



# YEARLY STATUS REPORT - 2021-2022

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	<b>KAI SOU. MALATIDEVI VASANTRAO PATIL MAHILA SHIKSHANSHASTRA MAHAVIDYALAYA</b>
• Name of the Head of the institution	<b>Dr. Khamkar S B</b>
• Designation	<b>Principal</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Alternate phone No.	<b>02332224571</b>
• Mobile No:	<b>8830869687</b>
• Registered e-mail ID (Principal)	<b>mvpmm.bed@gmail.com</b>
• Alternate Email ID	<b>mvpmmnaac@gmail.com</b>
• Address	<b>Duyyam Bazar Awar Market Yard Miraj.</b>
• City/Town	<b>Miraj</b>
• State/UT	<b>Maharashtra</b>
• Pin Code	<b>416410</b>
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	<b>Teacher Education</b>

• Type of Institution	Women												
• Location	Urban												
• Financial Status	Self-financing												
• Name of the Affiliating University	Shivaji University												
• Name of the IQAC Co-ordinator/Director	Palkar V. R.												
• Phone No.	02332224571												
• Alternate phone No.(IQAC)	02332224571												
• Mobile (IQAC)	9922223380												
• IQAC e-mail address	mvpm.bed@gmail.com												
• Alternate e-mail address (IQAC)	palkaravardhaman@gmail.com												
<b>3.Website address</b>	<a href="http://mvpeducation.org.in/">http://mvpeducation.org.in/</a>												
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://mvpeducation.org.in/">http://mvpeducation.org.in/</a>												
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes												
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://mvpeducation.org.in/">http://mvpeducation.org.in/</a>												
<b>5.Accreditation Details</b>													
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>C</td> <td>56.75</td> <td>2004</td> <td>04/11/2004</td> <td>03/11/2009</td> </tr> </tbody> </table>		Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 1	C	56.75	2004	04/11/2004	03/11/2009
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to								
Cycle 1	C	56.75	2004	04/11/2004	03/11/2009								
<b>6.Date of Establishment of IQAC</b>	15/06/2004												
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>													
<table border="1"> <thead> <tr> <th>Institution/ Department/Faculty</th> <th>Scheme</th> <th>Funding agency</th> <th>Year of award with duration</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>Nil</td> </tr> </tbody> </table>		Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	Nil	Nil	Nil	Nil	Nil		
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount									
Nil	Nil	Nil	Nil	Nil									
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>	Nil												

<b>9.No. of IQAC meetings held during the year</b>	
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>	
<p>The Internal Quality Assurance Cell (IQAC) plays a vital role in ensuring and enhancing the quality of education in teacher training colleges. Some significant contributions that IQAC may have made during the current year could include: Implementation of Quality Improvement Initiatives: IQAC may have spearheaded various initiatives aimed at improving the quality of teaching, learning, and overall educational experience. This could involve the development and implementation of new teaching methodologies, innovative assessment practices, and the integration of technology in education. Curriculum Development and Revision: IQAC might have been actively involved in the review and revision of the college curriculum to ensure its relevance, currency, and alignment with the latest educational standards and requirements. This may involve updating course content, introducing new subjects or modules, and incorporating feedback from stakeholders. Faculty Development Programs: IQAC could have organized and facilitated faculty development programs to enhance the teaching skills, pedagogical techniques, and subject knowledge of educators. These programs may include workshops, seminars, conferences, and training sessions conducted by experts in the field of education.</p>	
<b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>	
<b>Plan of Action</b>	<b>Achievements/Outcomes</b>
<b>AIDS Awareness Programme</b>	<b>Students became aware about AIDS</b>
<b>Gender Sensitization Activity</b>	<b>Inculcated Gender Sensitivity</b>
<b>Investor Awareness Programme</b>	<b>Students became aware about Investment</b>
<b>Continues Reading Programme</b>	<b>Students received information 75 literature books</b>

13. Whether the AQAR was placed before statutory body?	No
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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

#### 14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022	28/02/2022

#### 15. Multidisciplinary / interdisciplinary

Introducing multidisciplinary approaches in women's teacher training colleges can enrich the educational experience and better prepare future educators to meet the complex needs of their students. Here's how multidisciplinary education can be integrated into such institutions:

- Curriculum Design:** Develop a curriculum that incorporates elements from various disciplines, including education, psychology, sociology, gender studies, communication, technology, and the arts. This interdisciplinary approach can provide a comprehensive understanding of teaching and learning processes while addressing the diverse needs of students.
- Interdisciplinary Courses:** Offer interdisciplinary courses that explore topics such as gender and education, inclusive teaching practices, educational technology, child development, and cultural diversity. These courses can foster critical thinking, creativity, and collaboration among students from different backgrounds.
- Integrated Learning Experiences:** Design integrated learning experiences that allow students to apply knowledge and skills from multiple disciplines to solve real-world problems. For example, students could collaborate on projects that address social issues, design inclusive lesson plans, or create multimedia resources for diverse learners.
- Cross-Disciplinary Collaboration:** Encourage collaboration between faculty members from different disciplines to co-teach courses, develop interdisciplinary research projects, and mentor students. This interdisciplinary approach can provide students with diverse perspectives and expertise.
- Field-Based Learning:** Provide opportunities for field-based learning experiences that expose students to interdisciplinary approaches in educational settings. This could involve internships, service-learning projects, and partnerships with schools, community organizations, and NGOs.

6. **Professional Development:** Offer professional development opportunities for faculty members to enhance their interdisciplinary teaching and research skills. This may include workshops, seminars, and collaborative projects focused on interdisciplinary pedagogy and scholarship.
7. **Interdisciplinary Research:** Promote interdisciplinary research initiatives that address pressing issues in education, gender equality, and social justice. Encourage students and faculty to collaborate on research projects that integrate insights from multiple disciplines and contribute to the advancement of knowledge in the field.
8. **Cultural Sensitivity and Diversity:** Incorporate perspectives from diverse cultures, traditions, and worldviews into interdisciplinary education. This includes recognizing the intersectionality of identities such as gender, race, ethnicity, class, and religion, and exploring how these intersecting factors influence teaching and learning.
9. **Inclusive Pedagogy:** Emphasize inclusive pedagogical practices that recognize and celebrate the diverse backgrounds, experiences, and abilities of students. Provide training on culturally responsive teaching, differentiated instruction, and universal design for learning to support inclusive classrooms.
10. **Community Engagement:** Encourage students to engage with local communities and stakeholders through interdisciplinary projects and outreach initiatives. This can foster connections between academic learning and real-world contexts, while promoting social responsibility and civic engagement.

## 16. Academic bank of credits (ABC):

Here's how an ABC system can be integrated into teacher training programs:

1. **Credit Accumulation:** Establish a system where students can accumulate credits for successfully completing courses, internships, workshops, seminars, and other learning activities. Each activity is assigned a certain number of credits based on its duration, complexity, and learning outcomes.
2. **Transferability of Credits:** Allow students to transfer credits earned from one program or institution to another within a defined credit transfer framework. This enables students to build upon their prior learning experiences and seamlessly transition between different educational pathways.
3. **Recognition of Prior Learning:** Recognize and assess students' prior learning experiences, including work experience, volunteer activities, and informal learning, for academic credit. This allows students to demonstrate their existing

knowledge and skills and receive credit for relevant competencies.

