SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

ACHARYA JAWADEKAR COLLEGE OF EDUCATION,GARGOTI

HUTATMA MURALIDHARNAGAR SHRI MOUNI VIDYAPEETH, BEHIND SBI,GARGOTI
416209
www.ajcegargoti.info

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Acharya Jawadekar college of Education is one of the oldest teacher training college in the state of Maharashtra which is established in June 1956 .It is one of the primer institution of Shri Mouni Vidyapeeth, Gargoti .Shri Mouni Vidyapeeth was established by Late Dr. V. T. Patil & Internationally acclaimed Educationalist Dr. J. P. Naik to foster Education & training to the students in rural & hilly area. The motto of Shri Mouni Vidyapeeth is **'Rural reconstruction through Education & Education through Rural reconstruction. '**It was an experiment for Rural University based on the vision of Mahatma Gandhi.Dr. Naik was recognized as the topmost 100 Educationalists of the world by UNESCO. He had worked on many National & International Educational Institutions. He had special invitee to UNESCO on compulsory primary Education in the World. He was member secretary of Kothari commission (1964-1966). In the report of Kothari commission he stated that the **'Destiny of Education is shaped in its classroom and Education is the basic instrument of peaceful, social, and economic. Political & cultural transformation.'** He played a pivotal role in establishing many Government & Non Govt.institutions in India such as UGC, NCERT, ICMR,ICSSR, Indian Institution of Education etc. He contributed Educational policies in African states, Japan, France,Berut, Sweden, Australia etc.As Education is the basic instrument of change Dr. Naik laid foundations for many Educational institutions from K. G. to P. G.in Shri Mouni Vidyapeeth. He started Acharya Jawadekar College of Education to train teachers in rural area for his visionary vision of education of masses in rural area.

Acharya Jawadekar college of Education is permanently recognized B. Ed. College by NCTE & recognized under 2F & 12 B of UGC. It is permanently affiliated to Shivaji University Kolhapur. The college had unique feature of preparing quality teaching professionals & administrative officers in the state of Maharashtra. Marathi, Hindi, English. Science, Mathematics, History & Geography & Four Elective Papers are taught .The College runs Two year Semester pattern B. Ed. Course by Shivaji University, Kolhapur.The course is having Four semesters with 96 credits of 2400 marks as per National Curriculum Framework(NCFTE-2014).

Vision

Our Vision

'Not the Training of intellect but the refinement of heart and discipline of spirit commanding Globovisional perspective.'

To fulfill this vision we have been implementing various curricular & co curricular activities as per the B. Ed. curriculum of Shivaji University, Kolhapur. The focus of our college is on intensive training in both foundation course & Practicum course .Student teachers are provided multiple opportunities to demonstrate their knowledge, skills and attitudes related to various teaching & learning areas. Personal, Social National & global values have been taught to the prospective teachers. **Dnyan, Seva, Tyag** value has been followed by our students. Yoga Workshop, Morning assembly, Reading & reflection on various Texts, Seminar on units of study, Role playing, Action research Projects, 20 weeks Internship, Cultural programmes, Psychological testing workshop, teaching aids Preparation Workshop, Enhancing Professional Capacities(EPC) drama & art in Education, Lesson Planning Workshop, Case studies, Group Discussions, Models of Teaching workshop, Field Engagement, Visit to innovative centers of Pedagogy & Learning centers, Educational Tour, Microteaching Workshop, Road shows, Rallies, RSP, Cultural & Sports activities, General Orientation, Community Oriented outreach activities, Environment Awareness progranmme, International Yoga Day etc have been being organized throughout the academic years.

Mission

Our Mission

Preparation of creative and dynamic teaching professsionals striving for perfection and settle for excellence.

