission
10/7/14	CET Workshop	B.Ed. CET Exam Guidance workshop
23/7/14 to 30/8/14	Admission process	Admission
28/7/14 to 31/7/14	Orientation programme	Introduction of curriculum Guidance of Principal Cultural Programmes Establishment of different committees
1/08/14 to 14/8/14	Teaching	Theory Lectures
1/8/14	Lokmanya Tilak Punyatithi	Various Programme
9/8/14	Kranti Diwas	Guest Lecturer
15/8/14	Independence Day	Various Programme
16/8/14 to 30/08/14	Teaching	Theory Lectures
1/09/14 to 8/9/14	Teaching	Theory Lectures
5/09/2014	Teacher's Day	Various Programme Visit to Deaf & Dumb School
8/9/14	World Literacy day	Wall Magazine
9/9/14 to 20/09/14	Microteaching workshop	Introduction Concept of Microteaching Lecturers on Various teaching skills demonstration Microteaching Practice

14/9/14	Hindi Day	Various Programme
22/9/14 to 30/9/14	Teaching	Theory Lectures
30/9/14	Laxmi Narayan Day	Various Programme
1/10/14 to 4/10/14	Teaching	Theory + Guest Lecture
4/10/14	Mahatma Gandhi Jayanti	Wall Magazine Visit to old age Home.
7/10/14 to 18/10/14	Lesson Plan Workshop	Method wise Guidance Pre Practice Teaching
10/10/14	Founder's day	Various Outreach Programme
11/10/14	Rastrasant Tukdoji Maharaj Birth Anniversary. Teaching Aids Making workshop	Guidance
21/10/14 to 8/11/14	Diwali Vacation	
10/11/14 to 15/11/14	Exam	First Terminal Examination
22/11/14	Result	First Terminal Examination
17/11/14 to 29/11/14	Practice Teaching Programme	Practice Teaching in School
26/11/14	Constitution Day	Various Programme Visit to Deeksha bhumi
28/11/13	Mahatma Jyotiba Fule Death Anniversary	Various Programme
1/12/14 to 13/12/14	Teaching	Theory Lectures
6/12/14	Dr. Babasaheb Ambedkar Parinirvan Din	Guest Lecturer
15/12/14 to 16/12/14	SUPW Workshop	Flower Making Best out of Best (Arts from News paper)
17/12/14 to 20/12/14	Social Gathering	Sports, various activities & Cultural Programme.
22/12/14 to 24/12/14	Teaching	Theory Lectures
26/12/14 to 31/12/14	Teaching	Theory Lectures

1/01/2015 to 3/1/15	Seminar	Theory Papers
3/1/15	Savitribai Fule Birth Anniversary	Various Programme
6/1/15	Educational Tour	One day Tours Visit to Tibetan Camp
7/1/15 to 17/1/15	Teaching	Theory Lectures
12/01/15	Swami Vivkeanand Jayanti	Guest Lecturer
14/1/2015 & 15/1/15	Makar Sankranti & Geography day	Guest Lecturer Various Programme
16/1/15 to 20/01/15	Final Lesson Guidance	Method wise Guidance
21/1/15 to 24/01/15	Final Lesson	Practical Examination
26/1/15	Republic Day	Various Programme
27/1/15 to 18/2/15	Teaching	Theory Lesson
19/2/15	Chatrapati Shivaji Maharaj Jayanti	
20/2/15 to 26/2/15	Guidance for Final Exam	Theory Papers
27/2/15 to 28/2/15	Viva & Submission	
28/2/15	Science Day	Wall Magazine Visit to Raman Science Center
1/3/15 to 17/3/15	Examination	First Prelim Examination
9/3/15	Women"s Day	Inter college Essay Competition Guest Lecturer
19/3/15 to 31/3/15	Exam Guidance	Supervise study
28/3/15	Farewell Programme Result	Inauguration of College Magazine First Prelim Examination
1/4/15 to 18/4/15	Examination	Second Prelim Examination
22/4/15 to 30/4/15	Revision	Supervise study
30/4/15	Sant Tukdoji Maharaj Jayanti Result	Second Prelim Examination

Kinkar College of Education
Rehki Road, Seloo
Annual Calendar (M. Ed.)
Year 2014 - 2015

Duration	Subject	Nature of work / Programme
1/6/14 to 20/7/14	Planning	Academic Calendar Work Distribution Planning for Admission
10/7/14	CET Workshop	M.Ed. CET Exam Guidance workshop
23/7/14 to 25/8/14	Admission process	Admission
28/7/14 to 31/7/14	Orientation programme	Introduction of curriculum Guidance of Principal Cultural Programmes Establishment of different committees
1/08/14 to 14/8/14	Teaching	Theory Lectures
1/8/14	Lokmanya Tilak Punyatithi	Various Programme
9/8/14	Kranti Diwas	Guest Lecturer
15/8/14	Independence Day	Various Programme
16/8/14 to 31/08/14	Teaching	Theory Lectures
1/9/14 to 30/9/14	Teaching & Guidance	Theory Programme Synopsis Guidance batch 2014-15
5/09/2014	Teacher's Day	Various Programme
8/9/14	World Literacy day	Various Programme
14/9/14	Hindi Day	Various Programme
30/9/14	Laxmi Narayan Day	Various Programme
1/10/14 to 18/10/14	Teaching	Theory Lectures
2/10/14 to 10/10/14	Teaching	Theory Lectures

4/10/14	Mahatma Gandhi Jayanti	Guest Lecture
10/10/14	Founder's Day	Various programme
11/10/14	Rastrasant Tukdoji Maharaj Death Anniversary	Various programme
21/10/14 to 8/11/14	Diwali Vacation	
11/11/14 to 25/11/14	Teaching & Seminar Presentation	
26/11/14	Constitution Day	Various Programme Visit to Deeksha bhumi
28/11/13	Mahatma Jyotiba Fule Death Anniversary	Various Programme
1/12/14 to 10/12/14	First Terminal Exam	
6/12/14	Dr. Babasaheb Ambedkar Mahaparinirwan Din	Guest Lecturer
11/12/14 to 31/12/14	Teaching	Theory Lectures
17/12/15 to 20/12/14	Social Gathering	Sports, various activities & Cultural Programme.
3/01/15	Savitribati Fule Jayanti	Various Programme
6/1/15	Educational Tour	One day Tour Visit to Tibetan Camp
12/1/15	Swami Vivakananda Jayanti	Guest Lecture
14/1/15	Makar Sankranti & Geography Day	Various Programme Guest Lecturer
26/1/15	Republic Day	Various Programme
27/1/15 to 1/2/15	Teaching	Theory Lecturers
2/2/15 to 12/2/15	Teaching & II Seminar Presentation	

19/2/15	Shivaji Majaraj Jayanti	Various Programme
13/2/15 to 26/2/15	Dissertation Work	Data Collection by Student
28/2/15	Science Day	Wall Magazine Visit Raman Science Center
2/3/15 to 28/3/15	Teaching & Guidance	Guidance for Dissertation work
9/3/15	Inter National Women's Day	Guest Lectures Inter College Essay Competitions
17/3/15	Workshop on Research Methodology	Guest Lectures
28/3/15	Farewell Programme	Inauguration of College Magazine
24/3/15 to 31/3/15	Second Terminal Exam	
1/4/15 to 11/4/15	Guidance & Tutorial	
13/4/15 to 11/5/15	Final Exam of University	
30/4/15	Rashtrasant Tukdoji Maharaj Birth Anniversary	Various Programme

Annexure – III

KINKAR COLLEGE OF EDUCATION, SELOO TIME-TABLE (B.Ed.) SESSION 2014-2015

Time Days	11.00 AM- 11.15 A.M.	11:15 AM – 12: 00 PM	12:00 PM – 12:45 PM	12. 45 PM- 1. 30 PM	1.30 PM- 2.00 PM	2:00 PM – 2:45 PM	2.45PM- 3.30PM	3.30 PM- 4.15PM	4.15 P.M.- 5.00 P.M.
MONDAY	VALUE EDUCATION'S- PRACTICE ASSEMBLY	PAPER -I	PAPER –II	PAPER-III	L O N G B R E K	PAPER -IV	METHODS	OPTIONAL PAPER	TUTORIAL
TUESDAY		PAPER –II	PAPER –III	PAPER -IV		PAPER -I	METHODS	OPTIONAL PAPER	TUTORIAL
WEDNESDAY		PAPER –III	PAPER -IV	PAPER –I		PAPER –II	METHODS	CO-CURRICULAR ACTIVITY	
THURSDAY		PAPER -IV	PAPER –I	PAPER –II		PAPER –III	METHODS	OPTIONAL PAPER	TUTORIAL
FRIDAY		PAPER -I	PAPER –II	PAPER –III		PAPER -IV	METHODS	OPTIONAL PAPER	TUTORIAL
SATURDAY		PAPER-III	PAPER –IV	PAPER –I		PAPER –II	METHODS	ASSIGNMENT WORK & TEST	

KINKAR COLLEGE OF EDUCATION, SELOO
TIME-TABLE (M.Ed.) SESSION 2014-2015

Time Days	11:05AM – 11:30 AM	11:30 AM – 12: 20 PM	12:20 PM – 1:10 PM	1:10 PM – 2:00 PM	2:00 PM – 2:30 PM	2.30PM- 3.15PM	3.15 PM- 5.00 PM
MONDAY	<div> <div>ASSEMBLY</div> <div>VALUEREADINGNE WS-RRAYE</div> </div>	PAPER -I	PAPER –II	PAPER –III	<div> <div>B</div> <div>R</div> <div>E</div> <div>A</div> <div>K</div> </div>	Optional	Guidance
TUESDAY		PAPER -II	PAPER –III	PAPER –I		Optional	Guidance
WEDNESDAY		PAPER -III	PAPER –I	PAPER –II		Optional	Guidance
THURSDAY		PAPER I	PAPER –II	PAPER –III		Optional	Guidance
FRIDAY		PAPER - II	PAPER –III	PAPER –I		Optional	Guidance
SATURDAY		PAPER -III	PAPER –I	PAPER –II		Optional	Guidance

1) A COPY OF SYLLABUS (B.Ed.)

Part – I Theory Papers		
Papers	No.	Marks
Core Papers Paper I : Education in Emerging Indian Society Paper II : Development of learner and Teaching-Learning Process Paper III : Essential of Educational Technology and Evaluation Paper IV : Development of Educational System in India and foundation of school practices	4	100 x 4 = 400
Optional Papers Paper V & VI Any two school subjects to be studied as method papers which should be the same as in graduation.	2	50 x 2 = 100
Special Paper (Any One) 1) Population Education 2) Environment Education 3) Alternative Education 4) Educational Administration and Management 5) Career information in career guidance 6) Value Education	1	100 x 1 = 100
Part – II Practical Examination (Final Lesson) Two lessons of 50 marks each		100
	Total	700
Part – III Continuous Internal Assessment (Grading System) <ul style="list-style-type: none"> 1) Field based experiences 2) Assignment 3) Community work (One Day Camp) / Work Experience (SUPW) 4) Co-curricular Activities 		200 70 50 80

2) A COPY OF SYLLABUS (M.Ed.)

Paper No.	Subject	Sessional Marks	Theory Marks	Passing
(A)	Compulsory Subjects :			
1)	Philosophy of Education	20	80	40
2)	Advanced Educational Psychology	20	80	40
3)	Elements of Educational Research	20	80	40
4)	Dissertation with viva-voce		100	50
(B)	Optional Subjects (Any Two) :			
5)	History of Education in India	20	80	40
6)	Educational Organization & Administration in India	20	80	40
7)	Comparative study of Educational System in U.K., U.S.A. & U.S.S.R.	20	80	40
8)	Educational Sociology	20	80	40
9)	Advanced Statistics in Education	20	80	40
10)	Guidance and Technology	20	80	40
11)	Educational Technology	20	80	40
12)	Teacher Education	20	80	40
13)	Environment Education	20	80	40
	Aggregate Marks	100	100	250
	Aggregate Minimum pass Marks	-	-	280

SELF APPRAISAL PRO-FORAMA

I) General Information

- a) Name : _____
- b) College : _____
- c) Department : _____
- d) Designation : _____
- e) Qualification : _____
- f) Area of Specialization : _____
- g) Date of Appointment : _____
- █ in the institution : _____
- █ in the present post : _____
- h) Date of Birth : _____
- i) Address (Residential) : _____
- j) Honors Conferred : _____

II) Teaching

No.	Class	Periods			
		Assigned per week		Taught in the year	
		Lecturer	Tutorials/ Practicals	Lecturer	Tutorials/ Practicals
1.	B.Ed.				
2.	M.Ed.				
3.	Any other				

2. What did you do to cover the classes missed due to absence or leave?

3. Regularity in engaging the classes.

Always regular

/ Mostly regular

/ Some what regular

III) Academic material supplied to the students.