4. **Individualized Learning Paths:** Enable students to design their own learning paths based on their interests, career goals, and learning needs. Students can choose from a variety of courses and learning opportunities to tailor their educational experiences and earn credits towards their degree or certification.
5. **Competency-Based Assessment:** Shift towards a competency-based assessment approach where students are evaluated based on their mastery of specific learning outcomes rather than time spent in the classroom. This allows for more personalized and flexible learning experiences and ensures that students develop the necessary competencies to become effective educators.
6. **Portfolio Assessment:** Implement portfolio assessment methods where students compile evidence of their learning, achievements, and experiences to demonstrate their competencies and earn credits. Portfolios may include reflections, artifacts, projects, and assessments that showcase students' growth and development over time.
7. **Faculty Development:** Provide training and support for faculty members to effectively implement an ABC system and design competency-based curriculum and assessments. Faculty members play a crucial role in guiding students through their learning journeys and assessing their progress towards achieving learning outcomes.
8. **Quality Assurance:** Establish quality assurance mechanisms to ensure the rigor and validity of assessments and credits awarded through the ABC system. This may involve regular reviews of curriculum, assessments, and student portfolios, as well as external accreditation processes.
9. **Student Support Services:** Offer academic advising, counseling, and mentoring services to support students in navigating the ABC system and planning their academic and career pathways. Providing guidance and support can help students make informed decisions and achieve their educational goals.

## 17.Skill development:

1. **Communication Skills:** Offer workshops and courses focused on enhancing communication skills, including effective verbal communication, active listening, and nonverbal communication. These skills are crucial for building rapport with students, colleagues, and parents.
2. **Pedagogical Skills:** Provide training in pedagogical techniques and instructional strategies that promote student engagement, critical thinking, and active learning. This may include

workshops on lesson planning, classroom management, differentiated instruction, and assessment methods.

3. **Technology Integration:** Offer courses and hands-on training in educational technology tools and digital resources that can enhance teaching and learning experiences. This includes learning management systems, multimedia presentations, online collaboration platforms, and educational apps.
4. **Content Knowledge:** Ensure that teacher training programs include rigorous coursework and practical experiences to develop strong content knowledge in relevant subject areas. This is essential for effectively delivering curriculum content and facilitating meaningful learning experiences for students.
5. **Inclusive Teaching Practices:** Provide training in inclusive teaching practices that address the diverse learning needs of students, including those with disabilities, English language learners, and students from diverse cultural backgrounds. This may involve workshops on universal design for learning, differentiated instruction, and culturally responsive teaching.
6. **Classroom Management:** Offer training in effective classroom management strategies that create a positive and productive learning environment. This includes techniques for establishing routines, managing transitions, addressing behavior issues, and promoting positive social interactions among students.
7. **Critical Thinking and Problem-Solving Skills:** Incorporate activities and assignments that encourage students to develop critical thinking, problem-solving, and decision-making skills. This may involve case studies, group projects, simulations, and reflective exercises that challenge students to analyze complex issues and develop creative solutions.
8. **Collaborative Skills:** Promote collaborative skills through group projects, cooperative learning activities, and peer mentoring initiatives. Encourage students to work collaboratively with colleagues, parents, and community stakeholders to support student learning and achievement.
9. **Professional Development:** Provide opportunities for ongoing professional development and continuing education to support the lifelong learning and career advancement of educators. This may include workshops, conferences, webinars, and networking events focused on emerging trends and best practices in education.
10. **Reflective Practice:** Cultivate a culture of reflective practice where students are encouraged to critically reflect on their teaching experiences, identify areas for improvement, and set goals for professional growth. This may involve

journaling, peer observations, and guided reflection exercises.

## 18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Integrating Indian knowledge systems into women's teacher training colleges can provide future educators with a deeper understanding of cultural heritage, holistic pedagogies, and inclusive practices. Here's how Indian knowledge systems can be appropriately integrated into teacher training programs for women:

1. **Curriculum Enrichment:** Enhance the teacher training curriculum by incorporating courses and modules that explore Indian knowledge systems such as Ayurveda, Yoga, Vedanta, Jyotisha (astrology), Vastu Shastra (architecture), and Indian philosophy. These courses can be integrated into existing subjects like pedagogy, psychology, and educational theory.
2. **Historical Context:** Provide insights into the historical development and philosophical foundations of Indian knowledge systems. Help students understand how these systems have evolved over time and their relevance to contemporary education practices.
3. **Holistic Education:** Emphasize holistic approaches to education inspired by Indian philosophies, which consider the intellectual, emotional, physical, and spiritual dimensions of learning. Encourage students to explore holistic pedagogies that promote well-being, mindfulness, and self-awareness.
4. **Cultural Sensitivity:** Foster cultural sensitivity and appreciation for diverse worldviews by incorporating perspectives from Indian knowledge systems into discussions on global education. Help students recognize the interconnectedness of cultures and the importance of respecting cultural diversity in educational contexts.
5. **Inclusive Pedagogy:** Integrate inclusive pedagogical practices inspired by Indian knowledge systems that recognize and accommodate diverse learning styles, abilities, and backgrounds. Encourage students to develop teaching strategies that cater to the needs of all learners, including those with disabilities and from marginalized communities.
6. **Practical Applications:** Explore practical applications of Indian knowledge systems in teaching and learning contexts. For example, incorporate principles of Yoga and mindfulness into classroom management techniques, or use storytelling from Indian epics to teach moral values and ethics.
7. **Community Engagement:** Facilitate opportunities for students to engage with local communities and practitioners of Indian knowledge systems through field visits, internships, and collaborative projects. Encourage dialogue and collaboration

between educators and traditional knowledge holders to enrich teaching practices.

8. **Professional Development:** Provide professional development opportunities for faculty members to deepen their understanding of Indian knowledge systems and integrate them into their teaching practices. Offer workshops, seminars, and training programs focused on incorporating indigenous knowledge into education.
9. **Research and Innovation:** Support research initiatives that explore the intersection of Indian knowledge systems and modern education. Encourage students and faculty to conduct research on topics such as indigenous pedagogies, cultural sustainability, and the role of traditional knowledge in addressing contemporary educational challenges.
10. **Ethical Considerations:** Promote ethical considerations in the integration of Indian knowledge systems, including respect for intellectual property rights, cultural authenticity, and informed consent. Encourage students and faculty to engage in ethical reflection and dialogue when working with indigenous knowledge.

#### **19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):**

1. **Real-world Relevance:** Learning outcomes in OBE often emphasize the development of skills and knowledge that are directly applicable to real-world situations. This helps prepare students for success in their future careers and endeavors.
2. **Transparency and Accountability:** OBE promotes transparency by clearly articulating learning outcomes and assessment criteria to students. It also holds educators accountable for ensuring that students
3. **Student-Centered Approach:** OBE places emphasis on the needs and abilities of individual students. It aims to provide personalized learning experiences tailored to meet the diverse needs of learners.
4. **Continuous Improvement:** OBE emphasizes continuous assessment and feedback to monitor student progress and make adjustments to instruction and curriculum as needed. This helps ensure that students are on track to achieve the desired outcomes.
5. **Authentic Assessment:** Assessment in OBE focuses on measuring students' ability to apply their knowledge and skills in real-world contexts. This often involves the use of performance-based

Overall, OBE aims to shift the focus of education from covering content to ensuring that students actually learn and can

demonstrate their understanding and proficiency in meaningful ways. By prioritizing outcomes, OBE seeks to make education

## 20.Distance education/online education:

1. **Curriculum Development:** Design and develop online courses that align with the curriculum of traditional teacher training programs. Ensure that courses cover essential topics in education, pedagogy, subject-specific content, and practical teaching skills.
2. **Interactive Learning Platforms:** Implement interactive learning platforms that facilitate engagement and collaboration among students and instructors. Utilize features such as discussion forums, chat rooms, video conferencing, and virtual classrooms to promote interaction and peer-to-peer learning.
3. **Multimedia Resources:** Incorporate multimedia resources such as video lectures, animations, simulations, and interactive exercises to enhance learning experiences. Provide access to digital libraries, educational videos, and online databases to support self-directed learning and research.
4. **Flexible Scheduling:** Offer flexible scheduling options that accommodate the needs of women learners who may have family or work responsibilities. Provide asynchronous learning opportunities, allowing students to access course materials and participate in discussions at their convenience.
5. **Practicum and Field Experience:** Develop innovative approaches for conducting practicum and field experience components of teacher training programs in virtual or blended formats. Explore virtual classroom observation tools, simulated teaching environments, and online mentoring programs.
6. **Support Services:** Provide comprehensive support services for online learners, including academic advising, technical support, counseling, and access to online tutoring and writing centers. Ensure that students have access to resources and assistance throughout their online learning journey.
7. **Faculty Training:** Offer professional development and training opportunities for faculty members to enhance their skills in online teaching and instructional design. Provide support and resources to help faculty create engaging, interactive, and effective online learning experiences.
8. **Assessment and Feedback:** Implement online assessment methods such as quizzes, exams, essays, and projects to evaluate students' understanding and application of course material. Provide timely feedback and support to help students track their progress and improve their performance.
9. **Quality Assurance:** Establish quality assurance mechanisms to ensure the rigor and effectiveness of online courses and programs. Conduct regular reviews of course materials,

assessments, and instructional practices to maintain high standards of education and student learning outcomes.