Our students have proven our mission and vision came into existence through their interviews and selection in various Government, Semi Government, private Institutes, English & semi English Medium schools & college and Highest rank Administrative posts in SCERT, Novodaya Vidyalaya, Kendriya Vidyalaya, MPSC Examination, TET Examination, CTET Examination etc.They had been being successful in topmost positions in the field of Education & Competitive Examinations. We have been intensively working to maintain quality in every aspect of Teacher Training. 100% Faculty Members are Ph. D. holders who have been working on various university, state & national level professional bodies. All are updaqting their knowledge & skills through teaching ,research & extension and participation in number of Seminars ,Workshops, Conferences (online and offline mode) and forums at national & International level.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 65 Acres Pollution free & Green covered campus
- Supportive Management (Mother Institution)
- Optimum use of infrastructure
- Resourceful R.V. Parulekar central library
- Separate Hostels for Boys & Girls.
- Staff Quarters, GrahakBhandar& Cooperative credit society
- Mahatma phulesadan , Gymnasium, Judo Hall & Playground
- Availability of Local resources: KHC, ICRE, SKB, GTE, CTC, PRTC etc.
- Agriculture Unit of Shri MouniVidyapeeth
- CET based transparent B. Ed. Admission process by the Govt. of MS
- Reservation to SC/ST/NT/OBC/EWS/SBC&consession in tuition fee
- Effective Teaching learning process
- Appointments are done as per UGC/NCTE & Govt. Norms.
- Ph.D. Holder & PG teacher as well as M. Phil.& Ph.D. Guides.
- Well-equipped ICT lab with (10:1 ratio) Internet Facility.
- Sufficient computers in the office & separate computers and laptops are given to staff
- Updated college website
- Participation of community oriented programmes & cultural events during Internship.
- Self-appraisal (PBAS) & Code of conduct system for Teaching & Non-Teaching Staff
- Gender equality & Gender sensitivity programmes are implemented
- Special guidance and counselling to poor & weak students
- 11 Elective subjects including pedagogy subjects.
- CBCS based Semester Pattern Two Year B. Ed. Syllabi
- Transparent Internal & External financial Audit
- Good support from Alumni students & YCMOU students
- Well known Teacher training college in the state of Maharashtra
- B. Ed. CET, TET, CTET, NET, SET & competitive Exam guidance to students
- Transparent assessment & Evaluation system
- 100% Exam results & Zero dropout rate
- Tradition of University Ranker students
- Organization of placement camps & guidance workshops
- Publication of Research papers & Books by the faculty
- Representation Faculty on Board of Studies(BOS) in Education, Shivaji University, Kolhapur for curriculum revision & updatedness.
- Organization of University, State & National level seminars &conferences
- Research Award winning faculty members.
- Reputed YCMOU B. Ed. study center in the state of Maharashtra.
- Famous TE college for producing Education officers.

Institutional Weakness

- Old and inadequate college Building
- Late admissions by the Admission Authority of Govt. of MS.
- Wrong policy of staff recruitment & CHB type appointment of staff by the Govt.
- Less time available during the B. Ed. Course to implement extra value added courses due to heavy

workload of theory & practicum.
- Lack funds by the Government
- Limited time to organize sports and Games during the course.
- Limited Non salary Grant &budgetary provisions for academic & administrative activities
- Inadequate facilities for research & consultancy

Institutional Opportunity

- Opportunity to start Integrated Teacher Education Course
- Opportunity to propose M. A. Education course by YCMOU
- Opportunity to start National Service Scheme (NSS)
- Opportunity to propose Research center
- Opportunity to extend Alumni participation in College Development
- Opportunity to start M. Ed. Course
- Opportunity to generate local resources for infrastructural development
- Opportunity to initiate value added courses.
- Opportunity to develop Teaching Aid preparation laboratory.
- Opportunity open English communication skill short term course.