1. Teaching plan
2. Synopses of lecturers
3. Class Notes
4. Reading lists / references.

Yes	No
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

IV) Participation in the Evaluation Programme.

1. University Evaluation
2. Internal Evaluation
3. Paper Setting
4. Assessment of Home assignments
5. Conduct of examinations
6. Evaluation of dissertations
7. Any other
8. Any other (specify)

Yes	No
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

V) Contribution in Teaching during the year.

1. Design of curriculum
 2. Teaching methods evolved
 3. Laboratory experiments conducted
 4. Evaluation methods
 5. Preparation of resource material
(eg.Books, reading materials, laboratory manuals etc.)
 6. Remedial Teaching
 7. Student Counseling (Academic)
 8. Any other (specify)
- Please explain in short the points in V, if yes.

Yes	No
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

VI) Improvement of Professional Competence

1. Attended refresher / orientation courses.
Summer schools/ Seminars/ Workshops/ Conferences/ attended
2. Resource person for seminar, workshop /Conferences etc.
3. Contributory teacher/ Guest lecturer in other institutions

Yes	No
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

4. Registered for Ph. D

--	--

5. Improving competence-distance learning courses

--	--

6. Any other

--	--

VII. Participation in corporate life

*Please give a brief account of your contribution in

1. College

2. Nagpur University

3. Co curricular activities

(Competitive exams, guest Lectures etc.

4. Extracurricular activities

(Sports, games, Cultural, NCC, NSS etc.)

5. Students welfare and discipline

(Career guidance, placements)

6. Membership/participation in educational bodies/Committees

(Board of studies, exam Committee, Faculty etc.)

7. Participation in teachers Organization.

VIII. Participation in professional societies/ bodies

1. Annual member

2. Life member

3. Office bearer

4. Editing the journal

5. Any other

IX) Publications

1. Research publications (nos.)

2. Any other publication

3. Popular articles(ISSN)

(1) & 2 with ISBN No.)

X) Participation in extension Services, (Green, Clean & Healthy Village etc)

XI) Any other _____

Date: _____

Signature of a teacher.

Principal's Remarks:

Agree

Partially Agree

Disagree

☐☐☐

Date : _____

Signature of the Principal

Name _____

Stamp _____

KINKAR COLLEGE OF EDUCATION

REHKI ROAD, SELOO, Dist. WARDHA

FACULTY EVALUATION BY STUDENTS

NAME OF THE TEACHER : _____

S. N.	CONTENTS	A	B	C	D	E
1	PLANNING					
2	INTRODUCTION					
3	KNOWLEDGE OF CONTENT					
4	COMMAND OVER KNOWLEDGE					
5	QUESTIONING					
6	GLOBAL REFERENCE IN TEACHING					
7	SKILL OF COMMUNICATION					
8	DISCUSSION & COUNCELLING					
9	POSSITIVE ATTITUDE					
10	TEACHER-STUDENT RELATIONSHIP					
11	ENTHUSIASTIC, BALANCED & HARMONIOUS PERSONALITY					
12	PRACTICAL WORK					
	1) GUIDANCE FOR LESSON PLANNING					
	2) DISCUSSION AFTER LECTURE					
	3) PROJECTO WORK					
	4) SOCIAL WORK					

Note : A – Excellent/ B - Very Good/C – Good /D - Average /E - Low

KINKAR COLLEGE OF EDUCATION
REHKI ROAD, SELOO
(PROFORMA FOR ASSESSING STUDENT'S SKILL)

Name :	
Class :	
Date of Birth :	
Blood Group :	
Permanent Address :	
Temporary Address & Ph. No. :	

CO- CURRICULAR ACTIVITY

Mark (☒) the following events in which you participated before this or have interest to participate in a different Co-curricular activities.

INTELLECTUAL	CULTURAL	SPORTS	ANY OTHER
Debate	Solo Song	Kabaddi	
Elocution	Group Song	Kho-Kho	
Seminar	Play	Musical Chair	
Essay Writing	One Act Play	Langadi	
Writing Composition	Solo Dance	Cricket	
Panel Discussion	Group Dance	Football	
Story Telling	Instrumental Music	Volley Ball	
	Street Play	Badminton	
	Poetry Reading	Ring	
	Rangoli	Carom	
	Decoration Skill (Flower, Dish, etc.)	Chess	
	Comparing		
	Organization Skill		

Annexure-VIII

KINKAR COLLEGE OF EDUCATION, SELOO

Proforma of Feedback From School Teacher on Practice Teaching

Name of the student :-_____

Points During Teaching	Marks	
1. Preparation of Lesson	10	
2. Introduction	10	
3. Subject Knowledge	10	
4. Concept Explanation	20	
5. Selection of teaching aids and use	10	
6. A Black board writing	10	
7. Class-Management	10	
8. Participation of the students	10	
9. Conclusion of Lesson	10	
Total	100	

Good points in teaching	Guidelines for improvement in teaching

(Teacher's Signature)

RESULTS**B.Ed.**

Sr.	Session	Student	Percentage of Passing	Merit Student
1	2006-2007	100	49%	
2	2007-2008	100	82%	
3	2008-2009	99	63%	
4	2009-2010	33	43%	
5	2010-2011	24	59%	
6	2011-2012	29	25%	
7	2012-2013	77	50%	
8	2013-2014	44	37%	
9	2014-2015	78	53%	

M.Ed.

Sr.	Session	Student	Percentage of Passing	Merit Student
1	2008-09	25	96%	
2	2009-10	25	84%	5 th Merit
3	2010-11	25	76%	
4	2011-12	25	89%	-----
5	2012-13	30	70%	----
6	2013-14	17	71%	----
7	2014-15	25	80%	

BEST PRACTICES

A. TITLE: - FOUNDATION COURSE FOR COMPETITIVE EXAM

The context that required the initiation of practice:-

Competitive Exams in India is intended for recruiting the suitable candidates for a right job and mainly held for public sector organization. The major aspire of this competitive examination is to get suitable and merit candidates for each society in India. Every year a huge number of youthful Indians apply for the Civil Services Examinations to secure their dream jobs in different public sectors. A number of Civil Services Examinations are held in different sectors and each of the examinations has its unique criteria.

Kinkar College of Education has started a fundamental course for competitive examination under the extension services. This competitive examination became the part and parcel of students` life. Even, students have to clear the C.E.T. examination to enter into B.Ed. and M.Ed. course. After the completion of B.Ed. or M.Ed. course, they have to face different competitive examination to get appointed themselves at various educational institutions. While being fully conscious of our lecturer`s limitation, we have made a humble attempt to guide our students for competitive exam.

Objective of the practice:-

- 1) To introduce the students with the basic concept of structure of different competitive exams.
- 2) To enhance the confidence of the students that they can face such competitive exams.
- 3) To make the student-teacher aware about different competitive examinations held at state and national level.
- 4) To get acquainted with different sources of getting knowledge.

The practices:-

The students are encourage to avail the facility of getting knowledge about the different competitive examinations held across Maharashtra and India We found, this course cater the students` requirements.

This foundation course has been designed by our competent lecturers to guide the students the basic concept of the structure of competitive examination which includes following items :

- 1) English Language
- 2) Numerical ability
- 3) Logical and reasoning
- 4) General Knowledge
- 5) Current Affairs

The classes are arranged once in a week without disturbing the theory and practical classes. We have a separate cell to conduct this foundation course. Our lecturers have prepared the power point slides for the presentation of the respective subject allotted to them. The advertisements related competitive exams, NET/SET examination are regularly displayed on display board to inform and aware the students.

Obstacles faced if any and strategies adopted to overcome them.

A) Obstacles :-

- 1) Most of the students admitted to our institute are rural married girl students.
They are not interested in such competitive examination rather they would like to work as a teacher at their village .
- 2) This foundation course is not a part of syllabus; hence the students do not show any interest in attending the course.
- 3) Most of the students think that these competitive exams are not our cup of tea so they do not look into it.

B) Strategies:-

- 1) In the inception, the faculty explains them the need and importance of attending such competitive classes.
- 2) We organize guest lecture of the knowledgeable persons in the respective field to aware and encourage them for such examinations.
- 3) The advertisements are regularly displayed on the display board and computer instructor helps the students to fill-up the form on line from our institutes at free of cost.

Impact of practices:-

- 2) The students become aware about the competitive exams and NET/SET exam.

- 2) They become confident as they come to know the basic concept of structure of competitive exams.
- 3) We regularly conduct seminar and workshop on such competitive exams for the students and we feel proud to mention that 7 students of our institute cleared the NET/SET exams.

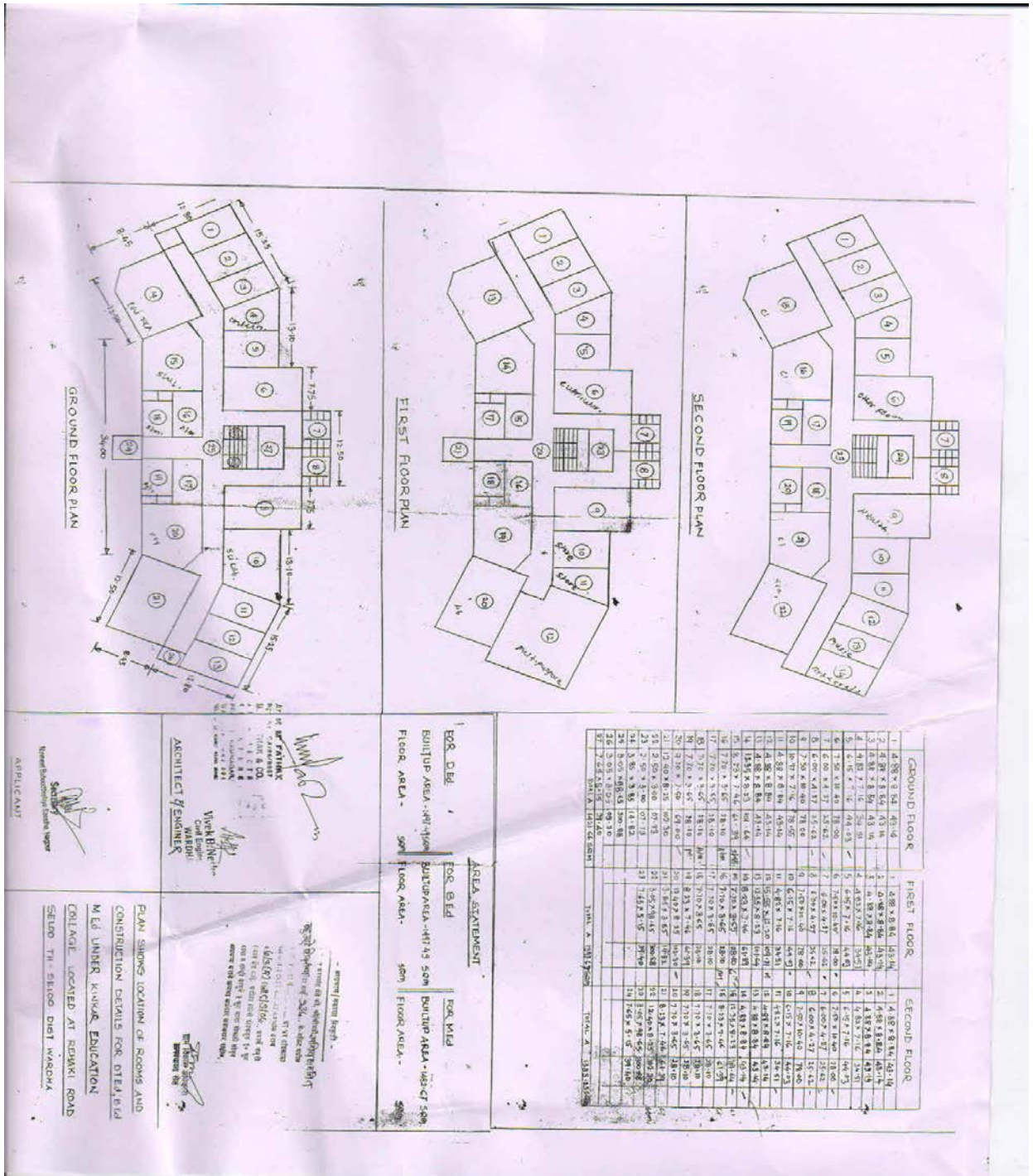
Resources requested:-

- Literary materials related to competitive exams.
- Teaching faculty
- L.C.D. Projector

Name of contact Person :-

Mr. Dipak D. Dhodre
Chief Librarian,
Kinkar College of Education
Rehki Road, Seloo, Dist Wardha.