10. Community Building: Foster a sense of community and belonging among online learners through virtual orientation sessions, online student clubs and organizations, and social media groups. Encourage collaboration, networking, and peer support among students in online learning environments.

<b>Extended Profile</b>	
<b>1.Student</b>	
2.1 Number of students on roll during the year	50
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
2.2 Number of seats sanctioned during the year	50
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	38
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
2.4 Number of outgoing / final year students during the year:	50
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
2.5 Number of graduating students during the year	50
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
2.6 Number of students enrolled during the year	50
<b>File Description</b>	<b>Documents</b>

Data Template	<a href="#">View File</a>
<b>2.Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	2
4.2 Total number of computers on campus for academic purposes	15
<b>3.Teacher</b>	
5.1 Number of full-time teachers during the year:	4
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2 Number of sanctioned posts for the year:	7

## Part B

### CURRICULAR ASPECTS

#### 1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

In the Academic Year 2021-2022 after Covid-19 also as like the previous the institution has the mechanism for well planned offline curriculum and documentation. Our institute flexibly follow the NCTE curriculum for Two year B.Ed. course. The nature of experiences to be offered to student-teachers to make them reflective practitioners. The course it offers a comprehensive coverage of themes and rigorous field engagement .students, school, and community. The programme is comprised of three br related curricular areas. It includes Perspectives in Education, Curr and Pedagogical Studies, Engagement with the field. All the courses i built field based units of study and projects along with theoretical from the interdisciplinary perspectives. Engagement with the field is curricular component that is meant to holistically link all the courses the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. Transaction of courses is to be done using a variety of approaches such as, case stu group presentations, projects, discussions on reflective journals, obse of children and interactions with the community in

multiple socio cul environments. We have deliberately discuss and distribute the Perspec Education courses according to the interest, aptitude and in-depth st vast experience of theory paper teaching.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni</b></p>	<p>A. All of the above</p>
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File Description	Documents
Data as per Data Template	No File Uploaded
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	No File Uploaded
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	<a href="#">View File</a>

<p><b>1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers</b></p>	<p>A. All of the Above</p>
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File Description	Documents
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Data as per Data Template	No File Uploaded
URL to the page on website where the PLOs and CLOs are listed	<a href="https://mvpeducation.org.in/">https://mvpeducation.org.in/</a>
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	<a href="#">View File</a>

## 1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

11

File Description	Documents
Data as per Data Template	No File Uploaded
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="https://mvpeducation.org.in/">https://mvpeducation.org.in/</a>

1.2.2 - Number of value-added courses offered during the year

0

1.2.2.1 - Number of value-added courses offered during the year

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

0

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance**

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.2.5 - Number of students who have completed self-study courses ( online /offline, beyond the curriculum) during the year**

0

**1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year**

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### **1.3 - Curriculum Enrichment**

**1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each**

A fundamental or coherent understanding of the field of teacher education

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization

Capability to extrapolate from what one has learnt and apply acquired competencies

Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

All the seven teacher educators are the method masters. All the student teachers complete the sectional work under the guidance of method masters. Engagement with the field includes the self, the child, Community and This curricular area has three components. Tasks and Assignments throughout all the courses as indicated in the year wise distribution of syllabus. Second biggest area is School Internship Programme. In the first year, there is work on the field amounting to minimum four weeks, spread over several days throughout the year. This includes one week of school engagement and three weeks of other engagement. In the second year there is minimum sixteen weeks of engagement with the field of which fifteen weeks are school internship and one week for other field engagements. Thus minimum twenty weeks allocated over the two years for tasks, assignments and internship in the field under the broad curricular area Engagement with field. Third one-pronged zone courses on Enhancing Professional Capacity pre-planned Academic Calendar helps to our institution.

File Description	Documents
List of activities conducted in support of each of the above	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	No File Uploaded

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

Recommendations and suggestions of apex bodies, statutory committees, the National and State policies, NCTE norms, NAAC and Autonomous benchmarks are reflected while planning, reviewing and enriching the B.Ed. two year curriculum. Specific areas of skills, values and attitudinal grooming are focused through Perspectives, electives, methodologies, EPC's. Exposure to functioning of various boards of school education, functional differences among them and the assessment tools and techniques reflected in the core and methodologies which also includes inclusive education. For all the 4 semesters student teachers familiarize with the diversities in school system. We prepare to optimize the pre phase, the task based and post phase of the teacher training programme. The support system like library, laboratory, technology gadgets, online platform, practical sessions are reflected in the semester. Some of the highlights in our curriculum formulated after empirical research and incorporated are, engagement in task-based learning, elucidating capacity building through professional responsibilities, developing aesthetic recreational capabilities through co-scholastic domain during the formative phase of the curriculum transaction following Choice Based Credit System of evaluation.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	<a href="#">View File</a>

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The NCTE Two-year B.Ed. Programme and outlines the nature of experiences to be offered to the student-teachers to make them reflective practitioners. The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme is comprised of three broad inter-related curricular areas - I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments. The programme shall comprise three broad curricular areas - Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. Perspectives in Education includes courses in the study of childhood, child development and adolescence, contemporary India and education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The following are the six courses to be transacted in the two year period, under the curricular area of Perspectives in Education.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	<a href="#">View File</a>

#### 1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum - semester wise from various stakeholders. Structured feedback is

All of the above

**obtained from Students Teachers  
Employers Alumni Practice Teaching  
Schools/TEI**

File Description	Documents
Sample filled-in feedback forms of the stake holders	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following**

Feedback collected, analyzed and action taken

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	No File Uploaded
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	<a href="#">View File</a>

## **TEACHING-LEARNING AND EVALUATION**

**2.1 - Student Enrollment and Profile**

**2.1.1 - Enrolment of students during the year**

50

**2.1.1.1 - Number of students enrolled during the year**

50

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year**

38

**2.1.2.1 - Number of students enrolled from the reserved categories during the year**

38

File Description	Documents
Data as per Data Template	<a href="#">View File</a>

Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View File</a>
Final admission list published by the HEI	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	<a href="#">View File</a>

### 2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

0

#### 2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

Our College admissions are on merit. The institution has made the following provision: Face to face interview with the Principal, interaction with parents. Content test conducted at the beginning of the course to identify students' knowledge in respective methodologies. Based on the assessment, in the content test in different methodologies, remedial activities and enrichment programmes are offered. Interaction of Principal and faculty with students, self-introduction, orientation about college and Departments. Physical Activities, Literary Activities, Syllabus Orientation, Visit to Schools, includes alumni on various themes, plantation :each one plant one, Mentoring. Areas like communication skills, computer knowledge and personality development sessions are assessed. Provision of selection of the optional subjects in accordance to student's abilities, interest and hobbies are also oriented to students. A series of talent search programmes in various fields i.e. sports, dramatics, literary and arts are organized every year in order to discover the hidden talents and potentialities of the students. Assessment techniques are used to

identify the special abilities, personal feelings, personal goals, achievements, strengths and drawbacks, etc.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs**

All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity**

All of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	No File Uploaded
Reports with seal and signature of the Principal	No File Uploaded

Photographs with caption and date	No File Uploaded
Any other relevant information	<a href="#">View File</a>