Institutional Challenge

- Maximum intake of married female students & their family problems
- Weak mastery of students over communication skills
- Examination oriented mind set of students
- Challenge to implement NEP 2020 in the course
- Force fit nature of Two Year B. Ed. Curriculum.
- Challenge of semester based CBCS pattern in the B. Ed. Course
- Challenge to equip New regulations of UGC, NCTE & the MS Government.
- Challenge to equip with ITEP course.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Adhering to the vision & mission of our college and Shri Mouni Vidyapeeth we organize multiple activities to prepare our trainees for the screed cause of nation building. The founder of our institution Dr. J. P. Naik who was internationally acclaimed Educationalist paved the ways of teacher training through his well-known statements i.e. “Education is the basic instrument of change” & “Destiny of classroom is shaped in its classroom”.Accordingly we plan, act and do in curricular aspects. Diagnostic microteaching workshop, lesson planning workshop, Teaching Aids preparation workshop, Simulated teaching, Models of teaching, Visit to innovative centers of pedagogy & learning, Demonstration lessons, stray lessons & Block teaching, Field engagement,20 weeks Internship, constructivists workshop, Action research workshop, Educational tour, Vanbhojana, Yoga workshop, Psychological testing workshop, General orientation of student teachers, community oriented projects, Enhancing professional capacities(EPC), drama and Art in Education, Reading & reflection on various texts, case studies, Interview of educational experts, Morning assembly, folk dance, road shows on social issues, govt. promoted rallies & campaign , gramswachatta Abhiyan etc. Seminar on teaching units, tutorial, sessional work on curricular aspects etc.are regularly organized..The advance learners are given leadership role to make other learn. We plan teaching – learning and training activities keeping focus on programme learning objectives (PLOs) and Course Learning objectives (CLOs). We have been updating the B. Ed. Curriculum by sending suggestions to the Board of Studies in Education (BOS) Shivaji University, Kolhapur.Our former principal Dr. R. D. Belekar Worked as the chairman of BOS. Presently IQAC coordinator Dr. P. B. Darade is working as member of BOS of the University. We sensitize our student teachers to gender equality, and environmental sustainability through C-10 course. Offline and online feedback from students, parents, Alumni students, employers Heads of practicing schools etc. have been taken and analyzed to improve the process. value added course on Yoga is conducted as per the demands of students.& as the practicum part for semester III. Students are guided to undertake skill based short term and long term courses. Method master conduct Diagnostic test & remedial teaching in response to guide and counsel the students.

Teaching-learning and Evaluation

Admission process is done on the basis of CET scores by Govt. of Maharashtra. We follow Govt. reservation policy. We apply transactional teaching – Learning process in corporation with the diverse background of students. After admission we organize Talent Day i.e. Vividgundarshana activity to understand knowledge, Skills, attitude, talents and overall background of students. Heterogeneous mentoring groups and cultural Kulas are designed to guide them throughout the two year B. Ed. Course. Lecture method, Lecture cum Demonstration, Minimum levels of learning. Laboratory method. Dramatization, Role playing, Seminar , workshop, Discussion, Group Discussion, Panel Discussion, Dialogue, Cooperative Learning, collaborative learning, Case study, communitive approach, Direct method, constructivist strategies, think pair share , Group Discussion share ,Structural approach, eclectic method, Group presentation , Self-study, Library work, open book test, Debate, practice based experiments, sessional projects, Advance organizer model, Inductive thinking, Inquiry method, Memory training as well as offline and online learning experiences have been provided to the student teachers. Focus is kept on adequate development of skills & competencies of student teachers for making them professionally fit for the purpose. wider opportunities are provided to develop ICT skill, communication skill, critical thinking, creative thinking, problem solving, stress management skill, planning & managerial skills to corporate with teaching learning process at secondary & higher secondary

school.

In the pre-internship, complete planning is done by meeting .All the activities given in the syllabus are completed carefully in the internship period. Faculty updated knowledge and skills from time to time by actively participating in various conferences, workshops and presenting research papers.

Our 100% faculty are Ph.D. holder. 80% of the faculty are Ph.D. guides. They workes on various committees. The Principal worked as a Chairman of the Board of Studies. Faculty Workes as a co-author, working Committee member in writing/publishing books.

The Evaluation Committee works as per the Academic Calendar. After the practicum, assignments are evaluated; students are given suggestions and opportunities for improvement .The theoretical and practical objectives of the course are achieved to make students better teachers. Exam results are always 100%. The Student Satisfaction Survey shows that most of the students are completely satisfied with our learning, teaching and evaluation process

Infrastructure and Learning Resources

Infrastructure & Learning Resources includes: 4 Acres campus area along with 4 Classrooms,science laboratory,psychology laboratory, Mathematics Laboratory ICT laboratory,One Seminar hall, 2 classrooms with LCD facility, Wi-Fi system, LAN, well equipped ICT lab with 10 computers, Resourceful Library ,High speed internet connectivity (100kbps)with Fibre by BSNL. Book renewal, maintenance of Resources is compiled by the asst. librarian & allied staff.e Expenditure of the Library & the Institute is satisfied as per government Rules. (UGC&NCTE).College website is updated from time to time. All Library rescores are sufficient for student teachers & teacher educators. All uses online resources, E- books, shodhganga etc .B. Ed. Student & Teacher use daily Library rescores e-content. YOUTUBE channel is developed by Student teachers. & Teacher educators also. This e-contend is used for teaching learning process.