LAND PAPERS (College Building)





TRUE TRANSLATION

Stamps Duty Rs. 17,600/-

GIFT DEED

DONEE : Navnit Bahuudeshiya Sanstha, Nagpur,
Secretary, Shri. Kishor Rambhau Kinkar,
Aged 39 years, Occu. Agriculturist,
R/o. Seloo, Tq. Seloo, Dist. Wardha.

DONOR / EXECUTANT : Sau. Vaishali Kishorrao Kinkar,
Age 30 years, Occ. Agriculturist,
R/o. Seloo, Dist. Wardha,
At Present Residing at Gopuri, Wardha.

Gift Deed of immovable property executed in the year 2009 as under

I am resident of Wardha and owns filed property at Mouza Seloo, Mouza No. 167, P.H. No. 15, Tah. Seloo, Dist. Wardha, R.D. Seloo and F.S.D. Seloo with in jurisdiction of Wardha Gram Panchayat Seloo as under :-

Field S.No.	Area H.R.	Assessment	Right	Part Khata
137	1.55	9.65	Class-I	Ful 127

Boundaries :-

To the East	:	Field of Shri. Shinde
To the West	:	Field of Shri. Shinde
To the North	:	Rehaki Road.
To the South	:	Field of Shri. Zade.

The field mentioned in above boundaries field S.No. 137, Area 1.59 H.R. is gifted to Naonit Bahuudeshiya Sanstha, Nagpur, Reg. No. 237/90/F/MAH-9035/F, Nagpur through Secretary Shri. Kishor Rambhau Kinkar, R/o. Seloo, Dist. Wardha with my own wish. This gift is made by me, without any consideration with my own wish.

The above mentioned field is not transfered to any one, by any document. It is free from any loan, mortgage or any other dispute. It any dispute arises, I shall be responsible for the same.

Now Naonit Bahuudeshiya Sanstha, Nagpur Reg. No. 237/90/MAH-9035/F, Nagpur become absolut owner and posser of the property. The Society should take mutuation of the field in the revenue record and Secretary may use it with his own accord.

This Deed of Gift is executed at Seloo before below witnesses with own accord and this deed will be binding on me and my legal hires too.

Drafted by : Illigible.

Date : 24/06/2009.

Sd/-

(Sau. Vaishali Kishor Kinkar)

Signature of Doneer / Executant of Giftdeed

Signature of Donee

Sd/-

Naonit Bahuudeshiya Sanstha, Nagpur
Through Secretary
Shri. Kishor Rambhau Kinkar

Witnesses :

1) Sd/- (Illigible)



CERTIFICATE

This is to certify that I have made translation of the Gift deed dated 24/06/2009 executed by Sau. Vaishali Kishor Kinkar from Marathi to English version. The Translation and meaning is just as per Gift Deed. Nothing is concealed in it.

Hence this certificate.

Wardha.

Di. 27/06/2009.

Anil G. Lambat
27/6/09
Anil Lambat
Notary / Advocate
Dist. Notary
Gond Plot, WARDHA

S.A.G. LAMBAT, NOTARY
Notary authorised by Maharashtra
Govt. under the Indian Notaries
Act 1952 and Rules there on to
administer oath, declaration /
affirmation to various persons.
Anil G. Lambat
27/6/09
S.A.G. LAMBAT
Notary Public (Dist. Notary)

TRUE COPY ATTESTED
Anil G. Lambat
27/6/09
Anil G. Lambat
NOTARY,
WARDHA. (Maharashtra)



(भारत सरकार का एक विधिक संस्था)

पश्चिम क्षेत्रीय समिति



National Council for Teacher Education
(A Statutory Body of the Government of India)
Western Regional Committee

TO BE PUBLISHED IN THE GAZETTE OF INDIA - PART-III, SECTION-IV

No. WRC/5-6/86-87/2006/ 2069

Date: 31.8.2006

ORDER

The 5 (FIVE) institutions mentioned in para 3 below submitted applications to the Western Regional Committee of National Council for Teacher Education for grant of recognition to B.Ed. in terms of Section 14(1) and 15(1) of NCTE Act, 1993, among others.

2. The WRC at its extended 87th meeting held on August 30-31, 2006 at NCTE, WRC, Bhopal considered applications of the institutions included in the Agenda for the meeting and after careful examination of relevant documents, Visiting Team Reports, Video Recording etc. found the institutions mentioned in para 3 below fit for grant of conditional recognition of the courses and intake mentioned against their names. Thereafter, the institutions submitted compliance reports removing deficiencies mentioned therein.

3. Now, therefore, in exercise of powers vested under Section 14(3)(a) of the NCTE Act, 1993, the Regional Committee hereby grants recognition to these institutions w.e.f. the session 2006-2007 for the course and intake mentioned against their names and addresses shown as under.

S.NO.	MIS/NCTE CODE	NAME AND ADDRESS OF THE INSTITUTION	COURSE	APPROVED INTAKE
1.	APW0083 6/123170	KADIRIYA COLLEGE OF EDUCATION, PLOT NO. 6 & 14, GUT NO. 226, MALVIHAR, TAQ. & DIST. BULDHANA MAHARASHTRA	B.ED.	100
2.	APW0078 7/123421	BALASAHEB MANE EDUCATION TRUST, AT. POST. RUKADI, TAL. HATKANANGALE, KOLHAPUR 416118 MAHARASHTRA	B.ED.	100
3.	APW0221 6/123304	SHEELA MULTIPURPOSE SOCIETY, SHEELA COMPLEX, AMRAOTI ROAD, WADI-NAGPUR, NAGPUR	B.ED.	100
4.	APW0199 8/123283	KINKAR COLLEGE OF EDUCATION, NAVNEET BAHUDDSHIYA SANSTHAS, RATHI LAY OUT, SAKALI ROAD, NEAR APMC, SELOO, TQ. SELOO, WARDHA	B.ED.	100
5.	APW0080 8/123142	H.B. B.ED. COLLEGE, PLOT NO. 16/17, SECTOR 10 A, VASIH, NAVI MUMBAI 400703 MAHARASHTRA	B.ED.	100

मानस भवन, श्यामला हिल्स, भोपाल - 462 002 Manas Bhawan, Shyamla Hills, Bhopal - 462 002

दूरभाष / Phone : 2660912, 2739672, फैक्स / Fax : 0755-2660912, ई-मेल : nctebhop@sancharnet.in

NCTE Website : www.ncte-in.org

प्रचार्य
किनकर शिक्षण महाविद्यालय
सेल

प्रचार्य
किनकर शिक्षण महाविद्यालय
सेल

प्रचार्य
किनकर शिक्षण महाविद्यालय

Secretary
Navneet Bahu-Uddeshiya Sanstha

- (a) The institutions shall maintain the teaching staff strength of 1:17 for the proposed course.
- (b) The institutions shall note that with regard to NCTE's AICTE requirement, the relax allowed only upto the year 2005-2010 as per NCTE Regulation dt. 21.7.2006.
- (c) The institutions shall adhere to all the other regulations and guidelines as from NCTE from time to time.
- (d) The institutions shall within one month of the receipt of the Recognition or the Endowment Fund account into a Joint Account in the form of FDR for a period less than 60 months (Five Years) in a Nationalized Bank only to be operated also an authorized official of the Regional Committee.
- (e) That the Reserve fund for an amount of Rs. Three Lakhs be maintained in the FDR in favour of the managements / institutions.
- (f) Further, the recognition is subject to fulfillment of all such other requirements as prescribed by other regulatory bodies like UGC and State Government etc.
- (g) The institutions shall submit to the Regional Committee a Self Appraisal Report end of each academic year along with a copy of the approval of the affiliating U / State Directorate of Education about the appointment of faculty members Statement of Annual Accounts duly audited by a Chartered Accountant.
- (h) The institutions shall regularly update their website.
- (i) The institutions intending to run the teachers training programme approved at rented premises are required to submit report in compliance of the requirement Regulations on the subject.

5. If any of the institutions contravene any of the above conditions or any of the provisions of NCTE Act, Rules, Regulations and / or order made or issued there under, the Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act, 1993. The NCTE Hqs. May also cause inspections under Section 13 of NCTE Act, 1993.

(Authorized to issue)
Under Secretary

(L.R.A)
Regional

1. All the institutions concerned.

Co

प्राचार्य
केन्द्रीय शिक्षण मन्त्रालय
से. डि. वयो

महाराष्ट्र शासन

क. सीएड मान्यता २००६/(४१४/०६)/मसि-१,
उच्च पत्र शिक्षण विभाग,
मंत्रालय विस्तार भवन, मुंबई-४०००३२,
दिनांक: २२ सप्टेंबर, २००६.

प्रति,
कुलसचिव,
राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ,
नागपूर

विषय:- अध्यापक महाविद्यालय सुरू करण्यास मान्यता देणेबाबत

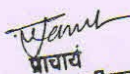
संदर्भ:- सिव्हील अपील क्र.१८५९/२००६ व १८६०/२००६ असायजिंग आर्डर ऑफ एस.एल.सी. (सिव्हील)
क्र.२०११८/२००५ व एस.एल.सी. (सी) २०१६९-२०१७/२००५ वरील मा.सर्वोच्च न्यायालयाचे दि.३१
मार्च, २००६ चे आदेश.


महोदय,

एन.सी.टी.ई., भोपाळ यांनी दिलेल्या घरवानगीनुसार व त्यांच्या पत्रातील अटीनुसार शैक्षणिक वर्ष २००६-०७ पासून
खालील संस्थांना कार्यसमितीने अनुदान तत्वावर अध्यापक महाविद्यालय सुरू करण्यास शासनाची मान्यता देण्यात येत आहे.

क्र.	संस्थेचे नाव/महाविद्यालयाचे नाव	अभ्यासक्रमाचे नाव	प्रवेश क्षमता	शैक्षणिक वर्ष	एन.सी.टी.ई.च्या घरवानगीच्या पत्राच्या क्रमांक दिनांक व कोड क्रमांक
१.	शिला मल्ली परफेक्ट एज्युकेशन सोसायटी, शिला कॉन्व्हेंस, अमरावती रोड, पाडो-नागपूर, नागपूर	सी.एड.	१००	२००६-०७	WRC/५-४/८६-२७/२००६/८०६८ दि. ३१/८/२००६ APW०१२६/१२३२०४
२.	नवनीत बहुराष्ट्रीय संस्थेचे कितकर कॉलेज ऑफ एज्युकेशन, राठी ले आउट, ए.पी.एम.सी. जंगल, सेलू, जि. वर्धा	सी.एड.	१००	२००६-०७	WRC/५-४/८६-८७/ २००६/८०६९ दि. ३१/८/२००६ APW०१२८/१२३२८३

एन.सी.टी.ई., भोपाळ यांच्या मान्यतेच्या पत्राची छातरजमा विद्यापीठाने करणे आवश्यक राहिल. तसेच मा.सर्वोच्च न्यायालयाच्या संदर्भाधीन निर्णयाच्या अनुषंगाने आवश्यक असलेली पुढील कार्यवाही करून त्याचा अड्याल शासनास सादर करावा.
हे शासन पत्र शासनाचे संकेतस्थल www.maharashtra.gov.in या उपलब्ध असून त्याचा संगणकीय सांकेतांक क्र.२००६०१२२३४५७५७००३ असा आहे.


प्राचार्य
कितकर शिक्षण महाविद्यालय,
सेलू


आपला,
(सु. घा. तुंबारे)
कार्यासन अधिकारी, महाराष्ट्र शासन


प्राचार्य
कितकर शिक्षण महाविद्यालय,
सेलू जि. वर्धा

- प्रत,
१. शिक्षण संचालक, उच्च शिक्षण, महाराष्ट्र राज्य, पुणे.
 २. विभागीय सहसंचालक, उच्च शिक्षण, नागपूर
 ३. विभागीय संचालक, राष्ट्रीय अध्यापक शिक्षण परिषद, मानस भवन, श्यामला हिल्स, मुंबई-४०००३२
 ४. संबंधित संस्था,
 ५. निपट नसती/मसि-१.