## 2.2.4 - Student-Mentor ratio for the academic year

1 : 15

### 2.2.4.1 - Number of mentors in the Institution

4

File Description	Documents
Data as per Data Template	No File Uploaded
Relevant documents of mentor-mentee activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	<a href="#">View File</a>

## 2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The college helps in applying capabilities and expertise in designing studentcentric,need-based curriculum paving the way for effective classroom transactions,implementing concepts for electives and specialized courses, imparting different types of teaching approaches to ensure no student is left behind.When concepts both theory and practicals are introduced in class, students are required to construct meaningful learning. Classroom transaction involves discussions, collaborative learning, problem solving, gaming, peer assisted learning, concept mapping, theme based activities, assignment, seminar presentation,projects, creating portfolios, showcasing reflections, action research etc. Assessment is based on submitted work for holistic learning wherein assessment is through competitions, external and internal educational based participation, field work, designing awareness campaigns, portfolios to name a few which develops the skills for creating and evolving knowledge. Participation in various competitions exposes them to the real world and allows them to demonstrate their skills enhancing capacity building. The theoretical knowledge is consolidated and internalized through field visits, projects, case studies to perceive, contextualize using simulation, and develop far sightedness in their pursuit for seeking solutions equipping them with skills that will enhance their career prospects. Further, school visits,internships, allow students to understand how to develop education processes for classroom transaction.Students are provided with on-the-job training through different boards specific to internships at

various levels. Guest Lectures supplement the teaching process and provide experiential learning. Drama and Art occupies significant and integral part of the college's teaching & learning process.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year**

4

File Description	Documents
Data as per Data Template	No File Uploaded
Link to LMS	Nil
Any other relevant information	No File Uploaded

**2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year**

50

File Description	Documents
Data as per Data Template	No File Uploaded
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports**

Five/Six of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded

Link of resources used	Nil
Any other relevant information	<a href="#">View File</a>

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

Community outreach initiatives also help in understanding the importance of teamwork. Mentors are allotted with students from first and second year each as mentees and first semester students are enquired about their personal details as they come from varied socio-economic, religious and language backgrounds. Staff of our college also represent the diverse environment which often helps in handling diversity and teaching them to work in teams. The mentor meets all the mentees under his/her mentorship at least once a month or as and when needed. Records of all such interactions are kept confidential. Counselling is organised by the guidance and counselling cell through a pool of academicians, alumni and in house faculty who are willing to provide career and personal counseling and teach teamwork. Diversity is nurtured through active learning, Group learning, Group discussions, individualised feedback, and independent learning. Consistent communication, practice of cultural and religious sensitivity, freedom and flexibility in the teaching learning environment, acknowledgement of individual differences, bilingual interactions in the classroom, rich teaching learning materials in Marathi, provide ample space for respecting student diversity. The code of conduct guidelines provided by the college help in ensuring the correct way of actions and behaviour in the college. All students and teachers are encouraged to treat their colleagues and authorities with courtesy at all times irrespective of their professional status.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Five/Six of the above

File Description	Documents
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Data as per Data Template	No File Uploaded
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

### 2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

Student teachers practice different innovative models and approaches beginning from Semester I to IV with emphasis on primary, elementary and secondary levels of teaching processes. In Pedagogy of languages, students prepare lesson plans based on Concept Attainment Model (CAM), Value based, Team teaching and Appreciation of poetry. In pedagogy of subject methodologies students prepare lesson plan based on CAM, ICT Based lessons/ E - Content Modules, Value based lessons, lesson plans based on Constructivism-5 E-Model. Thus leading to social responsibility. These practices leads to promotion of life skills such as reflective thinking, self-awareness and confidence in designing instructional plans. During teaching, students are encouraged to work in teams, which enables them to work with cooperation and coordination. Simulated demonstration sessions of the faculty permeates the foundation for the organisation of the teaching learning process, inculcating values, in building the developmental phase into specific domains such as classroom management, self-adapting capacity to changing scenario culminating to reflection and disposition of the teacher behaviour component. The concerned methodology lecturers demonstrate each skill.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

### 2.4 - Competency and Skill Development

**2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)**

All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

Ten/All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning**

All of the above

**situations along with teacher and peer feedback**

File Description	Documents
Data as per Data Template	No File Uploaded
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales**

All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations**

All of the above

File Description	Documents
Data as per Data Template	No File Uploaded

Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

<b>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event</b>	All of the above
--	------------------

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

<b>2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study</b>	All of the above
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File Description	Documents
Data as per Data Template	No File Uploaded
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for**

internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

College sends student teachers to internship programme in four semesters catering to different levels. Selection/ identification of schools for internship are done keeping in mind the proximity, ideology, the abilities of the students, standard of the school, medium of instruction, distance from homes to school, methodology requirements of the schools etc. Communication is shared regarding dates, classes and the ratio of student teachers, rubrics, criteria for evaluation/observation for four semesters for a period of 19 weeks from primary to secondary levels. Principals of the schools are requested to make provisions for student teachers to observe master teachers to learn different techniques, strategies and approaches who also identify & observe their best practices. Students are oriented and demonstrated to use different strategies of teaching, design instructional teaching, activities, evaluation tools etc. Practicing different innovative models, strategies and approaches under simulation sessions are implemented during internship.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.9 - Number of students attached to each school for internship during the academic year**

**2.4.9.1 - Number of final year students during the academic year**

50

File Description	Documents
Data as per Data Template	No File Uploaded
Plan of teacher engagement in school internship	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning - home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports**

Nine/All of the above

File Description	Documents
Data as per Data Template	No File Uploaded

Sample copies for each of selected activities claimed	No File Uploaded
School-wise internship reports showing student engagement in activities claimed	No File Uploaded
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

During admissions, the principal meets the enrolled students personally to observe their attitudes and dedication towards the teaching profession. A pathway is laid during the induction programme to induce the teacher behavioral components. Everyday assembly is a platform for reading and reflecting on teachers' role and responsibilities to instill the fundamentals of this career towards the society. These initiatives are a deliberate effort to align them into this profession. They assist student teachers in planning period plans and assessment tools and the content developed. Demonstration lessons by the teacher educators is modeled. The teacher educators identifies special schools, orient them to apply theoretical, pedagogical & practical knowledge during the internship. They also monitor interns' progress, provide feedback, assist students in finding required assistive technology resources. The teacher educators serve as a liaison with the special school personnel. Peers with the same lessons sit together to conceptualize ideas contextually and sustain one another during the course.

File Description	Documents
Documentary evidence in support of the response	No File Uploaded
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School\* Teachers Principal / School\* Principal B. Ed Students / School\* Students (\* 'Schools' to be read as "TEIs" for PG programmes)

All of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
Two filled in sample observation formats for each of the claimed	No File

assessors	Uploaded
Any other relevant information	No File Uploaded
<b>2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness</b>	Five of the above
<b>2.5 - Teacher Profile and Quality</b>	
<b>2.5.1 - Number of fulltime teachers against sanctioned posts during the year</b>	
4	
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	No File Uploaded
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded
<b>2.5.2 - Number of fulltime teachers with Ph. D. degree during the year</b>	
02	
File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	No File Uploaded
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded
<b>2.5.3 - Number of teaching experience of full time teachers for the during the year</b>	
15	

### 2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

60

File Description	Documents
Copy of the appointment letters of the fulltime teachers	No File Uploaded
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words

1. In house discussions on current developments and issues in education
2. Share information with colleagues and with other institutions on policies and regulations

1. Preparation of lesson plans
2. Developing assessment tools for both online and offline learning
3. Effective use of social media/learning apps/adaptive devices for learning
4. Identifying and selecting/ developing online learning resources
5. Evolving learning sequences (learning activities) for online as well as face to face situations

File Description	Documents
Documentary evidence to support the claim	No File Uploaded
Any other relevant information	No File Uploaded