Student Support and Progression

Wide range of activities have been conducted in student support and progression. Progressive guidance & counseling is given to weak students, gifted students, average students and needy students. Subject teacher for career Guidance & counseling and Mentor professor manage these aspects. Workshop on language development, Handwriting improvement, Interview techniques, understanding the self, teaching aid preparation, Lesson planning, Evaluation & testing, Action research, B. Ed. CET Guidance , constructivist Approach, psychological testing etc have been organized. The support services like Vehicle parking, Common room for Boys & Girls, recreational facility, Parking shed, Book bank, separate Hostel facility to Boys & Girls, safe drinking water, canteen, First Aid kit, sanitary arrangements, etc are available. There are grievance redressal cell , internal complaints cell, Students council , placement cell , students welfare cell etc.these cells provide helps to the needy students. Government scholarship, Group Insurance, concession in tuition fees to SC/ ST/ OBC/NT/EWS/ & economically weak students is provided by our college. Examination fees of needy students are paid by our staff members.Varne shivani, Anil warke, Lobo Arkinj, Tambekar Mayuri, Desai snehal Desai, Lokre sonali,Nalavade Ankita, Patiol sautai, and many more students placed in various schools & colleges .Our More than 25 students students passed TET, CTET, NET, SET, examinations during the last two years excluding Covid-19 period period of 2 years.Majority of B. Ed. Passed students from our institute join PG courses in various disciplines.Representation of students in Grivence Redressal, students council, friendship

club, Subject club, etc helps to administer various activities of the college. Alumni Association of the college is registered in 2010. Our alumni help us in Managing Internship, Conducting Teaching Aids workshop, Visit to innovative school, field engagement, placement etc. Alumni students provide guidance on competitive Exams, B. Ed. CET, MPSC, NET/ SET/ TET. CTET etc. Dr Mahaveer Mane, Dr. M. N. More, Jahanara Jugle, YCMOU students etc donated funds for college development.

Governance, Leadership and Management

We take cooperation of students, teachers, Alumni, parents and heads of practicing schools ,management council of Mouni Vidyapeeth etc.to maintain quality in planning and administration .With the cooperation of all we are able to take proper decisions & improve the function of our institution. The Governing Council, Management council, Advisory committee, IQAC, helps our college to regulate effective policies, service rules and procedures.Meeting of these committees have been conducted from time to time. Computers & Laptops are given to staff for academic functions. Office software, library software, Admission software etc. are to be activated soon. E- File system, E Question paper, SRPD, Screening, etc have been done digitally.Grahak Bhandar, Cooperative credit society, Staff Quarters, Agriculture unit, ICRE, workshop, Central library, Shahu Library, D. Ed. Library, Playground, 65 acres campus, Free education to children, Gymkhana, Mahatma Phule Sadan Hall,etc. welfare measures are available for the staff & students. Our Faculties completed various training programmes ,through online and offline mode. Internal Quality Assurance Cell is established on 29/11/2005 after first cycle by NAAC. IQAC had conducted University, State & National level seminars, workshops &Symposiums with the help of UGC, MSSTEA. BCUD, Shivaji University, ELTAI, SUETA, Lead College etc.Timely meetings of IQAC have been conducted. All AQARS of previous years have been submitted to NAAC.Our college take feedback from stakeholders and it is analyzed & suggestions are given for improvement. We witnessed all possible changes after First cycle & Second Cycle by NAAC. Drinking water facility, Sanitory system, Parking shed, Benches in the SY B. Ed. Classroom , Computers, laptops, library books Book, Bank ,LCD projector, Camera, etc. have been added after previous assessment by NAAC. The professors updated their Qualifications such as M. Phil. Ph. D. Yoga teacher training, M. A. Communication, The faculties participated in in-service trainings, sahavichar Sabhas, Textbook bureau, YCMOU training Programmes, teacher orientations , research & extension activities as Experts & resource persons. They have published research papers in national and international journals. The colleges have organized 3 workshops and National seminar on pedagogy practices& problems in English & semi English Medium schools (25 April2018) during the assessment period.

