

NAAC for Quality and Excellence in Higher Education



NAAC PEER TEAM REPORT

**Khandesh College Education Society's,
College of Education, Jalgaon - 425 005,
Maharashtra.**

Dates of Visit : 28-30, October 2013

PEER TEAM REPORT ON INSTITUTIONAL ACCREDITATION OF KHANDESH COLLEGE EDUCATION SOCIETY'S, COLLEGE OF EDUCATION, JALGAON - 425 005, MAHARASHTRA.	
Section I : GENERAL	INFORMATION
1.1 Name & Address of the Institution:	Khandesh College Education Society's, College of Education, Jalgaon – 425 005, Maharashtra.
1.2 Year of Establishment:	June 1965
1.3 Current Academic Activities at the Institution (Numbers):	
• Departments / Centres:	Education
• Programmes / Courses offered:	D.Ed, B.Ed., and M.Ed .,
• Permanent Faculty Members:	Permanent – 13
• Permanent Support Staff:	Permanent - 8
• Students:	B.Ed : 160 (80 A & 80 UA) ; M.Ed – 35 (UA)
1.4 Three major features in the institutional Context (As perceived by the Peer Team):	<ul style="list-style-type: none"> ▪ Grant-in-aid coeducational Institution approved by NCTE and affiliated to North Maharashtra University, Jalgaon ▪ The College located in the Urban area catering to the majority of girl students ▪ Institution with CTE status
1.5 Dates of visit of the Peer Team:	28-30, October 2013
1.6 Composition of the Peer Team which undertook the on-site visit:	
Chairperson	Prof. S.P. Malhotra (Fellow National University of Educational Planning and Administration, (NUEPA), Delhi) D-5, Leela Homes, Plot No. 23, Sector 4, Vaishali, Ghaziabad – 201 010, Uttar Pradesh
Member-Coordinator	Dr. Debjani Sengupta, (Professor, Dept. of Education, University of Calcutta) Bidhan Niwas, Flat No. N-2, W-2, 4, Bidhan Shishu Sarani, Kolkatta – 700 054, West Bengal
Member	Dr. N. Muthaiah, Principal, Sri Ramakrishna Mission Vidyalaya College of Education, Sri Ramakrishna Vidyalaya Post, Coimbatore – 641 020, Tamilnadu
NAAC Officer	Dr. Ganesh Hegde Assistant Advisor, NAAC, Bangalore - 560 072.

Section II : CRITERION WISE ANALYSIS

1 CURRICULAR ASPECTS:

1.1 Curricular Design & Development	<ul style="list-style-type: none"> • Efforts made to follow the curricular design of the affiliating university • Formal initiatives taken in the curriculum development process • Minimal use of ICT in curriculum planning
1.2 Academic Flexibility	<ul style="list-style-type: none"> • Curriculum of North Maharashtra University is being followed • Seven method-subjects offered • Activities are conducted as per the annual calendar
1.3. Feedback on Curriculum	<ul style="list-style-type: none"> • Feedback from students & teachers obtained • Faculty represented in BOS and Academic Council • Feedback mechanism may further be streamlined
1.4. Curriculum Update	<ul style="list-style-type: none"> • Initiatives are taken by the faculty for periodical curriculum revision • Faculty make attempts to bring in emerging issues in Curriculum
1.5 Best practices in curricular aspects (If any):	<ul style="list-style-type: none"> • Due representation of the faculty in the curriculum development of the University • Value education incorporated into the curriculum

II TEACHING - LEARNING & EVALUATION:

2.1. Admission Process and Student Profile	<ul style="list-style-type: none"> • Admission process centralized and based on university/state norms • Applications called for admission through advertisement in Newspapers • Much scope for assessing students' knowledge before commencement of the programme.
2.2. Catering to the Diverse Needs	<ul style="list-style-type: none"> • Remedial programmes are conducted for under achievers • State reservation policy followed • Efforts required to sensitise faculty and students about diverse needs

2.3. Teaching-Learning Process:	<ul style="list-style-type: none"> • Seminars, assignments and projects are used for curriculum transaction • Microteaching practice is given on four skills • ICT needs to be integrated into the teaching-learning process
2.4. Teacher Quality	<ul style="list-style-type: none"> • Teachers attended several seminars and workshops • Five faculty members qualified with Ph.D • Incentives provided for good performers
2.5. Evaluation Process and Reforms:	<ul style="list-style-type: none"> • Students evaluation is done thro' exams, tests and tutorials • Semester system followed • External and internal assessment followed as per 60;40 ratio. • Continuous and comprehensive evaluation to be made effective
2.6. Best Practices in teaching-Learning and Evaluation (If any):	<ul style="list-style-type: none"> ▪ Most of the faculty qualified as per NCTE norms