### 2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Microteaching skills. The students are assigned topics from school curriculum to teach for 10 minutes. In this process their level of teaching competencies are assessed primarily and later pedagogical training is attuned accordingly, which helps the teacher educator in designing the methods of teaching. Assignments allotted are focused on deriving critical thinking, problem solving and self-reflection. Project based learning activities search for efficacy in team work, compilation, presentation skills, analyzing and showcasing. During the peer-teaching sessions, the triangulation approach is applied for assessment. Predominantly, evaluation system is diverse and uses different types of assessment tools and techniques to check the progress

- 1) Mentor Assessment proforma
- 2) practical aspects in all courses

- 3) Field work
- 6) Literary references
- 7) Preparation of subject / project materials
- 8) ICT based teaching.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

**2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually**

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	No File Uploaded
Annual Institutional plan of action for internal evaluation	No File Uploaded
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

**2.6.3 - Mechanism for grievance redressal related to examination is operationally effective**

College's mechanism to deal with examination related grievances is transparent, time bound and efficient. The students can approach the principal, lecturers and controller to redress their examination related grievances as per the requirement of and jurisdiction of the grievance. Students who are not comfortable approaching faculty or the Principal with regard to evaluation issues, can use the suggestion box to drop in their dissatisfaction. The objective is to ensure that the views of each grievant and respondent are respected and that any party to a grievance is neither discriminated against nor victimised. An examination committee operates and Written grievances received are

discussed in the committee meeting and resolved on a case -by - case basis. Students found with shortage of attendance too can avail the College's grievance process. Genuine cases are considered, addressed and resolved. Shortage of attendance is compensated with library hours and submission of medical certificate. Grievances related to the examination schedule and time-table are addressed during emergency e.g pandemic and re-scheduled with prior notice.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

Before the commencement of the academic year, the Institution prepares an 'academic calendar' containing the relevant information regarding the teaching learning schedule, various events to be organized, dates of internals, semester end examination, inter semester break etc. As attendance is mandatory, the internship programme & practicals are followed as scheduled. The academic calendar follows the NCTE norms of working days per semester followed by examination. The orientation & field work, practicals and showcasing of projects are earmarked meticulously. The Examination Committee monitors the overall internal assessment process and moderation if needed. The controller of examination ensure transparency and accountability of the conduct of internal evaluation. Further, at every step the following are ensured in compliance with the internal evaluation process: Autonomy is accorded to the faculty members not only in the conduct of internal evaluation but also in preparation of the format, content and approach. During the Pandemic the faculty adopted diversified patterns of internal assessment to ensure quality. Internship programmes are scheduled at different levels from semester I to IV to continuously assess the student teacher's progress and improvement in teaching skills. Minor changes are made in the schedules dates based on the request from the cooperating schools. The in-house teaching programmes of peer teaching and innovative teaching are adhered to the schedule and were conducted online during the pandemic

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

**2.7 - Student Performance and Learning Outcomes**

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

College's curriculum was drafted based on the learning outcomes in line with the vision and mission of the college. Since the ongoing NAAC period has to be in compliance with the current NAAC guidelines, college is in the process of converting the PO/CO system as evidenced by the documentation uploaded. Being in the inception stage, the system will be explored and expanded with existing processes to be revisited and redefined. The teaching learning process of the institution is student centric with experiential, participatory learning, problem solving, and other emerging pedagogical approaches. The essence of teaching lies in the art of convincing the learner through an interactive process. The variations in the pedagogies include customizing to the diverse needs of the learner. The transaction of curriculum creates a link between learner, syllabus, content, skills with required support system. Expected behavioural changes defined in the course outcomes are mapped to programme outcome to identify the differential improvement and final attainments that are sustainable. Conceptions and perceptions about students' learning form the basis of transforming teaching to innovative learning through varied strategies. The pedagogies are aligned to the course outcomes, formulated based on knowledge, skill and attitude to be developed, mapped to programme outcome.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	No File Uploaded
Result sheet for each year received from the Affiliating University	No File Uploaded
Certified report from the Head of the Institution indicating pass percentage of students program-wise	No File Uploaded
Any other relevant information	No File Uploaded

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Learning tasks through the course for UG are designed to construct conscious thinking and to attain the meaning of the concepts while thinking about the thinking process which would develop the skills of ability to control the levels of thinking and lead it towards metacognition. The attainment of metacognition is the complex

process emphasised in core papers. Specific rubrics are prepared to pin-point the observation towards professional standards expected from them. Personal attainment like self-awareness, self-worthiness, good listening skills, articulation, classroom dynamics, joyful learning strategies, creation of a caring environment, developing empathetic feelings, and all higher order thinking activities practised during internships are evidences of learning outcomes of professional and personal attributes. The choice based credit-system is a universal assessment system which was implemented in 2015, makes our student teachers attain the idea of assigning credits and transfers hours into merit card. Learning tasks involves concept writing, mind mapping, one-minute paper, real time reaction, chain notes recreational activities, which are applied to engage with content, accelerate designing learning tasks at all levels of preparation, in documenting students' progress towards attaining PLOs with 50% weightage for practicals in the programme outcome.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	No File Uploaded
Any other relevant information	No File Uploaded

#### 2.7.4 - Performance of outgoing students in internal assessment

##### 2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

35

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	No File Uploaded
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	No File Uploaded
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

An initial effort is taken to assess the developmental stages of pre- service teachers and judiciously plan the sessions that are tailor made for the specific needs of the batch enrolled. Functioning of an autonomous institution is explained to assess the student teachers commitment towards self and society while they interact during ice breaking sessions. This performance would give insights into their attitudinal dispositions, which are attended to and formed during the formative phase. There is a deliberate effort to identify a list of skills that the enrolled

candidates have achieved laurels at State and National level. Their talents are assessed and motivated to lead peers and others towards a joyful blended learning. Literature on Teacher education has multitudinous theories regarding the developmental stages of pre-service teachers. From academics to practicals, specific assessment strategies are applied through the continuous internals project based learning. They are not only deconstructed and reconstructed, but the in-service teachers are placed as observers to understand core practices, imitators, practitioners, before they articulate and absorb the styles of teaching. Their pre-suppositions and dispositions about the methods and techniques to be adapted at schools are demonstrated, making them as assessors,

File Description	Documents
Documentary evidence in respect to claim	No File Uploaded
Any other relevant information	No File Uploaded

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

97.81

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

#### 3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

#### 3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of

One of the above

<p><b>Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</b></p>	
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File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

<p><b>3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports</b></p>	<p>One of the above</p>
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File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

<p><b>3.2 - Research Publications</b></p>
<p><b>3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year</b></p>
<p>02</p>

File Description	Documents
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Data as per Data Template	<a href="#">View File</a>
First page of the article/journals with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded

### 3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

00

File Description	Documents
Data as per Data Template	No File Uploaded
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

### 3.3 - Outreach Activities

#### 3.3.1 - Number of outreach activities organized by the institution during the year

##### 3.3.1.1 - Total number of outreach activities organized by the institution during the year

5

File Description	Documents
Data as per Data Template	No File Uploaded
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

#### 3.3.2 - Number of students participating in outreach activities organized by the institution during the year

##### 3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

50

File Description	Documents
------------------	-----------

Event-wise newspaper clippings / videos / photographs with captions and dates	No File Uploaded
Report of each outreach activity with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

### 3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

Nil

#### 3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

50

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of the claim along with photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

### 3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

Outreach activities aimed at influencing and sensitizing students in teacher training colleges involve engaging with the community to create awareness, promote social responsibility, and develop a deeper understanding of diverse societal issues. Some examples of such activities include:

1. **Community Service Projects:** Organizing community service projects where students actively participate in activities such as volunteering at local schools, orphanages, senior citizen homes, or environmental cleanup drives. These experiences help students develop empathy, leadership skills, and a sense of civic responsibility.
2. **Teaching Practicums in Local Schools:** Arranging teaching practicums or internships for students in local schools, allowing them to gain practical teaching experience under the guidance of experienced educators. This provides students with exposure to diverse teaching environments and communities, fostering cultural sensitivity and understanding.
3. **Workshops and Seminars:** Conducting workshops, seminars, or awareness campaigns in collaboration with community

organizations or local government bodies on topics such as inclusive education, environmental conservation, health and hygiene, and civic engagement. These events provide opportunities for students to interact with community members, experts, and stakeholders, broadening their perspectives and knowledge base.