Institutional Values and Best Practices

We have backup facility to run the computers when electricity goes off. We have been trying to consume less & less electricity and reduce expenditure on it. Our college arranged fiber roof plates for the natural sunlight. Our peon manage waste & classify the garbage and use it in vermi compost production unit. Rainwater harvesting system is setup by us. We use rainwater for watering the plants, sanitary arrangement etc. our campus is having healthy & hygienic with green landscaping. Our campus is clean natural &plastic free campus. College campus is covered with more than 250 small & big plants & trees. Plantation camp is organized every year. We have participated in many drives on protection of Environment such as save the baby girl, save the water resources, Pollution awareness Programmes, Poster presentation on Environmental sustainability,Lectures on Biodiversity,Celebration of Vanyajiv Sapatha,etc. have been organized. Water

conservation, Wield life week,

We have Self Appraisal System and code of conduct for the students, teachers and administrative staff. All staff & student adhere to the code of conduct.There is monitoring committee to review the same with periodic meetings. Action taken reports are prepared & all students & staff are communicated the decisions.

We have received Vanashree Award by Govt. of Maharashtra for green landscaping & plantation of Trees in the campus. We observe the norms of no vehicle day on every Saturday. All students & staff follow no vehicle day. Our college takes Part in Gramswachatta Abhiyan, Environmental protection activities by Bhudargad Tahisil .

We regulate various Best practices in every academic year.Yoga workshop is the most common & popular best practice of our college which is being practiced since2007. NCTE included yoga Education in NCFTE 2014.This practicum is conducted very precisely.Our college organizes B. Ed. CET /CTET, NET/ SET & TET, Exam guidance workshops. Vishwayogi Award is given to rank holder student in the University Exam. We regulate Dnyanjoti rally from Patgaon to Gargoti .Our students & teachers participate in it. In all these we observe the norm of Dnyan Seva & Tyag as the Motto of our Mother Institution shri Mouni Vidyapeeth.

Research and Outreach Activities

In house support is provided by the Institution to teachers for Research purposes.Duty Leave, TA / DA are remitted. Library books, Encyclopedias, Research catalogues, Indexed research journals, Research volumes are given to the fellow teachers .Institute has created an eco-system in the college campus. The faculty members attended University, State, National & International level seminars, conferences, workshops, symposia, Discussions etc. total participation No.is around 144. Faculty has presented Research papers which are published in offline & online journals with ISSN.NO.Papers are published in UGC care listed & peer reviewed journals also.Till today total number of Faculty publications is more than 200.Our faculty members contributed chapters in books with ISBN No. Prof. Dr. R. K Shelake is Member of state Textbook Bureau, Pune. Some Faculty members Published edited volumes and conference proceedings which are more than 21.

Institute organized various outreach activities such as social, National & academic. e.g. Swachh Bharat Abhiyan, AIDS awareness Rally, National voter day, Independence Day, Republic day, posters competition, group singing completion, International yoga Day, Environment Day, Consumer Day, National water mission, street play on save baby girl child, addiction free movement, morning assembly is organized on various concepts in education, International woman day, Gender equality programme etc. are being organized during school Experience programme. Our student teachers conducts various awareness programme such as. Swachta rally, Health awareness rally, Temple cleaning activity etc are conducted. Lectures of Advocate & doctor are organized on Adolescence problems.Student Teaches work on local life in Community .our student teachers & faculty members received award for group dance on 8 March 2022 by shri Mouni vidyapeeth, Gargoti. Knowledge & skills are exchanged among UJCE, KHC, GTC, ICRE, PRTC, GTC, CTC, K.G. Teacher Training Unit etc. We supply supervisors for Scholarship Exam & NNMS etc.our college organizes various outreach activities such as AIDS Rally, Rally on Environmental Issues. etc. .