III RESEARCH, CONSULTANCY & EXTENSION:

3.1. Promotion of Research	<ul style="list-style-type: none"> • Recognised research centre of North Maharashtra University • Initiatives for conducting action researches yet to be started • Faculty encouraged for pursuing research
3.2. Research and Publications Output	<ul style="list-style-type: none"> • Sustained efforts made by the faculty in publishing papers and articles • Seven minor research projects conducted
3.3 Consultancy:	<ul style="list-style-type: none"> • Formal consultancy services yet to be initiated
3.4 Extension Activities:	<ul style="list-style-type: none"> • Students involved in conducting community development programmes(Ek musti yojna) • Extension service center be further activated • Local community involved for organising social welfare programmes
3.5 Collaborations:	<ul style="list-style-type: none"> • Collaboration is yet to be initiated
3.6 Best Practices in Research, Consultancy & Extension (If any):	<ul style="list-style-type: none"> ▪ Public awareness and community development programmes organized

IV INFRASTRUCTURE AND LEARNING RESOURCES

4.1. Physical Facilities for Learning:	<ul style="list-style-type: none"> • Good infrastructure facilities provided • Optimal use of learning resources required • 40 computer terminals available
4.2. Maintenance of Infrastructure:	<ul style="list-style-type: none"> • Budget provision is made available for the maintenance • Due attention paid in extending maintenance services in the Library • Efforts made to proper maintenance of infrastructure
4.3. Library as a Learning Resources	<ul style="list-style-type: none"> • 23189 books,17 journals available • Photo-copying facility available • Managed by a qualified librarian
4.4. ICT as Learning Resources:	<ul style="list-style-type: none"> • LCD projectors, Internet facilities provided • Computer lab fuctions • Students and teachers use power point
4.5 Other Facilities:	<ul style="list-style-type: none"> • On-line internet access with power backup • Book bank facility available • Hostel facility for girls
4.6 Best Practices in the development of Infrastructure and Learning Resources (If any):	<ul style="list-style-type: none"> • Easy access to utilize ICT facilities

V. STUDENT SUPPORT AND PROGRESSION:

5.1 Student Progression:	<ul style="list-style-type: none"> • Dropout rate negligible and hundred percent results achieved • Proper maintenance of student profiles using data-base
5.2 Student Support:	<ul style="list-style-type: none"> • Scholarships for reserved category provided • Earn-while-learn scheme introduced for the poor and needy
5.3 Student Activities:	<ul style="list-style-type: none"> • Students organize and participate in various cultural and co-curricular activities • Function of student's council be further activated
5.4. Best Practices in Student Support and Progression (If any):	<ul style="list-style-type: none"> • Good academic performance • Emphasis given to co-curricular activities.

VI GOVERNANCE AND LEADERSHIP:

6.1 Institutional Vision and Leadership:	<ul style="list-style-type: none"> • Mission and vision of the college stated pragmatically • Pro-active leadership • Efforts made to translate objectives into institutional practices
6.2. Organizational Arrangements:	<ul style="list-style-type: none"> • Good leadership is provided by the management • Responsibilities allocated through a proper mechanism • Students views given due credit
6.3. Strategy Development and Deployment:	<ul style="list-style-type: none"> • Strategic plan for future development of the department is designed • Monitoring system exists
6.4. Human Resource Management:	<ul style="list-style-type: none"> • Adequate human resources available • Optimum utilization of human resources • Professional development emphasized
6.5. Financial Management and Resource Mobilization	<ul style="list-style-type: none"> • Accounts duly audited • Provision of funds ensured for conducting various activities
6.6. Best Practices in Governance and Leadership (If any):	<ul style="list-style-type: none"> • Adequate financial support by the management • Democratic and participatory leadership

VII INNOVATIVE PRACTICES:

7.1 Internal Quality Assurance System	<ul style="list-style-type: none"> • Scope for further sharing of resources with stakeholders
7.2 Inclusive Practices	<ul style="list-style-type: none"> • Scholarships and fee concessions for the poor and needy in vogue • Further strengthening of inclusive practices warranted
7.3 Stakeholder Relationships;	<ul style="list-style-type: none"> • Disseminating information to stakeholders through meetings • Stakeholders enthusiastically involved in developmental activities