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
Report of each outreach activity signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

### 3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

### 3.4 - Collaboration and Linkages

#### 3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

0

##### 3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
List of teachers/students benefited by linkage - exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

#### 3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

**3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges**

None of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Report of each activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

## **INFRASTRUCTURE AND LEARNING RESOURCES**

### **4.1 - Physical Facilities**

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching -Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

**SCIENCE LABORATORY** Science Laboratory is used for the experiment required for work. Professors use science material and Mathematics for Demonstration lessons, micro teaching lessons, Simulated lessons, Models of teaching lessons, and practice lessons are arranged by time-table for students. Trainee students use materials according to their necessity in practice teaching lessons

**PSYCHOLOGY LABORATORY** Psychology Laboratory is used for 3 hours a twice in week for 4 out of 12 Psychological Experiments in the subject of Educational psychological in the B.Ed. course. The college has well equipped psychology Laboratory. B.Ed. students do the experiments themselves and write reports in the experiment book.

**COMPUTER LABORATORY** The practical work is completed by the teacher trainee attending the computer room as per the schedule. They keep quite in computer room and do not do unnecessary personal computer work in department after completing the practical work computer should shut down. Use of objectionable website is a serious crime and use of prohibited website is avoided otherwise action is taken. Computer room is kept clean. Students keep their educational material safe in the places.

File Description	Documents
List of physical facilities available for teaching learning	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

**4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.**

**4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities**

11

File Description	Documents
Data as per Data Template	No File Uploaded
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

**4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)**

4

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	No File Uploaded
Any other relevant information	No File Uploaded

**4.2 - Library as a Learning Resource**

**4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 - 200 words.**

Principal of the college has already taken a review of the plan regarding library automation . It has been found that in such automation process, the function that may be automated and any or all of the following acquisition cataloging , member management ,

circulation, serials control, entry library lending and access to online public access catalogue. The principal of the college has appointed a committee to develop a college library system. It is a future project that manages and stores books information electronically according to the need of the students. The systems help both students and the librarian to keep a constant track of all the books available in the library. It allows both the admin and the students to search for the desired books.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

**4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words**

During this period the students and the college faculties used this facility to get the online books, reference material as well as research material. The college intends to renew the shodhganga facility from Shivaji university by renewing the MOU with the university. This college does not have remote access in the library. The remote access in library means the students and the teachers can access the library content anytime and from anywhere. There are many ways to enable remote access for your users, and many institutions already have such mechanism in place i.e. proxy, VPN, Federal access etc.

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

**4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases**

Two of the above

File Description	Documents
Data as per Data template	No File Uploaded
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

**4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)**

0.02

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	No File Uploaded

**4.2.5 - Per day usage of library by teachers and students during the academic year****4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year**

50

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

**4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education - general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College**

All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Any other relevant information	No File Uploaded

**4.3 - ICT Infrastructure**

**4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words**

As per the B.Ed. syllabus the students and the faculty members use the ICT facilities in the computer hall where these facilities are provided to them. They use their cell phone, Internet, Google, and the social media like Whatapp, Instagram, Facebook, Twitter etc. especially to obtain the required information in their students and research. They also used the PPT and OHP for making the presentation in their respective subjects.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	No File Uploaded
Any other relevant information	No File Uploaded

**4.3.2 - Student - Computer ratio during the academic year**

1 : 3

File Description	Documents
Data as per data template	No File Uploaded
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

**4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:**

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

**4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit**

Two of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

#### 4.4 - Maintenance of Campus and Infrastructure

##### 4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

0.03

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

All the students of B. Ed. are given discipline according to the attendance number for the psychology experiment in the subject of educational psychology. Library :- Books are exchanged daily in the college library by filling up the book registered. Students are given books of various languages, subject Methodology and magazines. The books are given to the students for extra reading. There is a separate reading room in the library. There is a well equipped library. Computer :- There are 15 computers in the computer lab of our college. Internet facility is available in the computer class room. computer based theoretical parts and demonstrations in the B. Ed. Course are completed daily from 11 am to 5.30 pm. According to the group of students the college have well equipped computer room.

File Description	Documents
Appropriate link(s) on the institutional website	Nil
Any other relevant information	No File Uploaded

#### STUDENT SUPPORT AND PROGRESSION

## 5.1 - Student Support

**5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning**

All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded

**5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable**

One/Two of the above

File Description	Documents
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

**5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the**

B. Any 3 of the above

grievances through appropriate committees	
File Description	Documents
Data as per Data Template for the applicable options	No File Uploaded
Institutional guidelines for students' grievance redressal	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

**5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)**

Two of the above

File Description	Documents
Data as per Data template	No File Uploaded
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	No File Uploaded
Any other relevant information	No File Uploaded

## 5.2 - Student Progression

**5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year**

Number of students placed as teachers/teacher educators	Total number of graduating students
11	50

File Description	Documents
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Data as per Data Template	No File Uploaded
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

### 5.2.2 - Number of student progression to higher education during the academic year

#### 5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

4

File Description	Documents
Data as per Data Template	No File Uploaded
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

### 5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

### 5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The composition of the students? council was established in 2014-15. After 2014-15, the University Act was in the suspension and supposed to be replaced by Public University Act. However, the college took the initiative to give representation to the students from 2015-16 onwards by taking them as members of the college working committees. The initiation taken by the college has fruitful results. The representative students played an active role in the activities and the decisions taken by different committees of the college. There was the development of leadership qualities, confidence, sense of responsibility and active participation among the students. The increase in communication

and healthy dialogue is seen after this initiation. Students' role in academic and administrative bodies: Student's council represents working committees of the college.

Students representation is in the following committees:

College Development Committee .

Internal Quality Assurance Cell .

Grievances Redressal Cell and Anti-ragging Committee .

Student, Teacher, Guardian Co-ordination Committee . .

Student's Welfare, Counseling,

Career Guidance and Placement Cell . .

Library Committee .

Recreation and Health Club .

Campus Cleanness and Beautification Committee .

File Description	Documents
Copy of constitution of student council signed by the Principal	No File Uploaded
List of students represented on different bodies of the Institution signed by the Principal	No File Uploaded
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

### 5.3.2 - Number of sports and cultural events organized at the institution during the year

05

File Description	Documents
Data as per Data Template	No File Uploaded
Reports of the events along with the photographs with captions and dates	No File Uploaded
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

### 5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of

alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

This institution has long tradition of the service to mankind by imparting knowledge and skills. The Proficient teachers as the builders of the nation works for society at large. Many of them were Principals, Head Masters, Senior eminent teachers, Tutors, Educational officers, Educational Catalyst, Active educational workers helps to develop society. Majority of them have retired with great respect. Our Alumni is Prominent for educational services. Now our alumni is under the process of registration. Total official agenda for the upliftment of the institution is in the form of Blue Print. The institution works under the counselling of the eminent alumni.