C:\My Documents\001\B.Ed\3.R\KINKAR.doc

Navneet Bahu-Uddeshiya Bhatia

Copy to -

1. The Secretary, Department of Elementary Education and Literacy, Ministry of Human Resource Development, Government of India, New Delhi.
2. The Secretary (Higher Education), Government of Maharashtra, Mantralaya, Mumbai.
3. The Member Secretary, National Council for Teacher Education, New Delhi - 110 002.
4. The Registrar, Gadge Maharaj Amravati University, Amravati.
5. The Registrar, Shivaji University, Kolhapur.
6. The Registrar, Sant Tukdoji Maharaj Nagpur University, Ravindra Nath Tagore Marg, NAGPUR-440 001.
7. The Registrar, University of Bombay, University Road, Fort, BOMBAY-400 032.
8. The Registrar, SNDT Womens University, Bombay.
9. The Under Secretary, Computer Section, National Council for Teacher Education, New Delhi - 110 002.
10. PS to Chairperson, National Council for Teacher Education, New Delhi - 110 002.
11. The Manager, Government of India, Department of Publications, (Gazette Section), Civil Lines, Delhi - 110054.

Secretary

Navnoot Bahu-Uddeshiya Sanstha

Under Secretary

अधिनित बहू उद्देशीय संस्था

प्राचार्य

किनकर शिक्षण महाविद्यालय
सेल जि वर्धा

प्राचार्य

किनकर शिक्षण महाविद्यालय
सेल जि वर्धा



राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ

क्र.म.वि./189/10/510
दिनांक : 29-9-2006.

प्रति,
अध्यक्ष/सचिव,
नवनिर्माण संस्था,
नागपूर

विषय :- सत्र 2006-2007 पासून शिक्षण विद्याशाखेचे नवीन अध्यापक (पी.एड.) महाविद्यालय सुरू करण्याबाबत.

संदर्भ :- शासन पत्र क्र. पी.एड.मान्यता / 2006/(414/06) मशि-1, दि. 22 सप्टे. 2006.

महोदय,

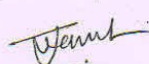
उपरोक्त संदर्भित पत्रानुसार आपल्या संस्थेला राज्य शासनाने सत्र 2006-2007 पासून शिक्षण विद्याशाखेचे नवीन अध्यापक (पी.एड.) महाविद्यालय सुरू करण्यास दिलेल्या परवानगीनुसार स्थानिय शैक्षी समितीच्या शिफारशीच्या अधिनस्त नुसार विद्वत् परिषदेच्या वतीने मा.कुलगुरुंनी म.वि.अधिनियम 1994 च्या कलम 14(7) अंतर्गत खालील प्रमाणे सत्र 2006-07 पासून प्रथम संलग्निकरण प्रदान करण्यास मान्यता दिली आहे.

संस्थेचे नाव	महाविद्यालयाचे नाव व ठिकाण	विद्याशाखा/अभ्यासक्रम	विद्यार्थी संस्थेने निकष
नवनिर्माण संस्था, नागपूर	किन्नर कॉलेज, ऑफ एज्युकेशन, सेलू, जि. वर्धा	शिक्षण विद्याशाखा, पी.एड.	100 विद्यार्थी (मराठी माध्यम)


उपरोक्त प्रथम संलग्निकरण खालील अटीच्या अविन राहून देण्यात आलेले आहे.


- 1) सदर महाविद्यालयास देण्यात आलेले संलग्निकरण हे स्थानिय शैक्षी समितीच्या शिफारशीच्या अधिन राहील.
- 2) सदर महाविद्यालयास दिलेली मान्यता ही कायम विना अनुदान तात्वावर असून या महाविद्यालयास भविष्यात कोणत्याही प्रकारचे अनुदान किंवा आर्थिक मदत शासनाकडून देण्यात येणार नाही.
- 3) या महाविद्यालयातील शिक्षक व शिक्षकेंतार कर्मचाऱ्यांच्या आर्थिक बाबीसंबंधी सर्वस्वी जबाबदारी स्वीकारणे संस्थेवर संघनकारक आहे.
- 4) कायम विना अनुदान तात्वावर संस्थेस महाविद्यालय आर्थिकदृष्ट्या चालविणे शक्य व्हावे, यासाठी संस्थेने विद्यार्थ्यांकडून किती शुल्क आकारावे हे राज्याच्या शिक्षण शुल्क समितीकडून ठरवून घ्यावे.
- 5) सदर अभ्यासक्रमाचे प्रवेश शासनाने मान्य केलेल्या प्रवेश नियमानुसार करण्यात यावेत.

कृपया कळावे.


प्रचार्य
किन्नर शिक्षण महाविद्यालय,
सेलू


प्रचार्य
किन्नर शिक्षण महाविद्यालय

आपला,

सहस्यक कुलसचिव (म.वि.)
राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ


प्रचार्य
किन्नर शिक्षण महाविद्यालय
सेलू जि. वर्धा

PIU



Navneet Bahuuddeshiya Sanstha, Nagpur
KINKAR COLLEGE OF EDUCATION, SELOO.

(D.T.Ed. / B.Ed. / M.Ed.)
Tal. Seeloo, Dist. Wardha (MS) Tel.: 07155-270210, 202432

Secretary : Kishor R. Kinkar, Tel.: 07152-252121, Cell: 9326957335, 9325140243

Ref. :

File Code No. APW 01998/123283

KBEdS/925/2015

To

The Regional Director

Western Regional Committee

National Council For Teacher Education

Manas Bhavan Shyamla Hills Bhopal

Ref :- 1) F51-4/2014/NCTE/N&S Dated 2-

2) उशिस/शपथपत्र /2015.16/बी.एड. दि.06/01/2015

Sub :- Submitting Authority affidavit for B. Ed Course

Sir,

I hereby am submitting the Authority affidavit on Rs 100/- stamp paper in official format for B. Ed course. The Affidavit is towards fulfillment & the revised norms relating to infrastructure instructional facilities etc. in view of the change of the duration & intake of the programme.

That we agree to abide by the terms and condition laid by your honourable office.

Kindly accept the said affidavit and oblige

dt. 12/11/2015

Thanking You

Your Sincerely

Navneet Bahuuddeshiya Sanstha
Nagpur


प्राचार्य
किनकर शिक्षण महाविद्यालय,
सेलू



महाराष्ट्र MAHARASHTRA

LB 027319

केवल प्रतिज्ञापत्रासाठी / Only for Affidavit

— CERTIFICATE —

महाराष्ट्र नॉटरी पब्लिक / Notary Public
मुद्रांक विभाग, पोस्टाची गली, र. पत्ता व तारी

I. B. K. Mishra, M. Com; LL.B. Notary
Authorised by Government of Maharashtra
Law & Judiciary Deptt. Mumbai, holding
Certificate No. 291 under the Legal
Practitioners Act 1952 and rules there on it
Affirm under Penalty/Declaration to attest/
state this instrument before me.

पावनाचार्य मुरांक विवेकाची सही
मुरांक विवेका सुनिल एस. पाटिल जिल्हा कार्यालय, तेलुगू
परवाना क्र. ११/२००१ कोड नं. ४५०३०१२,

पत्ता कारणासाठी ज्यांनी मुद्रांक खरेदी केला त्यांनी त्याच कारणासाठी
मुद्रांक खरेदी केल्यापासून हे प्रतिज्ञापत्र

WARDHA
AFFIDAVIT

NOTARY, Wardha
Maharashtra State

गार अधिकारी
सेलू.

JAN 2015

1. Mr. Kishor Rambhauji Kinkar son of Mr. Rambhauji Wadguji Kinkar Resident of

Gopuri, Wardha Dist. Wardha -442001 and Secretary of Navneet Bahuuddeshiya Sanstha, Nagpur

NO-Certify that I have been Authorised by the Management of the above mentioned institution to give
this Affidavit on behalf of the institution, which at present offers Kinkar College of Education (B.Ed.)

Course of 2015-2016 duration (File Code No. APW01998/123283) with an annual intake of 100. It is

further certified that the Management has studied the National Council for Teacher Education
(Recognition Norms and Procedure) regulations, 2014 carefully and has understood their implica-
tions for the existing Teacher Education institutions offering NCTE recognised teacher education
programme(s).

(PTO)

प्रमाणित
प्रचार्य
विनय शिवाजी महाविद्यालय,
जेल

2. Further, I have been authorised by the Management to state that the institution shall fulfil the revised Norms relating to infrastructure, instructional facilities, enhanced amount of Endowment and Reserve Funds. Number and Qualifications of Teaching Staff, Curriculum and implementation strategies, in view of the changing Duration / intake of the Programme(s) offered in the institution within the time limit allowed by NCTE.

Place : Seloo

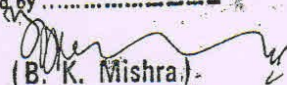
Date : 12/01/2015.

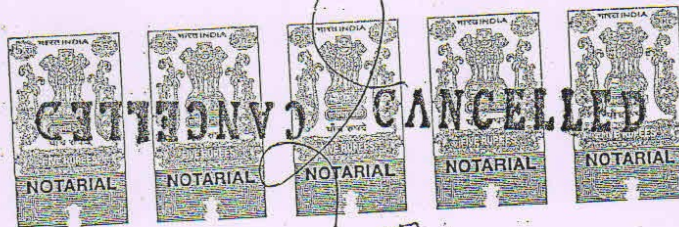
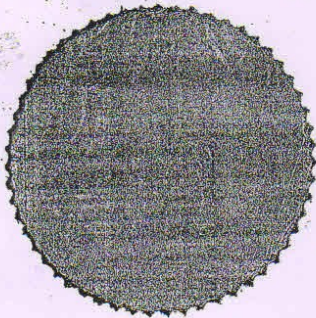

Signature

Kishor Rambhauji Kinkar

(Secretary)

Sworn / Solemnly affirmed **12 JAN 2015**
before me on this day of.....
Identified by


(B. K. Mishra)
NOTARY, WARDHA
(Maharashtra State)



राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)
पश्चिम क्षेत्रीय समिति



National Council For Teacher Education
(A Statutory Body of the Government of India)
Western regional Committee

F.No. WRC/APW01998/123283/2015 / 142631

Date: 31/05/2015

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

Revised Order

Whereas, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. And whereas, the Kinkar College Of Education, Navneet Bahuddeshiya Sansthas, Rathi layout, Sakali Road, Near APMC, Seloo, Tq. Seloo, Wardha Maharashtra by affidavit dt. 12.01.2015 has consented to come under new Regulations and sought for two basic units in B.Ed. which require additional facilities

3. And whereas, it has been decided to permit the institution to have two basic units of 50 students each subject to the institution fulfilling following conditions namely,

- I. The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.
- II. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given to the Visiting team at the time of inspection.
- III. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.
- IV. In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint/already submitted alongwith the documents, if any together the documents referred above. In case the institution's request for shifting of premises is pending, such institutions shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. The final decision shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case decided by the Western Regional Committee in respect of Section 17/complaint cases etc.

4. Now therefore, in the light of the above and in accordance with the NCTE Regulations, 2014, the Western Regional Committee (NCTE) hereby issues the revised recognition order to Kinkar College Of Education, Navneet Bahuddeshiya Sansthas, Rathi layout, Sakali Road, Near APMC, Seloo, Tq. Seloo, Wardha Maharashtra for conducting B.Ed programme of two years duration with an annual intake of 100 students (two basic units of 50 students each) from the academic session 2015-16 subject to fulfillment of the conditions mentioned herein before 31.10.2015.

Cont.....2

मानस भवन, श्यामला हिल्स, भोपाल-462002

Manas Bhawan, Shyamla Hills, Bhopal-462002

दूरभाष/ Phone: 0755-2739672, 2660915, 2660379, 2660372 फेक्स/ Fax: 0755-2660912

Email: wrc@ncte-india.org Website : www.nctewrc.co.in
NCTE HQrs. Website : www.ncte-india.org


प्राचार्य
कलकत्ता विश्वविद्यालय,
कोलकाता

5. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc, as applicable. The affiliating body (University/State Govt.) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.

6. The institution shall submit to the Regional Committee a Self- Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.

7. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- a) Sanctioned programmes along with annual intake in the institution;
- b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- c) Name of faculty members who left or joined during the last quarter;
- d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
- e) Fee charged from students;
- f) Available infrastructural facilities;
- g) Facilities added during the last quarter;
- h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- i) The affidavit with enclosure submitted along with application.
- j) The institution shall be free to post additional relevant information, if it so desires.
- k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If institution contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act 1983.