Section III:	OVERALL ANALYSIS
3.1 Institutional Strengths:	<ul style="list-style-type: none"> • Management policy of recruiting skilled and qualified staff • Faculty members represent in BOS and Academic Council • More than 50 percent women among the faculty • Focused on Value-oriented education • Culture-specific academic inputs
3.2 Institutional Weaknesses:	<ul style="list-style-type: none"> • More scope for mobilizing expertise to proper utilization of ICT resources • Efforts require to maintain proper academic ambiance due to environmental hazards • self-initiative and exposure required by the faculty to cope up with latest trends in Teacher Education and research. • Efforts required to Collate feedback from stakeholders and effectively implement them
3.3 Institutional Opportunities:	<ul style="list-style-type: none"> • Provision for future expansion • Utilization of resources through alumni • Scope for more linkages with other professional organizations • Scope for institutional collaboration • Establishing more rapport for uplifting the status of local community
3.4 Institutional Challenges:	<ul style="list-style-type: none"> • Organising workshops, seminars and conferences by generating funds • Recent changes in Govt policy for implementing RTE, CCE, and CBCS • Continuation of Postgraduate programmes in Education • Creating gender-friendly atmosphere • Training in Spoken English for the want of well-established language lab and trainer.

Section IV:

**RECOMMENDATIONS FOR QUALITY ENHANCEMENT OF KHANDESH COLLEGE
EDUCATION SOCIETY'S, COLLEGE OF EDUCATION, JALGAON - 425 005,
MAHARASHTRA.**

It is recommended that:

- Medium of instruction in English and Urdu may be introduced
- Women-friendly services may be further extended by reviving day-care centre.
- Research culture be created by undertaking action research and major research projects.
- Welfare programmes like Group Insurance and medical facility be introduced
- Alumni Association be formalized and utilized as a resource.
- Academic collaboration with external agencies be established.
- Grievance redressal cell be created and made functional
- User-friendly system be created with updated computerized resources in the Library with adequate space and seating arrangements.
- Hygienic public convenience services for staff and students must be made adequately available.
- Due weightage must be given for co-curricular activities like sports and game in the curriculum.

I agree with the observations of the Peer Team as mentioned in this report.

**Signature of the Head of the
Khandesh College Education Society's,
College of Education, Jalgaon – 425 005,
Maharashtra.**

Date & Seal

Names, Signatures of peer team members with date:

**1) Prof. S.P. Malhotra
(Chairperson)**

**2) Dr. Debjani Sengupta,
(Member- Coordinator)**

**3) Dr. N. Muthaiah
(Member)**

**4) Dr. Ganesh Hegde
(NAAC Officer)**

Place & Date: Jalgaon, Maharashtra; 30th October 2013



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Quality Profile

Name of the Institution : Khandesh College Education Society's
College of Education

Place : Jalgaon, Maharashtra

Criteria	Weightage (W_i)	Criterion-Wise Grade Point Averages (Cr_i GPA)	$W_i \times Cr_i$ GPA
I. Curricular Aspects	050	3.00	150
II. Teaching-Learning and Evaluation	450	3.14	1413
III. Research, Consultancy and Extension	100	2.80	280
IV. Infrastructure and Learning Resources	100	3.35	335
V. Student Support and Progression	100	3.00	300
VI. Governance and Leadership	150	3.57	536
VII. Innovative Practices	050	2.30	115
Total	$\sum_{i=1}^7 W_i = 1000$		$\sum_{i=1}^7 (W_i \times Cr_i \text{ GPA}) = 3129$

$$\text{Institutional CGPA} = \frac{\sum_{i=1}^7 (W_i \times Cr_i \text{ GPA})}{\sum_{i=1}^7 W_i} = \frac{3129}{1000} = \boxed{3.13}$$

Grade = A

Descriptor = VERY GOOD

Date : February 21, 2014



Anwar Nisbi
Director

- This certification is valid for a period of Five years with effect from February 21, 2014
- An institutional CGPA on four point scale in the range of 3.01 - 4.00 denotes A grade (Very Good), 2.01 - 3.00 denotes B grade (Good), 1.51 - 2.00 denotes C grade (Satisfactory)
- Scores rounded off to the nearest integer