File Description	Documents
Details of office bearers and members of alumni association	No File Uploaded
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

**5.4.2 - Alumni has an active role in the regular institutional functioning such as**  
**Motivating the freshly enrolled students**  
**Involvement in the in-house curriculum development**  
**Organization of various activities other than class room activities**  
**Support to curriculum delivery**  
**Student mentoring**  
**Financial contribution**  
**Placement advice and support**

One/Two of the above

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
Any other relevant information.	No File Uploaded

**5.4.3 - Number of meetings of Alumni Association held during the year**

03

File Description	Documents
Data as per Data Template	No File Uploaded
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded

Any other relevant information	No File Uploaded
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5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

This institution has long tradition of the service to mankind by imparting knowledge and skills. The Profocient teachers as the builders of the nation works for society at large. Many of them were Principals, Head Masters, Senior eminent teachers, Tutors, Educational officers, Educational Catalist,Active educational workers helps to develop society. Majority of them have retired with great respect. Our Alumni is Prominent for educational services. Now our alumni is under the process of registration. Total official agenda for the upliftment of the institution is in the form of Blue Print. The institution works under the counselling of the eminent alumni.The Alumni Associations helps in many ways viz,selection of experts, infrastructural renovation,Organizing various programmes,Teacher's feedback by regular students.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The students are divide into four groups namely "Nyay, Swatantary, Samata, Bandhuta for better planning. Our college has formed a various committee like IQAC committee, ,B.C. Cell ,Placement Cell, Purchase Committee. The B.Ed. Program has such courses which make them independent and confident for Audit course like Understanding of ICT prepare them for upcoming advance education system, also various functions and activities provide opportunities to students to check their talent and enhance it. appropriate guidance and encouragement is given by Teachers, this process is continuous and ongoing which help us to keep vision in focus. We train intellectually well developed teachers focusing on the vision of this college. All statutory bodies assign and decentralize the quality benchmarks create an intellectual climate by providing opportunities for creative, reflective thinking, analytical thinking and pro-active thinking. The intellectual inputs like classroom discourses, project compilation and showcasing, field studies, in-depth research in novel areas, in-house exposure and

school based internships programmes, seminar presentations, participation in seminars/ workshops/ webinars, learning through add on courses and through co-scholastic activities. The students will be able to promote capabilities for including national values and goals as enshrined in constitution of India

File Description	Documents
Vision and Mission statements of the institution	No File Uploaded
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

Our college has IQAC initiates the process of organizing seminars, webinars, workshops, symposiums in the area of teacher education for quality and delegates responsibilities to the concerned faculty for further designing and implementing them. Members of the IQAC suggest and pave way for achieving benchmarks to be facilitated by the governance and the faculty. It discusses staff's constructive suggestions for desirable changes in the following academic sessions. Co-ordinator of IQAC, with the support of faculty compiles the Annual Quality Assurance Report every year for easy and quick compilation of necessary documents. All faculty members participate in debate on emerging areas before they design the curriculum. The freedom and flexibility is given to the staff for bringing changes and re-designing of projects, practical activities or assessment strategies. Faculty disseminates the rubrics to collect feedback from stakeholders, students, Principals of the schools, alumni and analyse them to formulate an action plan for quality improvement. Functioning debates happen on inclusion of new areas takes decisions regarding revision of curriculum and suggests new projects. Gives suggestions to revise and add subunits and enhance practical activities and review examination patterns. The Institutional administration is participatory and decentralised

File Description	Documents
Relevant documents to indicate decentralization and participative management	No File Uploaded
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of

transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

We have to spend money under given specific head only. If we won't use it under given head the grant gets laps. If there is sanction and no funds in treasury then separate proposal other than budget is produced, demanding specific amount. Students fees are deposited in treasury. Few scholarships are directly credited to students accounts and few are receive to college which are transferred to students account. Record of every penny is maintained. Received grant is used to purchase required amenities. Meetings are conducted and desired purchases are put before the members their consent is taken , Purchase committee is there to buy anything. Purchases are made on GeM portal, which is mandatory for us state Government. This is how everything about finances is open, systematic transparent and can be checked at various levels. All expenditure proposals are budgeted by the Finance Committee and approved by the Governing Body . Regular internal and external auditing is a practice of this college. Performance Appraisal Report (PAR) through mahapar.maharashtra.gov.in for every year to evaluate the every teaching staff.The academic calendar and the syllabus is prepared yearly.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	No File Uploaded
Any other relevant information	No File Uploaded

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

Our focus is on holistic development of students through enhanced teaching learning process. For smooth functioning and achievement of those objectives we have detailed year plan which shows our strategy towards effective execution of teaching learning process.. In this we have to manage two batches with different activities.. We have to balance them for effective output. When Second Year students go for Internships First Year students have lectures in the college ,as we have only 5 faculty members they have to rush to school as well as college daily. We try to find out some via media and balance both batches. There are some important days to be celebrated together we organize them carefully. Planning communication, and coordination all management activities are utmost important and done cautiously. For effective execution of lessons during internships we conduct many workshops like, lesson Planning workshop, Constrictivism , Teaching Aid workshop, Demonstration Lessons, Simulation workshop , Microteaching workshop, Drama and Arts, Health and Physical nEducation Workshop, Action research workshop, Models of teaching, Work experience are followed by group work for better understanding. The time-bound strategic plan so developed is effectively implemented

and supported with appropriate financial allocations. The staff of the college is governed on the principles of participation and transparencies.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Appointment and Service rules and procedure -The college has fully qualified teachers as per the UGC / NCTE/ Affiliating University qualifications prescribed for teacher educators. Accordingly the teaching staff members recruited by our society with the member of Shivaji university, Kolhapur, Subject Expert. Further, their service condition is determined by the Government of Maharashtra. Hence, the college has highly qualified teacher educators with commitment and dedication. The non-teaching staff members are also in position as per the State Government norms. They also work for the quality enhancement of education in the college. The policy implemented as per state Government rules and regulations.

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

**6.2.3 - Implementation of e-governance are in the following areas of operation**  
**Planning and Development Administration**  
**Finance and Accounts Student Admission and Support Examination System**  
**Biometric / digital attendance for staff**  
**Biometric / digital attendance for students**

All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The curriculum development and its subsequent revisions is process oriented delineating the philosophy, goals, objectives, student competencies, learning experiences, instructional strategies, resources and assessment as envisaged in the institution's strategic plan. The curriculum development process is a multi-step, ongoing cyclical process which is carried out in a planned and systematic manner. There are many academic and administrative bodies, committees functioning in our institution. Some Administrative committee are named as Internal Quality Assurance Cell (IQAC) , College Development Committee (CDC) ,Grievance Redressal cell, Women Development cell, Anti Ragging Committee, BC Cell , Health and Hygiene committee, Writing off Committee etc all these committees have at least one meeting in a year. Along with these, there are few academic committee like Student Council ,Planning is done Issues are discussed and resolved and minutes are kept. decisions are conveyed and implementation is done accordingly. As ours is a small unit same people, faculty members are there in different committees,

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	No File Uploaded
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

### 6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Planning is done Issues are discussed and resolved and minutes are kept. decisions are conveyed and implementation is done accordingly. As ours is a small unit same people, faculty members are there in different committees, hence it becomes easy to communicate each other and implement decisions successfully. Congenial atmosphere in the staff room. Recreational programmes organized by the management for the well-being of the staff. Spiritual nourishment is provided through assembly, celebrations prayer meetings and so forth. Library resources, journals, other materials required from outside the college are all made available for the staff to enrich their content .Faculty is informed about their CAS and the provision to secure them whenever they are eligible.The institution conducts seminars for improving the competencies of the teacher educators.The institution invites experts from different fields to conduct workshops, guest lectures, seminars,symposiums and conferences. Extension lectures on research methodology and in house elaborate study on NEP 2020 and attending the same conducted by NAAC.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

**6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year**

0

File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

**6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.**

0

File Description	Documents
Data as per Data Template	No File Uploaded
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	No File Uploaded
Any other relevant information	No File Uploaded

**6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes**

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

The College has a systematic general process to assess both its teaching and non-teaching staff's job performance and productivity in accordance with the College's program educational objectives. In addition to the actual performance, other aspects such as citizenship behavior, potential for future improvement, strengths and weakness are also factored into the appraisal. Every year the management assesses the performance through self-appraisal method. This is one mechanism used by the management to motivate and inform the staff about their performance and required areas for development. The management appreciates and gives increments for genuine contributions towards the welfare of the institution. The College undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The College accords appropriate weightage for these contributions in their overall assessment. Head of the institution gives personal feedback to the staff in the areas required to be improved upon teaching, attitude and research