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ACHARYA JAWADEKAR COLLEGE OF EDUCATION,GARGOTI
Address	Hutatma Muralidharnagar Shri Mouni Vidyapeeth, Behind SBI,Gargoti
City	Gargoti
State	Maharashtra
Pin	416209
Website	www.ajcegargoti.info

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Pratibha Sadashiv Desai	02324-220079		02324-220654	
IQAC / CIQA coordinator	Pralhad Bhaurao Darade	02324-220041	9422680421	02324-220654	prabhadarade7571@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Shivaji University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	31-07-2011	View Document
12B of UGC	27-01-2018	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
NCTE	View Document	28-05-2015	480	Permanent Validity

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Hutatma Muralidharnagar Shri Mouni Vidyapeeth, Behind SBI,Gargoti	Rural	8.8	1502

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BEd,Education	24	Any Graduate	Marathi	50	47

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				3				3			
Recruited	1	0	0	1	2	1	0	3	0	1	0	1
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				9
Recruited	6	1	0	7
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	1	0	0	1	0	5
M.Phil.	0	0	0	2	1	0	0	0	0	3
PG	0	0	0	3	1	0	0	1	0	5
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	12	0	0	0	12
	Female	35	0	0	0	35
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	0	0	1	1
	Female	4	4	5	3
	Others	0	0	0	0
ST	Male	0	0	1	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	1	0
	Female	3	1	1	4
	Others	0	0	0	0
General	Male	3	7	11	8
	Female	20	9	29	30
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		30	21	49	46

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Two Year B. Ed Course is already multidisciplinary in nature. Faculty of Education is the discipline in which students from Science, Arts .commerce & other discipline student can take admission. There is a foundation course entitled Understanding Disciplines and subject in semester I (C-3) . In this course our students undertake sessional projects , Tutorials & assignments on Hospitality Management, Horticulture ,Multiculturalism, Multidisciplinary , Interdisciplinary, Transdisciplinary approaches have been studied. According to NEP2020 we are going to join hands with ITEP course, D.T. Ed. Arts , Science, Commerce & other courses at KHC which are sister institutes of Shri Mouni Vidyapeeth. Gargoti.

2. Academic bank of credits (ABC):	In this Academic Year Academic Bank of Credit is not applied by Shivaji University, Kolhapur. soon we will open the ABCs of our all students and staff . YCMOU student teachers have opened their accounts .Some regular students & staff also opened their accounts .
3. Skill development:	After admission we conduct diagnostic test in all pedagogy subjects. The method master diagnose the weak skills of students and remedial measures are applied throughout the B. Ed. course. Language teacher Educator diagnose Listening, Speaking, reading & writing skills of students. mathematics teacher diagnose quantification skills, data analysis skill etc. Science teacher focusses on observation, Analysis, synthesis, laboratory skills etc. Social science teacher focuses on content knowledge. Along with teaching & learning skills, communication skill, anchoring skill, reporter, presentation skill, Life skills, creative thinking, critical thinking , stress management skill, Inductive thinking, soft skills, ICT skills are included in B. Ed. Syllabi which have been developed through various theoretical and practicum workshops.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian knowledge systems are introduce by the Teacher who teaches foundation course for Ex. In Contemporary India & Education, Vedic system of Education . Gurukul method is being introduced in the class. Language teacher introduces pananis grammar, Yoga teacher introduces Patanjali's 195 yogsutras & shadshastras, Marathi teacher introduces Sant wangmaya & other literary aspects. Students are advised to undertake online courses in Indian knowledge systems.
5. Focus on Outcome based education (OBE):	We focus on Course Learning Objectives and programme learning objectives along with the outcomes .The concept of OBE is not a completely new to us . Changed Knowledge , Skills and Attitudes of our students had been proved good teaching professionals & administrators as compare to other training college & so they have been being selected at UG & PG level . In other words 100% Exam result is an out come of B. Ed. Course. Our focus is to prepare the student teacher to be a teacher of body mind and flash however we all faculty members take ample efforts to prepare our students professionally fit for the profession. In this regard we

	focus on rigorous implementation of practical course rather than theoretical knowledge.
6. Distance education/online education:	We run YCMOU B. Ed. course in distance mode. Contact sessions are conducted in each academic year. Our professors used online mode during Covid-19 Period. Some theory paper units are taught through online mode. WhatsApp, Facebook, YouTube etc. social medias are used by our teachers.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	We celebrate National voter awareness Day each Year. our Students participated in Rally by Tehsil Office , Bhudargad. At the time of Admission we take review of registered voters & non registered students . We organize voter registration camping to register the voters if not registered. We had conducted Citizens prayer in our college. our students received Award by Z. P. Kolhapur regarding Rangoli Competition on Voters Day campaign.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Voter & Electoral related material is supplied to B. Ed. students. Our staff members are working as presiding officer , Officer No .1,2,3 in MLA, MP & Z. P. and Grampanchayat Elections. We participate in electoral related special drives, surveys, programmes etc .
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Yes . We attend meetings called by Executive Magistrate Bhudergad & regulate the policies of the Govt. in the college from time to time. Dr. P. B. Darade, Shri S. D. Shiudkar attended the meeting & filled the forms of non registered students.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
94	70	50	56	41