8. Recognition order no. WRC/5-6/86-87/2006/8069 dt. 31.08.2006 be treated as cancelled from the date of issue of this revised order.

By Order,

(Sunil Shrivastava)
Regional Director

The Manager,
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi – 110054.

Copy to:

1. The Principal/ Secretary, Kinkar College Of Education, Navneet Bahuddeshiya Sansthas, Rathil layout, Sakali Road, Near APMC, Seloo, Tq. Seloo, Wardha Maharashtra.
2. The Registrar, Rashtrasant Tukdoji Maharaj Nagpur University Nagpur Maharashtra.
3. The Education Secretary, (Higher Education), Govt. of Maharashtra, Mantralaya, Mumbai, Maharashtra.
4. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhavan, New Delhi – 110 001.
5. The Member Secretary, National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar Marg, New Delhi-110 002.
6. The Computer Programmer, Computer Section, WRO, (NCTE), Bhopal with a request to include the name of the institution in the recognized list uploaded in WRC website.
7. Office Order file/institution no. APW01998/123283

Regional Director

प्राचार्य
किंकर-शिक्षण महाविद्यालय,
सेलू



Navneet Bahuuddeshiya Sanstha, Nagpur.

KINKAR COLLEGE OF EDUCATION, SELOO.

(D.T.Ed. / B.Ed. / M.Ed.)

Tal. Seeloo, Dist. Wardha (MS) Tel.: 07155-270210, 202432

Secretary : Kishor R. Kinkar, Tel. : 07152-252121, Cell: 9326957335, 9325140243

Ref. : KCES/NOC Govt/968/2015

Date : 02/09/2015

मा.

सहा कुलसचीव (म.वि),

रा. तु. म. नागपुर विद्यापीठ,

नागपुर,

विषय :- शासनाचे ना हरकत प्रमाणपत्र मिळण्याबाबत

संदर्भपत्र :- उशीस / २०१५ / प्र.क्र.१६२/१५/बी.एड/८५ ६५/३१.०८.२०१५

महोदय,

उपरोक्त विषयान्वये व संदर्भीत पत्राच्या अनुषंगाने आपणास कळविण्यात येते कि किनकर शिक्षण महाविद्यालय (बी. एड) सेलू जिल्हा वर्धा यांचे शासनाकडून ना हरकत प्रमाणपत्र मिळण्यासाठी आपणाकडे खालील कागदपत्रे पाठविण्यात येत आहे. करीता ती स्वीकृत करावी ही विनंती.

सहपत्र :-

- 1) एनसीटीई ऑर्डर
- 2) एनसीटीई सुधारीत ऑर्डर
- 3) शासन मान्यता पत्र
- 4) विद्यापीठ मान्यता पत्र
- 5) सलग्नीकरण प्रमाणपत्र सन 2015-16
- 6) शिक्षण संचालक (उच्च शिक्षण) यांचे पत्र

सहाविद्यालयीन शाखा
प्राचार्य तु. म. नागपुर विद्यापीठ, नागपुर

Jamly
प्राचार्य
किनकर शिक्षण महाविद्यालय
सेलू जि. वर्धा

Jamly
प्राचार्य
किनकर शिक्षण महाविद्यालय,
सेलू

128/2015

Rashttrasant Tukadoji Maharaj Nagpur University



राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ

(सेंट्रल प्रोव्हिन्सेस शासन, शिक्षण विभागाची अधिसूचना क्रमांक ५१३ दिनांक १ ऑगस्ट, १९२३ द्वारा स्थापित, व महाराष्ट्र विद्यापीठ अधिनियम, १९९४ द्वारा संचालित राज्य विद्यापीठ)

महाविद्यालयीन शाखा

छत्रपती शिवाजी महाराज प्रशासकीय परिसर, रविंद्रनाथ टागोर मार्ग, नागपूर - ४४०००१
दुरध्वनी क्रमांक: ०७१२-२५२९९३२ फॅक्स नं: ०७१२-२५५५७०१, E-mail ID: ar-cs@nagpuruniversity.org

क्र.म.वि./०९

दिनांक : 26-08-2015

प्रमाणपत्र

प्रमाणित करण्यात येते की किनकर शिक्षण महाविद्यालय, रेहकि रोड, सु.पो.सेलू, जि.वर्धा. ता.- सेलू, जि.- वर्धा - 442104 या महाविद्यालयात सुकसलेले बॅचलर ऑफ एज्युकेशन, मास्टर ऑफ एज्युकेशन हे/हा अभ्यासक्रम राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठाशी सन २०१५-१६ करिता तात्पुरते संलग्नित असून संलग्निकरणाची पुढील प्रक्रिया सुरू आहे.

सदर प्रमाण-पत्र महाविद्यालयास विद्यापीठ अनुदान आयोगाच्या योजनेबतर्गत मिळावयाचे अनुदान आणि विद्यार्थ्यांना विविध प्रकारच्या प्रवास सवलती, शिष्यवृत्ती व तर आर्थिक सवलती मिळण्याच्या दृष्टीने प्रदान करण्यात येत आहे.

आपला विश्वासू,

(डॉ. अनिल हिरेखन)

उप कुलसचिव (म.वि.)

रा.तु.म. नागपूर विद्यापीठ, नागपूर

प्राचार्य
किनकर शिक्षण महाविद्यालय,
सेलू

राष्ट्रीय अध्यापक शिक्षा परिषद्

(भारत सरकार का एक विधिक संस्थान)

पश्चिम क्षेत्रीय समिति



National Council for Teacher Education

(A Statutory Body of the Government of India)

Western Regional Committee

TO BE PUBLISHED IN THE GAZETTE OF INDIA - PART-III SECTION-4

NO./WRC/125052/2008/ 35084

Date: 26/05/08

27

Corrigendum

In order of Recognition issued under 7(11) to NAVNEET BAHUDDHESHIYA SANSTHA,, KINKAR M.ED. COLLEG. KALIYANRAO JADHAV LAY-OUT, POST-GOPURI, DIST- WARDHA WARDHA 442001 MAHARASHTRA by the Western Regional Committee, NCTE, Bhopal vide its order No. WRC/5-6/101st/2008/28547 dated 04/02/08 for M.ED. Course, the name of the Institution may be read as KINKAR COLLEGE OF EDUCATION, NAVNEET BAHUDHESHIYA SANSTHA PLOT NO. 137, VILLAGE : SELOO, TEL: SELOO DIST: WARDHA, 442001, MAHARASHTRA.

With Regards

(Dr. O.V.S. Sikarwar)
Regional Director

Encl : Order No.28547 dated 04/02/08

Copy to :

1. The Principal, KINKAR COLLEG OF EDUCATION, SERVEY NO. 137, VILLAGE: SELLO, TEL: SELLO, DIST- WARDHA, WARDHA-442001, MAHARASHTRA.
2. The Secretary . (Higher Education), Government of MAHARASHTRA, Mantraiaaya, Mumbai
3. The Registrar, R.T.M NAGPUR UNIVERSITY- NAGPUR.
4. The Secretary. Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi-110 001.
5. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadurshah Zafar Marg, New Delhi-110 002.

Principal
Kinkar College of Education

Off Principal
Kinkar College
Education, Sello

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)
पश्चिम क्षेत्रीय समिति



39
National Council for Teacher Education
(A Statutory Body of the Government of India)
Western Regional Committee

TO BE PUBLISHED IN THE GAZETTE OF INDIA - PART-III, SECTION-4
No. WRC/5-6/101st/2008/28547

Date: 01/02/08
04

Recognition Order

WHEREAS in terms of Section 14(1)/Section 15(1) of the NCTE Act, 1993 NAVNEET BAHUDDSHIYA SANSTHA,, KINKAR M.ED. COLLEG, KALYANRAO JADHAV LAY-OUT,, POST-GOPURI, ,DIST- WARDHA, WARDHA-442001, MAHARASHTRA has submitted an application APW04012/125052 to the Western Regional Committee of NCTE for grant of recognition/permission for starting M.ED. (M) (CO-ED) course of 1 year duration with an annual intake of 25(PG) students.

2. AND WHEREAS on scrutiny of the application submitted by the institution, the documents attached therewith the affidavit and the input received from the visiting team in the form of report and videography, the Committee is satisfied that the institution/society fulfills the requirements under the provisions of NCTE Act, Rules and Regulations including the Norms and Standards for the PG teacher education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3. NOW, THEREFORE, in exercise of the powers vested under Section 14(3) (a) of the NCTE Act, 1993, the Western Regional Committee hereby grants recognition to NAVNEET BAHUDDSHIYA SANSTHA,, KINKAR M.ED. COLLEG, KALYANRAO JADHAV LAY-OUT,, POST-GOPURI, ,DIST- WARDHA, WARDHA-442001, MAHARASHTRA for conducting M.ED. (M) (CO-ED) course of 1 year duration with an annual intake of 25(PG) students under clause 7(8) of Regulation dated 27-11-2007 (if applicable) subject to fulfillment of the following:

1. The institution shall, within one month of the receipt of recognition order, convert the endowment fund account into a joint account to be operated along with an official of the Western Regional Committee.
- II. The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.
4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC and the State Government etc, wherever applicable.
5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant together with statement of T.D.S. in respect of the salary paid to the staff.

प्राचार्य
श्रीमान महाविद्यालय

मानस भवन, श्यामला हिल्स, पोस्ट-गोपुरी, वार्धा-442001
4 / Phone : 2739672, 2660372, 2660370
Off Principal
Principal
Kinkar College of Education

राष्ट्रीय अध्यापक शिक्षा परिषद्

(भारत सरकार का एक विधिक संस्थान)
पश्चिम क्षेत्रीय समिति



NCTE

National Council for Teacher Education

(A Statutory Body of the Government of India)

Western Regional Committee

ORDER

SPEED-POST

No.WRC/APW04012/125052/123283/140th/2010/ 75281

Date: 22/2/11

Whereas, WRC (NCTE) has granted recognition to KINKAR COLLEGE OF EDUCATION, NAVNEET BAHUDESHIYA SANSTHA PLOT NO. 137, VILLAGE: SELLO, THE: SELOO, DIST. WARDHA-442001, MAHARASHTRA for conducting M.ED. (M) (CO-ED) course with an annual intake of 25 under Section 15 of the NCTE Act, 1993 vide order No.WRC/5-6/101st/2008/C-28546-28552 dt. 04.02.2008 & No.WRC/125052/2008/35084-35088 dt. 27.05.2008.

And whereas, NCTE, New Delhi vide its letter F.No.49-4/2010/PT/NCTE (N&S)/ dtd. 30.07.2010 has communicated to intimate the institution having approved M.Ed. programme to enhance the existing intake to 35 students from the current session 2010-2011 as notified National Council for Teacher Education Amendment Regulation, 2010 in the Gazette of India on 26th July, 2010.

And whereas the matter was also placed in 140th meeting of WRC and Committee resolved that "the decision of the NCTE Hqrs to enhance the intake for the M.Ed. programme from 25 to 35 from the current session i.e. 2010-2011 be sent to all the concerned institution".

Now therefore, in exercise of the powers vested to WRC under Section 15(3) of NCTE Act 1993 the intake of your institution is enhanced from present intake of 25 to 35 from the session 2010-2011.

The other conditions mentioned in the recognition order No.WRC/5-6/101st/2008/C-28546-28552 dt. 04.02.2008 remains the same.

Regional Director

To,
The Manager to Govt. of India
Department of Publications, (Gazette Section),
Civil Line, Delhi-110054.

C.C

1. The Principal, KINKAR COLLEGE OF EDUCATION, NAVNEET BAHUDESHIYA SANSTHA PLOT NO. 137, VILLAGE: SELLO, THE: SELOO, DIST. WARDHA-442001, MAHARASHTRA.
2. The Secretary, (Higher Education) Govt. of MAHARASHTRA, Mantralaya, Mumbai, Maharashtra.
3. The Registrar, R.T.M. NAGPUR UNIVERSITY, NAGPUR, MAHARASHTRA.
4. The Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, New Delhi.
5. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadur Shah Zafar Marg, New Delhi-110002.
6. Office Order File APW04012/125052/123283.