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	No File Uploaded
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

#### 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The College practices a transparent financial management policy through internal and external audits, wherein the role of the internal and external auditors is clearly defined. The internal auditors examine issues related to the College's practices and risks, while the external auditors examine the financial records and raise opinions regarding the financial health of the College. Internal audits are conducted annually and external audits are conducted twice in a year. All observations emanating from the statutory audit are documented in the report. Objections and

irregularities are examined by the College's financial committee, internal auditor and treasurer and corrective actions taken.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	No File Uploaded
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

#### 6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

00

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

#### 6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The College offers B. Ed programmes. The B.Ed course is run with funds from student tuition fee. Salaries are paid from tuition fee of funds; Actively soliciting pledges; Following up on pledges to obtain funds; Depositing these funds, and Recording the transactions along with restrictions on their use

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

#### 6.5 - Internal Quality Assurance System

##### 6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The IQAC cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It

gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal, communicated or through Suggestion Box . Its major activities include Institutionalisation of number of quality assurance strategies was planned and executed by the college IQAC in the assessment period. They include automation of systems, inculcation of research culture among students, women empowerment activities. In teacher education institutes like ours, which speak about ethics values and skills we also try to inculcate those things among students. Ours is very small unit running only one course, having maximum hundred students at a time still our IQAC functions significantly for institutionalizing the quality assurance strategies and processes. Here again Internship department communicates schools, take their permission, form groups of students, while doing this department coordinates their pedagogical subject, school timings and work place and homes of the students.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

. The teachers maintain their diaries that are periodically checked by respective vice-principals. It helps in monitoring the quality and progress of the teaching-learning process Semester end review of syllabus completion report by each teacher is taken through staff meeting which is another mechanism of monitoring the teaching learning process. IQAC takes review of the activities carried out by different committees periodically and suggests changes, if any, so that the effectiveness of teaching learning process shall enhance Example 1: Evaluation of teacher Educators by other faculty members and students. This happens only once a year but very systematically carried out during demonstration lessons. This is very important activity where faculty members give demonstration lesson in their respective pedagogical subjects where they use respective methodology and techniques to enhance their lesson. Generally it is a model lesson. At the end of lesson teacher educator explains his objectives and method used for the lesson. This lesson is observed by another expert faculty member who discusses in detail the merits and shortcomings of the lesson. Students also participate in discussion. This periodical systematic reviewing enhances teaching learnin

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	No File Uploaded

Any other relevant information	No File Uploaded
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### 6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

4

File Description	Documents
Data as per Data Template	No File Uploaded
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

**6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF**

All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

**6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each**

To see the learning outcomes, the IQAC periodically reviews the teaching process and suggests gradual and regular expansion, upgrades and addition of expected materials, equipment, infrastructure and more. The IQAC always reviews and takes steps to improve the quality of teaching-learning. Projects are complemented with assignments, seminars and group discussions emphasizing on concepts as community studies, action research, teacher competencies etc. Probing into Philosophical and Sociological aspects in all methodologies.

File Description	Documents
Relevant documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

.We have anti sexual harassment and grievance handling committee which ensures absence of any kind of dissatisfaction among stakeholders and promote equality in all spheres. This very motive of the institute is supported by the required infrastructure like counseling and common rooms etc. The institute practices various methodologies to give excellent management education through experiential learning, effective mentorship program, Value based management education which reflects transparency, global inputs provided, outreach programs, emersion programs. Our priority is to believe in making a student fathom the granularities of the corporate world. With a distinctive vision of imparting "Value Based Education" and creating future corporate leaders.

File Description	Documents
Institution's energy policy document	No File Uploaded
Any other relevant information	No File Uploaded

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

**Defined Roles:** Clear roles and responsibilities are assigned to various stakeholders, including the Waste Management Committee, Coordinator, support staff, department heads, and the college community. Each role is crucial for effective waste management.

**\* Environmental Awareness:** The College actively promotes environmental awareness among its students, staff, and faculty. This education encourages waste minimization, reuse, and recycling as part of daily practices.

\* **Recycling Expansion:** The College is committed to expanding its recycling initiatives on campus. This includes transforming waste into valuable resources whenever possible.

\* **Safe Handling:** Mahila Shikshanshastra Mahavidyaly prioritizes the safe handling and storage of waste materials to prevent environmental hazards and health risks.

\* **Training:** The institution provides training on waste management to its staff, students, and stakeholders to ensure that everyone understands their roles and responsibilities in waste management.

\* **Holistic Approach:** A holistic approach to waste management is encouraged within the college community, fostering a sense of collective responsibility for environmental sustainability.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

<b>7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant</b>	Two of the above
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File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

<b>7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage</b>	Two of the above
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File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	No File Uploaded

Any other relevant information	No File Uploaded
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7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Administrative Support Unit, sick room and staff room are changed periodically. The syllabus and other study material to the students. Moreover most of the office communication is done paperless through email communication. Also whatsapp groups are created class wise to communicate any kind of important message to the students. The usage of papers is restricted in every possible way. The institution is supported with an efficient contingency staff meticulously working towards keeping the campus clean. Saturdays are allotted for cleanliness drives in classrooms, labs, corridors, grills, windows mopped thoroughly. The board room, A.V. room, committee room principal's office, prayer room are vacuumed cleaned. Upholsteries of the examination cell, IQAC Cell, Administrative Support Unit, sick room and staff room are changed periodically. The Computer Laboratory is prepped as dust free zones to protect the equipment. The air conditioners are annually serviced for efficient performance.

File Description	Documents
Documents and/or photographs in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

Two of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	No File Uploaded
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

0.01

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

This institution has an advantage of being centrally located. Banking sectors, health care centers, hospitals, cooperating and model schools, temples of worship, railway and metro-stations surround the college within a radius of 1 kilometer. Bakery, stationery shops, pharmacies are at our disposal. On the call doctors are available across the road. The campus environment, practice of mentoring and monitoring progress of the students, support and enhance the effectiveness of the faculty and students. Developing leadership qualities through real worksituation among the students is another feature. Academic and administrative planning is inter-tuned. Every individual employee contributes towards institutional development and goal attainment. Certain Information remains in public domain but some facts are furnished on demand. Resource management practices support and encourage performance improvement, planning and implementation strategies.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

**7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

C. Any 2 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	No File Uploaded

Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

School internship program will be split up to two semesters. In semester 2 students participate in school internship for stray lesson and in semester 3 students participate in internship program for eleven weeks. During the internship student teacher shall as a regular teacher and participate in all the important activities of school, including planning. Teaching and assessment, interact with school and Teacher, community members and children's. The institute wants to provide an opportunity to understand context of teaching in the school •The practice Students teacher are to be actively engaged in teaching at two level namely upper primary and secondary for each students teacher, internship should be conducted preferably in one school for the entire fifteen weeks. They should provide opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in school is to be done for a minimum duration of initial phase of one week for observing a regular classroom with a regular teacher and also include peers observation, teacher's observation and observation of intern lesson by faculty.

File Description	Documents
Photos related to two best practices of the Institution	No File Uploaded
Any other relevant information	No File Uploaded

## 7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

1) Developing the employable skills of the students □Contribution from education is always leading to the effective growth and development off individual in many ways Our institute try to develop teamwork skill, problems solving skills, leadership, using technology in teaching and learning process by conducting various activities and program. i.e. field work workshop, internship program, IT lesson planning workshop etc. Resource person and also faculty members provides career guidance to students. 2)

Developing the cultural heritage of the students Culture is basically the customs, beliefs and the way of living shared by particular society/community/ country. It refers to the values band norms shared by a specific group of people. Cultural influences how we see world. Haw we see the community that we live in and how we l communicate with each other, being a part of a culture influences our learning remembering. Talking and behaving. Therefore culture determines 5p a great extent the teaching and learning style. Various days, birth anniversaries and activities are conducted and celebrated with great enthusiasm

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	No File Uploaded
Any other relevant information	No File Uploaded