प्राचार्य
किकर शिक्षण महाविद्यालय,
सेलो

प्राचार्य
किकर शिक्षण महाविद्यालय,
सेलो जिल्हा

Regional Director

महाराष्ट्र शासन

क्रमांक : बीएड २००८/(१७८/०८) मशि-१
उच्च व तंत्र शिक्षण विभाग
मंत्रालय विस्तार भवन, मुंबई ४०० ०३२
दिनांक: १० जून, २००८

प्रति,
कुलसचिव,
राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ,
नागपूर.

विषय : अध्यापक महाविद्यालय (एम.एड. अध्यासक्रम) सुरु करण्यास
मान्यता देणेबाबत.

संदर्भ : १) शासन पत्र क्रमांक:एमएड २००८/(४३/०८) मशि-१,
दिनांक ८ मे, २००८

२) एनसीटीईचे पत्र. मांक: डब्ल्यूआरसी/१२५०५२/२००८/
३५०८४, दि. २६/०६/२००८.
२७/५/२००८

राष्ट्रीय अंक :

उपरोक्त संदर्भाधिन अ.क्र.१ मधील शासनाच्या क्रमांक:एम.एड मान्यता २००८/(४३/०८) मशि-१,
दिनांक ८ मे, २००८ मन्वये निर्गमित केलेल्या पत्रामध्ये संस्थेचे नांव "नवनीत बहुउद्येशिष्य संस्था, किनकर
एम.एड. कॉलेज, पश्चिमागाराव जाधव लेआउट, पो. गोपूरी जि. वर्धा-४४२००१" या ऐवजी "किनकर कॉलेज
ऑफ एज्युकेशन, नवनीत बहुउद्येशिष्य संस्था, प्लॉट नं. १३७, मुन्काय: शेतू त. शेतू, जि. वर्धा-४४२००१"
असे वाचावे.

(सु. बा. तुंबारे)
कार्यासन अधिकारी, महाराष्ट्र शासन

प्रति,
शिक्षण संचालक, वृत्त शिक्षण, महाराष्ट्र राज्य, पुणे.
विभागीय सहसंचालक, उच्च शिक्षण, नागपूर विभाग, नागपूर.
राष्ट्रीय अध्यापक शिक्षण परिषद, मानस भवन, श्यामला हिल्स, भोपाळ-४६८ २००१
संस्थित संस्था
विश्लेषण नस्ती / मशि-१

प्राचार्य
किनकर शिक्षण महाविद्यालय,
सेलू

प्राचार्य
किनकर शिक्षण महाविद्यालय

Principal
Kinkar College of Education,
Selo

Principal
Kinkar College of Education,
Selo

महाराष्ट्र शासन

क्र. एमएड मान्यता २००८/(४३/०८)/मशि-१,
उच्च व तंत्र शिक्षण विभाग,
मंत्रालय विस्तार भवन, मुंबई-४०००३२.
दिनांक : ८ मे, २००८.

प्रति,
कुलसचिव,
राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापिठ,
नागपूर

विषय:- अध्यापक महाविद्यालय (एम. एड.) सुरु करण्यास मान्यता देणेबाबत

महोदय,

विभागीय, संचालक, पश्चिम विभागीय समिती एन.सी.टी.ई., भोपाळ यांनी दिलेल्या मान्यतेच्या आदेशानुसार व त्यांच्या आदेशातील अटीनुसार खालील संस्थेस शैक्षणिक वर्ष २००८-०९ पासून कायम विना अनुदान तत्वावर अध्यापक महाविद्यालय (एम. एड.) सुरु करण्यास शासन मान्यता देण्यात येत आहे.

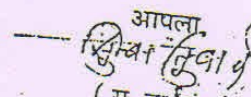
अ.क्र.	संस्थेचे नांव/महाविद्यालयाचे नांव	अभ्यासक्रमाचे नांव	प्रवेश क्षमता	एन.सी.टी.ई.च्या परवानगीच्या पत्राचा क्रमांक व दिनांक व MIS/NCTE CODE
१.	नवनीत बहुउद्देशीय संस्था, किनकर एम.एड. कॉलेज, कल्याणराव जाधव लेआउट, पो.गोपूरी, जि. वर्धा-४४१००१	एम.एड (एम.) (को.एड)	२५ (PG)	WRC/5-6/101sl/2008/28549, dt. 1.2.2008 4.2.2008 APW-04012/125052-

संदर्भ मंजूरी पुढील अटीवर देण्यात येत आहे.


१. एन.सी.टी.ई., भोपाळ यांच्या मान्यतेच्या आदेशाची खातरजमा विद्यापीठाने करणे आवश्यक राहिल.
 २. एन.सी.टी.ई. अधिनियम १९९२ प्रन्वये एम.एड. अभ्यासक्रमाचे विहित दिवस पूर्ण होण्याच्या दृष्टीने संबंधित विद्यापीठाने संलग्नता प्रदान करण्याबाबत आवश्यक कार्यवाही करावी.
- हे शासन पत्र शासनाचे संकेतस्थळ www.maharashtra.gov.in या उपलब्ध असून त्याचा संगणकीय संकेतांक क्र. २००८०५०८१५१३२५००१ असा आहे.



Principal
Kinkar College of Education

आपला,

(सु. बा. तुंबारे)
कार्यासन अधिकारी, महाराष्ट्र शासन.

प्रत,
शिक्षण संचालक, उच्च शिक्षण, महाराष्ट्र राज्य, पुणे.
सर्व विभागीय सहसंचालक, उच्च शिक्षण, नागपूर विभाग, नागपूर
विभागीय संचालक, राष्ट्रीय अध्यापक शिक्षण परिषद, मानस भवन, श्यामला हिल्स, भोपाळ-४६६००५.
संदर्भित संस्था,
निवड नस्ती/मशि-१.


Secretary
Shri. Bahu-Uddeshiya Sanshodhan Mandal



राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ

क.म.वि. 2936/4/128
दिनांक - 1-8-08

प्रति,

प्रीचार्य,
किनकर कॉलेज ऑफ एज्युकेशन,
सेलू, जि. वर्धा.

विषय- सत्र 2008-09 पासून नविन अभ्यासक्रम/विषय/अतिरीक्त तुकड्यांना प्रथम संलग्निकरण प्रदान करण्याबाबत.

- संदर्भ- 1) शासनार्थे उच्च व तंत्र शिक्षण विभागाचे पत्र क. एम.एड.मान्यता-2008/(43/08)/मशि-1, दि. 08 मे, 2008.
2) एनसीटीईचे दिनांक 01-02-2008 चे पत्र.

महोदय,

संदर्भाकित पत्रान्वये राज्य शासनाने व एनसीटीईने आपल्या महाविद्यालयात सत्र 2008-09 पासून जे अभ्यासक्रम/विषय/अतिरीक्त तुकड्या सुरु करण्यासाठी परवानगी दिलेली आहे त्यानुसार खालील अभ्यासक्रम/विषय/ अतिरीक्त तुकड्यांना या. कुलपुरुषी विद्वत परिषदेच्या वतीने म.वि. अधिनियम 1994 च्या कलम 14/7 अंतर्गत खालील अटीच्या अधिन राहून सत्र 2008-09 पासून प्रथम संलग्निकरण प्रदान करण्यास मान्यता दिलेली आहे.

अ.क. विषय/अभ्यासक्रम/तुकड्या

प्रवेश क्षमता
25 विद्यार्थी

1. एम.एड.

प्रथम संलग्निकरण खालील अटीच्या अधिन देण्यात येत आहे.

- उपरोक्त अभ्यासक्रम/विषय/ अतिरीक्त तुकड्यांना देण्यात आलेले प्रथम संलग्निकरण विद्यापीठाद्वारे मंटीत स्थानिय चौकशी समितीने महाविद्यालयीय नेट देऊन सादर केलेल्या अहवालात दर्शविलेल्या नूट्यांची पूर्तता तिन महिन्यांच्या आत करून अनुषंगाने अहवाल सादर करण्याच्या अटीवर देण्यात आलेले आहे. (स्थानिय चौकशी समितीचा अहवाल सोबत जोडला आहे.)
- सादर प्रथम संलग्निकरण हे उपरोक्त अभ्यासक्रमाकरिता शिक्षकांची नियुक्ती तिन महिन्यांच्या आत करण्याच्या अटीवर देण्यात आले असून निर्धारित कालावधीत जर शिक्षक नेमण्यात आले नाही, तर विद्यार्थ्यांना दिलेले प्रवेश रद्द होतील व त्यासाठी विद्यापीठ जबाबदार राहणार नाही. या अटीवर देण्यात आले आहे.
- शासनाने वेळोवेळी दिलेल्या आदेशानुसार विद्यार्थी संख्येचे निकष पाळण्याच्या अटीवर कायम विना अनुदान तत्वावर मंजूरी देण्यात येत आहे.
- शासनाने मान्यता दिलेल्या अभ्यासक्रमांपैकी ज्या अभ्यासक्रमांना विद्यापीठामार्फत केंद्रिकृत प्रवेश पद्धतीने प्रवेश दिले जातात अशा अभ्यासक्रमासाठी चालू वर्षासाठी प्रकिया पूर्ण झाली असल्यास ते अभ्यासक्रम पुढील वर्षापासून संबंधित महाविद्यालयांनी सुरु करावेत.
- उपरोक्त अभ्यासक्रम/विषय/ अतिरीक्त तुकड्या कायम विना अनुदान तत्वावर सुरु करण्यास आपले महाविद्यालय तयार असून त्या आशयाचे हनीपत्र महाविद्यालयाने विभागीय सहसंचालक (उच्च शिक्षण) नागपूर यांना सादर करण्याचे आदेश देऊन ही मान्यता देण्यात येत आहे.

कृपया कळावे.

आपला,
सहायक कुलसचिव (म.वि.),
राष्ट्रसंत तुकडोजी महाराज, नागपूर विद्यापीठ

Off Principal
Kinkar College of
Education, Seloo

प्रतिलिपी माहितीकरिता सादर: किनकर शिक्षण महाविद्यालय

- सहसंचालक, (उच्च शिक्षण), नागपूर विभाग, नागपूर
- परिक्षा नियंत्रक,
- उपकुलसचिव विद्या विभाग,
- सहायक कुलसचिव, परिक्षा विभाग, गोपनीय विभाग, व्यावसायिक परिक्षा,
- संबंधित लिपीक, शिक्षक मान्यता,
- संबंधित लिपीक, संलग्निकरण शाखा

यांना विनंती करण्यात येते की, त्यांनी आपल्या स्तरावर आवश्यक ती कार्यवाही करावी.

प्रीचार्य व चौकशी
किनकर शिक्षण महाविद्यालय,
सेलू

Off Principal
Kinkar College of
Education, Seloo

राष्ट्रीय अध्यापक शिक्षा परिषद्

(भारत सरकार का एक विधिक संस्थान)
पश्चिम क्षेत्रीय समिति



National Council for Teacher Education
(A Statutory Body of the Government of India)
Western Regional Committee

ORDER

SPEED-POST

No.WRC/APW04012/125052/123283/140th/2010/ 75281

Date: 22/2/11

Whereas, WRC (NCTE) has granted recognition to KINKAR COLLEGE OF EDUCATION, NAVNEET BAHUDESHIYA SANSTHA PLOT NO. 137, VILLAGE: SELLO, THE: SELOO, DIST. WARDHA-442001, MAHARASHTRA for conducting M.ED. (M) (CO-ED) course with an annual intake of 25 under Section 15 of the NCTE Act, 1993 vide order No.WRC/5-6/101st/2008/C-28546-28552 dt. 04.02.2008 & No.WRC/125052/2008/35084-35088 dt. 27.05.2008.

And whereas, NCTE, New Delhi vide its letter F.No.49-4/2010/PT/NCTE (N&S)/ dtd. 30.07.2010 has communicated to intimate the institution having approved M.Ed. programme to enhance the existing intake to 35 students from the current session 2010-2011 as notified National Council for Teacher Education Amendment Regulation, 2010 in the Gazette of India on 26th July, 2010.

And whereas the matter was also placed in 140th meeting of WRC and Committee resolved that "the decision of the NCTE Hqrs to enhance the intake for the M.Ed. programme from 25 to 35 from the current session i.e. 2010-2011 be sent to all the concerned institution".

Now therefore, in exercise of the powers vested to WRC under Section 15(3) of NCTE Act 1993 the intake of your institution is enhanced from present intake of 25 to 35 from the session 2010-2011.

The other conditions mentioned in the recognition order No.WRC/5-6/101st/2008/C-28546-28552 dt. 04.02.2008 remains the same.

Regional Director

To,
The Manager to Govt. of India
Department of Publications, (Gazette Section),
Civil Line, Delhi-110054.

C.C

1. The Principal, KINKAR COLLEGE OF EDUCATION, NAVNEET BAHUDESHIYA SANSTHA PLOT NO. 137, VILLAGE: SELLO, THE: SELOO, DIST. WARDHA-442001, MAHARASHTRA.
2. The Secretary, (Higher Education) Govt. of MAHARASHTRA, Mantralaya, Mumbai, Maharashtra.
3. The Registrar, R.T.M. NAGPUR UNIVERSITY, NAGPUR, MAHARASHTRA.
4. The Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, New Delhi.
5. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadur Shah Zafar Marg, New Delhi-110002.
6. Office Order File APW04012/125052/123283.

प्राचार्य
किकर शिक्षण महाविद्यालय
सेलो

Regional Director

एम.एड.महाविद्यालयाची
प्रवेशक्षमता वाढविण्याबाबत.

महाराष्ट्र शासन
शासन निर्णय क्र.एम.एड.२०१०/(२८०/१०)/मशि-२

उच्च व तंत्रशिक्षण विभाग

मंत्रालय, मुंबई-४०० ०३२

दिनांक ८ सप्टेंबर, २०१०

वाचा:-१) NCTE दिल्ली यांची अधिसूचना दि.२६.७.२०१०.

२) NCTE दिल्ली यांचे पत्र क्र.49-4/2010/pt/NCTE/N&S/
दि.३०.७.२०१०.

शासन निर्णय :-

राष्ट्रीय अध्यापक शिक्षण परिषद (NCTE) नवी दिल्ली यांची अधिसूचना क्र. एफ नं. ५१-१/२००९/एनसीटीई (एन व एस) दि.२३.७.२०१० व राष्ट्रीय अध्यापक शिक्षण परिषदेचे अध्यक्ष यांचे अ.शा.पत्र क्र.49-4/2010/pt/NCTE/N&S दि.३०.७.२०१० अन्वये एम.एड.महाविद्यालयांची प्रवेशक्षमता २५ विद्यार्थी वरून ३५ विद्यार्थी अशी करण्यात आली आहे. त्या अनुषंगाने शासनाने ज्या एम.एड. महाविद्यालयांमध्ये २५ विद्यार्थीक्षमतेस मान्यता दिली आहे अशा सर्व एम.एड. महाविद्यालयांची विद्यार्थीक्षमता सन २०१०-११ पासून २५ ऐवजी ३५ करण्यास शासन मंजूरी देत आहे.

महाराष्ट्राचे राज्यपाल यांचे आदेशानुसार व नावाने

(सदाशिव शिवदास)

सहसचिव, महाराष्ट्र शासन

प्रति

संचालक, उच्च शिक्षण, महाराष्ट्र राज्य पुणे.

सर्व विभागीय सहसंचालक, उच्च शिक्षण, महाराष्ट्र राज्य

कुलसचिव, सर्व अकृषि विद्यापीठे

प्राचार्य, सर्व शासकीय अध्यापक महाविद्यालये

निवडनस्ती.



राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ, नागपूर

(संस्कृत प्राक्तिसर शासन शिक्षण विद्यापीठ अधिनियम क्रमांक ५१३, दिनांक १ ऑगस्ट, १९२३ च्या स्थापित व महाराष्ट्र विद्यापीठ अधिनियम १९१४ च्या संचालित राज्य विद्यापीठ)

महाविद्यालय शाखा

छत्रपती शिवाजी महाराज प्रशासकीय परिसर, रविंद्रनाथ टागोर मार्ग, नागपूर- ४४० ००१, दुरध्वनी क्रमांक ०७१२-२५२९९३२
फॅक्स नं. ०७१२-२५५५७०१, Email ID : ar-cs@nagpuruniversity.org

क.म.वि. ४२५८/१९९
दिनांक २५/१/२०११.

प्रति,

प्राचार्य,

कुलपति कुलपति प्रमुख पुण्यडेशन,
सेलु जि. १२१.

विषय :- एम.एड. अभ्यासक्रमाची प्रवेश क्षमता २५ वरून ३५ करण्याबाबत.

संदर्भ :- १) शासन निर्णय क. एम.एड. २०१०/(२८०/१०)/मशि-२, दि. ०८ सप्टेंबर, २०१०.
२) एनसीटीईचे पत्र दिनांक ३० जुलै, २०१०.

महोदय,

उपरोक्त संदर्भाकित पत्रान्वये एनसीटीई व राज्यशासनाने आपल्या महाविद्यालयात सुरु असलेल्या एम. एड. अभ्यासक्रमाची प्रवेश क्षमता २५ वरून ३५ करण्यास दिलेल्या आदेशानुसार मा.कुलगुरुंनी महाराष्ट्र विद्यापीठ अधिनियम १९१४ च्या कलम १४ (७) अंतर्गत विद्वत परिषदेच्या वतीने वरील प्रमाणे प्रवेश क्षमता वाढीस मान्यता प्रदान केलेली आहे. तसेच वाढीव प्रवेश क्षमतेबाबत विद्यार्थी प्रवेशाची कार्यवाही करावी.

कळावे.

[Signature]
प्राचार्य
किन्नर शिक्षण महाविद्यालय,
सेलु

[Signature]
प्राचार्य
किन्नर शिक्षण महाविद्यालय,
सेलु जि. १२१

आपरा
[Signature]
(पु. ख. भागत)
सहायक कुलसचिव (म.वि.)
रा.तु.म.नागपूर विद्यापीठ, नागपूर

प्रतिलिपी माहितीकरीता,

१. मा.परीक्षा नियंत्रक, रा.तु.म.नागपूर विद्यापीठ, नागपूर

२. सहायक कुलसचिव (परीक्षा व चौकशी), रा.तु.म.नागपूर विद्यापीठ नागपूर



Navneet Bahuuddeshiya Sanstha, Nagpur
KINKAR COLLEGE OF EDUCATION, SELOO.

(D.T.Ed. / B.Ed. / M.Ed.)
Tal. Seeloo, Dist. Wardha (MS) Tel.: 07155-270210, 202432

Secretary : Kishor R. Kinkar, Tel. : 07152-252121, Cell: 9326957335, 9325140243

Ref. : KMEd/288/2015

Date : 12/01/2015

File Code No. APW 04012/125052

To
The Regional Director
Western Regional Committee
National Council For Teacher Educati
Manas Bhavan Shyamla Hills Bhopal

7 WARDHA RD 442001
EM 2723333657 IN
Director, NCTE-Coordination
To: THE REG. DIRECTOR, WESTERN REG. COMM.
BHOVAL, PIN-462002
From: SECRETARY, NAVNEET BAHU UDDDESHIYA SANSTHA
Wardha.
BHOVAL, 12/01/2015, 10:45
Tels: 07152-252121 or www.indianpost.gov.in



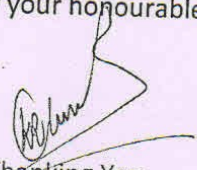
Ref :- 1) F51-4/2014/NCTE/N&S Dated 24/12/2014
2) उशिस/शपथपत्र /2015.16/बी.एड. दि.06/01/2015
Sub :- Submitting Authority affidavit for M. Ed Course

Sir,

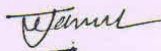
I hereby am submitting the Authority affidavit on Rs 100/- stamp paper in official format for M. Ed course. The Affidavit is towards fulfillment & the revised norms relating to infrastructure instructional facilities etc. in view of the change of the duration & intake of the programme.

That we agree to abide by the terms and condition laid by your honourable office.

Kindly accept the said affidavit and oblige


Thanking You

Your Sincerely Nagpur


प्राचार्य
किकर शिक्षण महाविद्यालय,
सेलू



महाराष्ट्र MAHARASHTRA न्यायिक पत्रासाठी / Only for Affidavit
 मुद्रांक दिवशी गोंद वही नसू. क्र. ९६३८६ / दि. १२/११/१४
 मुद्रांक दिवशी घेणाऱ्याची पत्ता, र. पत्ता व सही
 परवानाधारक मुद्रांक विवेकाधीन सही
 मुद्रांक विक्रेता मुनिल एम. पुष्टिक तहसिल कार्यालय, सेलु
 परवाना क्र. ११/२००१ कोड नं. ४५०३०१२,
 ज्या कारणासाठी ज्यांनी मुद्रांक खरेदी केला त्यांनी त्याच कारणासाठी
 मुद्रांक खरेदी केलापासून ६ महिन्यात वापरणे बंधनकारक आहे
 B. K. Mishra, M. Com, Lb. B. Notary
 Authorised by Government of Maharashtra
 (Law & Judiciary deptt.) Mumbai, holding
 Certificate No. 291 under the Indian
 Notary Act, 1952 and rules thereon to
 Administer Oath / Declaration / to attest /
 translate this instrument before me.
 WARDHA
 Maharashtra State
 AFFIDAVIT

गौर अधिकारी
 सेलु.

AN 2015

1. Mr. Kishor Rambhauji Kinkar son of Mr. Rambhauji Wadguji Kinkar Resident of
 Gopuri, Wardha Dist. Wardha -442001 and Secretary of Nayneet Bahuuddeshiya Sanstha, Nagpur
 Certify that I have been Authorised by the Management of the above mentioned institution to give
 this Affidavit on behalf of the institution, which at present offers Kinkar College of Education (M.Ed.)
 Course of 2015-2016 duration (File Code No. APW04012/125052) with an annual intake of 35. It is

further certified that the Management has studied the National Council for Teacher Education
 (Recognition Norms and Procedure) regulations, 2014 carefully and has understood their implica-
 tions for the existing Teacher Education institutions offering NCTE recognised teacher education
 programme(s).

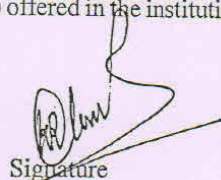
प्रमाणित
 कृष्ण महाविद्यालय.
 सेलु

(PTO)

2. Further, I have been authorised by the Management to state that the institution shall fulfil the revised Norms relating to infrastructure, instructional facilities, enhanced amount of Endowment and Reserve Funds. Number and Qualifications of Teaching Staff, Curriculum and implementation strategies, in view of the changing Duration / intake of the Programme(s) offered in the institution within the time limit allowed by NCTE.

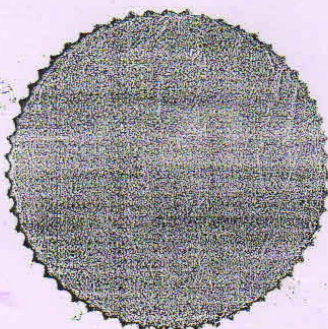
Place : Seloo

Date : 12/01/2015.


Signature

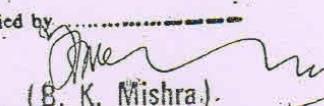
Kishor Rambhauji Kinkar

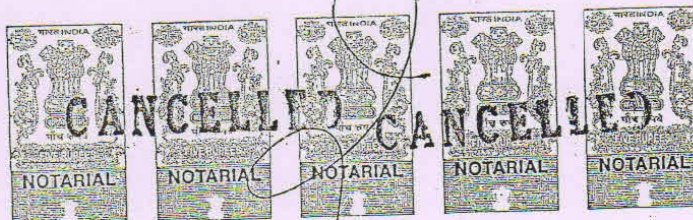
(Secretary)



sworn / Solemnly affirmed 12 JAN 2015
before me on this day of...

Identified by


(B. K. Mishra).
NOTARY, WARDHA
(Maharashtra State).



6/1/15
NOTARY, WARDHA

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक विधिक संस्थान)
पश्चिम क्षेत्रीय समिति



National Council For Teacher Education
(A Statutory Body of the Government of India)
Western regional Committee

F.No. WRC/APW04012/125052/2015 / 15.2270

Date - 05.09.15

TO BE PUBLISHED IN GAZETTE OF INDIA PART III SECTION 4

Revised Order

Whereas, in exercise of the powers conferred by sub-section(2) of Section 32 of the National Council for Teacher Education Act, 1993(73 of 1993), and in supersession of the National Council for Teacher Education [Recognition Norms and Procedure] Regulations, 2009, the National Council for Teacher Education has notified the Regulations, 2014 on 01.12.2014.

2. And whereas, the Kinkar College of Education, Navneet Bahudeshiya Sanstha Plot No. 137, Village, Sello, Tal. Seloo, Dist- Wardha, Maharashtra - 442001 by affidavit dt.12.01.2015 has consented to come under new Regulations and sought for one basic unit of 50 students in M.Ed. Course of two years duration which require additional facilities

3. And whereas, it has been decided to permit the institution to have one basic unit of 50 students subject to the institution fulfilling following conditions namely,

- I. The institution shall create additional facilities that include (a) additional built-up area, (b) additional infrastructure, (c) additional funds, (d) additional staff as per Regulations, 2014 and inform Regional Committees with required documents by October 31, 2015.
- II. The applicant-institution for additional unit will be required to submit the required documents such as land documents, Encumbrance Certificate (EC), Land Use Certificate (LUC), Building Plan (BP) and the Approved Staff List in the specified proforma available on the website to the Regional Committee in proof of having provided additional facilities before October 31, 2015. Building Completion Certificate (BCC) may be given along with other documents if available, otherwise it can also be given, to the Visiting team at the time of inspection.
- III. The Regional Committees shall arrange for verification of documents, inspection of these premises and check adherence to these conditions by 20 Feb, 2016. If it is found by the Regional Committee that the institution fails to comply with these requirements, the institutions shall not be permitted to admit students for the academic year 2016-2017.
- IV. In case any existing institution's matter is sub-judice under court direction/SCN under section 17 of the NCTE Act/Complaint etc., the institution shall be required to submit a copy of the Hon'ble Court order/reply to SCN/complaint/already submitted alongwith the documents, if any together the documents referred above. In case the institution's request for shifting of premises is pending, such institutions shall be required to submit the requisite documents as per provisions of the NCTE Regulations, 2014 with a copy of the order/NOC of the affiliating body/State Govt. and such other documents as indicated in the revised format recognition order. The final decision shall be subject to the directions given by the Hon'ble Court in the Writ Petition/case decided by the Western Regional Committee in respect of Section 17/complaint cases etc.

4. Now therefore, in the light of the above and in accordance with the NCTE Regulations, 2014, the Western Regional Committee (NCTE) hereby issues the revised recognition order to Kinkar College of Education, Navneet Bahudeshiya Sanstha Plot No. 137, Village, Sello, Tal. Seloo, Dist- Wardha, Maharashtra - 442001 for conducting M.Ed programme of two years duration with an annual intake of 50 students (one basic unit of 50 students) from the academic session 2015-16 subject to fulfillment of the conditions mentioned herein before 31.10.2015.

Cont.....2

मानस भवन, श्यामला हिल्स, भोपाल-462002

Manas Bhawan, Shyamla Hills, Bhopal-462002

दूरभाष/ Phone: 0755-2739672, 2660915, 2660379, 2660372 फेक्स/ Fax: 0755-2660912

Email: wrc@ncte-india.org Website : www.nctewrc.co.in

NCTE HQrs. Website : www.ncte-india.org

प्रचार
किनकर शिक्षण महाविद्यालय,
सेल

5. Further, the recognition is subject to fulfillment of other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/Body, the State Government etc, as applicable. The affiliating body (University/State Govt.) shall also be required to verify the authenticity of the land & building documents as well as appointment of requisite teaching & non-teaching staff as per provisions of the NCTE Regulations, 2014 by the concerned institution before grant of affiliation to an institution.

6. The institution shall submit to the Regional Committee a Self- Appraisal Report at the end of each academic year along with the statement of annual accounts duly audited by a chartered Accountant.

7. The institutions shall maintain & update its web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- a) Sanctioned programmes along with annual intake in the institution;
- b) Name of faculty and staff in full as mentioned in school certificate along with their qualifications, scale of pay and photograph.
- c) Name of faculty members who left or joined during the last, quarter;
- d) Names of Students admitted during the current session along with qualification, Percentage of marks in the qualifying examination and in the entrance test, if any, date of admission, etc.;
- e) Fee charged from students;
- f) Available infrastructural facilities;
- g) Facilities added during the last quarter;
- h) Number of books in the library, journals subscribed to and additions, if any, in the last quarter;
- i) The affidavit with enclosure submitted along with application.
- j) The institution shall be free to post additional relevant information, if it so desires.
- k) Any false or incomplete information on website shall render the institution liable for withdrawal of recognition.

If institution contravenes any of the above conditions or the provision of the NCTE Act, Rules, Regulations and orders made and issued there under, the institution will render itself liable to adverse action including withdrawal of recognition by the Regional Committee under the provisions of Section 17(1) of the NCTE Act 1993.

8. Recognition order no. WRC/5-6/101st/2008/28547 dt.04.02.2008 & order no.WRC/125052/2008/35084-35088 dt.27.05.2008 & order no.WRC/APW04012/125052/123283/140th/2010/75280-75285 dt.22.02.2011 & order no.WRC/APW04012/125052/NAAC/2013/108856-57 dt.07.10.2013 be treated as cancelled from the date of issue of this revised order.

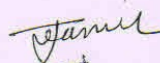
By Order,

(Satish Gupta)
Regional Director

The Manager,
Government of India Press
Department of Publications (Gazette Section)
Civil Lines, New Delhi - 110054.

Copy to:

1. The Principal, Kinkar College of Education, Navneet Bahudeshiya Sanstha Plot No. 137, Village. Sello, Tal. Seloo, Dist- Wardha, Maharashtra - 442001.
2. The Registrar, Rashtrasant Tukadoji Maharaj Nagpur University Chhatrapati Shivaji Maharaj Administrative Premises Ravindranath Tagore Marg Nagpur, Maharashtra - 440001.
3. The Education Secretary, (Higher Education), Govt. of Maharashtra, Mantralaya, Mumbai, Maharashtra.
4. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhavan, New Delhi - 110 001.
5. The Member Secretary, National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadurshah Zafar Marg, New Delhi-110 002.
- ✓ 6. The Computer Programmer, Computer Section, WRO, (NCTE), Bhopal with a request to include the name of the institution in the recognized list uploaded in WRC website.
7. Office Order file/institution no. APW04012/125052.


प्रचारक
Regional Director



Navneet Bahuuddeshiya Sanstha, Nagpur
KINKAR COLLEGE OF EDUCATION, SELOO.

(D.T.Ed. / B.Ed. / M.Ed.)
Tal. Seeloo, Dist. Wardha (MS) Tel: 07155-270210, 202432

Secretary Kishor R. Kinkar, Tel: 07152-252121, Cell: 9326535426

Ref. : *KMEds/NDC/328*

Date : *09/09/201*

मा.

सहा कुलसचीव (म.वि),

रा. तु. म. नागपुर विद्यापीठ,

नागपुर,

विषय :- शासनाचे ना हरकत प्रमाणपत्र मिळण्याबाबत

संदर्भपत्र :- उशीस / २०१५ / प्र.क्र.१६२ / १५ / बी.एड / ८५ ६५ / ३१.०८.२०१५

महोदय,

उपरोक्त विषयान्वये व संदर्भीत पत्राच्या अनुषंगाने आपणास कळविण्यात येते कि किनकर शिक्षण महाविद्यालय (एम. एड) सेलू जिल्हा वर्धा यांचे शासनाकडून ना हरकत प्रमाणपत्र मिळण्यासाठी आपणाकडे खालील कागदपत्रे पाठविण्यात येत आहे. करीता ती स्वीकृत करावी ही विनंती.

सहपत्र :-

- 1) एनसीटीई ऑर्डर
- 2) एनसीटीई सुधारीत ऑर्डर
- 3) शासन मान्यता पत्र
- 4) विद्यापीठ मान्यता पत्र
- 5) सलग्नीकरण प्रमाणपत्र सन 2015-16
- 6) शिक्षण संचालक (उच्च शिक्षण) यांचे पत्र

Sme
10/9/15
महाविद्यालयीन शाखा
राष्ट्रसंत तुकडोजी महाराज
नागपुर विद्यापीठ, नागपुर

6/C

Uttam
प्राचार्य
किनकर शिक्षण महाविद्यालय,
सेलू

Uttam
प्राचार्य
किनकर शिक्षण महाविद्यालय,
सेलू

Mapping of Academic activities of Institution



International-Health-Day Health-awareness-programme- Dr.Narayan Lohiya delivering theLecture



International Women's Day- Mrs. Vaishali Kinkar-speaking on 'Rights & Duties of Women' held on 8th March 2016



Principal of Yashwant Mahavidyalay conducting Workshop



Photos of Model Lesson in Yashwant Vidyalay, Seloo

Symposium on Ravindranath Tagore, Mahatma Gandhi & Mahatma Fule - the Educationst



Photos of Model Lesson in Yashwant Vidyalay, Seloo



Students of Kinkar College of Education, Seloo participating in the Workshop Entrepreneurship for Girls



Shri Ramesh Bang, Padmashri Awarded felicitated in the College Shri Kishor Kinkar handing overs croll and memento



Pupil Teachers Participants in "School—Institute-Linkage"- Brain Storming Sessions



'Bharud' on Tukadoji Medium of educating rural Masses

Visit of Education Minister to Kinkar College of Education Seloo Pupil Teachers presented the project report on "Womens Education in Village Seloo from 2005 to 2015"



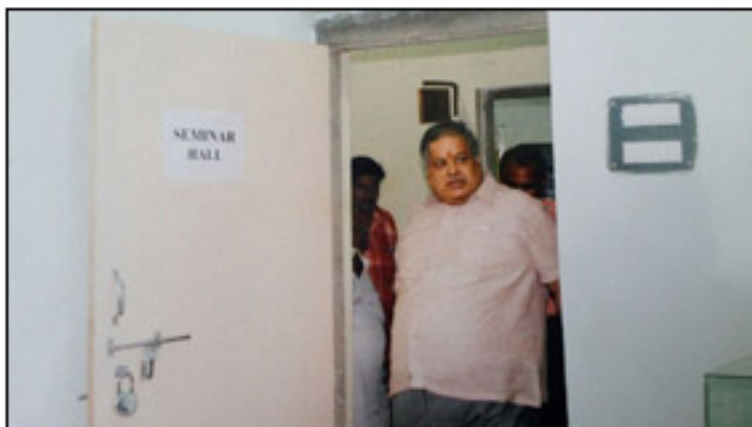
Guest Lecturer on "Role-of-Alumni-in-adding-resources-to-the-Institution"



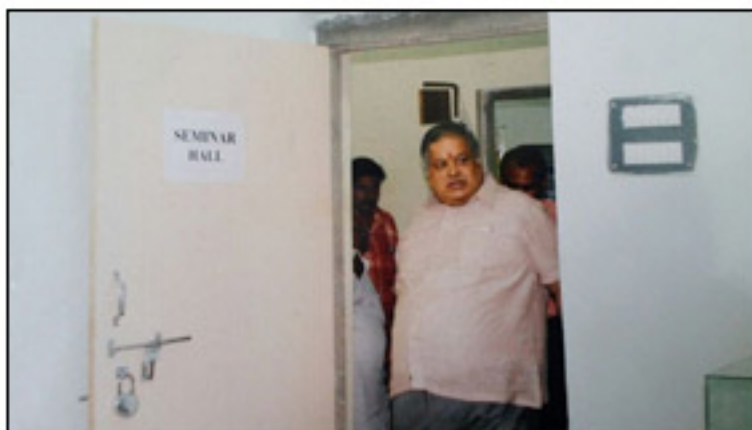
Dr.Eknath Kathale taking round of the College in Intercollege meet on Educational AIDS Preparation



Dr.G.S. Parasher addressing the participants in the Seminar on Quality Education



Dr.Eknath Kathale taking round of the College in Intercollege meet on Educational AIDS Preparation



Dr.G.S. Parasher addressing the participants in the Seminar on Quality Education



Dr.G.S. Parasher coming out of Seminar-Hall, Kinkar College in the meet of University Officers to discuss B.Ed.-Syllabus

Dr.G.S. Parasher Pro VC of R.T.M. Nagpur University in the function for National Seminar



Dr.Gopal Dubey Dean of Education Faculty Examining the Educational Projects prepared by M.Ed. students of Kinkar College of Education, Seloo

Dr.C.V.Bhusari-appreciating the Science innovation Cell



Guests on the Dias for the Programme on tribal Education Schemes of Government



Annual Function

Guests taking round of the AV hall Dr.-Ingle and Mr. Kishor Kinkar appreciating arrangements



Blood Donation



Sports



Sports



Krida Mohatsav



Prizes

Krida Mohatsav



Shramsanskar Shibir



Shramsanskar Shibir