File Description	Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document

Other Upload Files	
1	View Document

1.2

Number of seats sanctioned year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	50

File Description	Document
Letter from the authority (NCTE / University / R	View Document
Institutional data in prescribed format	View Document

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	25

File Description	Document
Institutional data in prescribed format	View Document
Central / State Govt. reservation policy for adm	View Document

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
48	21	29	27	11

File Description	Document
List of final year students with seal and signat	View Document
Institutional data in prescribed format	View Document

1.5

Number of graduating students year-wise during last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
48	21	29	26	11

File Description	Document
Institutional data in prescribed format	View Document
Consolidated result sheet of graduating students	View Document

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
46	49	21	30	30

File Description	Document
Institutional data in prescribed format	View Document
Enrollment details submitted to the state / univ	View Document

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	5	5	5

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	9	9

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2021-22	2020-21	2019-20	2018-19	2017-18
13	8.5	14	7	15

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 15

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

Our Institution has a regular Representation in Planning & Designing B. Ed. Curriculum at Institution Level and University Level. As per the local Context and needs of students in the area we replan and select suitable Practices according to the needs of schools and requirement of B. Ed. students.Our institute conduct meetings of Student council, Alumni Association regarding the problems and issues regarding theory & practicum course. The issues raised in IQAC, CDC & students council Meetinga are reported to Shivaji University Bord of Studies in Education. Board of studies in Education takes decisions on such issues and the curriculum is revised from time to time. The chairman & Members of BOS discuess the issues to the university authorities and B. Ed. syllabi is being revised. Our principal Dr. R. D. Belekar palyed the role of Chairman to University BOS, Dr .P. A. Wasker and presently IQAC Coordinator Dr. P. B. Darade is working as member of Shivaji University BOS. Termwise practicums, Practice teaching Days, Internship Days , Visit to Innovative centers of Pedagogy , Workshop on Models of Teaching, Visit to Innovative centers of Pedagogy and Learning have been revised by the BOS . Enhancing Professional Capacities(EPC-4)Understanding the self, Critical Understanding of ICT from Semester IV have been revised and the internal alternatives as per the local situations and need of the vacinity. The Drama and Art in Education we organise food festival and recipee contest. Dr.P. S. Desai conducts this practicum by keeping in mind the attitudes skils and knowledge of female student teachers as there are maximum intake of female student teachers. In semester III pedagogy of schol subjects the related method master conducts alternative sessional works ,assignments and student techers seminars on one unit from the Pedagogy paper. Activities from D-2 and D-5 Strend A and B from Semester IV had been changed in the period of Covid-19. 5 activities have been made mandatory and 3 had been reduced fromthe B. Ed. curriculum.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document

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 last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: C. Any 3 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: C. Any 2 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

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

Response: 81.82

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise**

during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	9	9

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	11	11	11

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document
Paste link for additional information	View Document

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 0.2

1.2.2.1 **Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	01

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 6.11

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	19

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Response: B. Any 3 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 17.68

1.2.5.1 **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
17	13	07	09	09

File Description	Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document
Any other relevant information	View Document

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

Response:

Shivaji University B. Ed. Curriculum provides opportunities for student teachers to develop knowledge, Skills personal ,social, national values & positive atitude about life among the trainee teachers.The foundation course of the syllabus covers all the areas in the field of Education such as philosophy, Psychology, Child psychology, Career guidance & counsilling, current trends in Education, Contemporary India & Education, Gender school & society, Knowledge & Curriculum, Environment Education ,Peace Education, Health & Physical Education, Assessment for Learning, Understanding Discipline & Subjects,

Pedagogy of school subjects : Marathi, Hindi, English. Science Mathametics, History , Geography, etc. The practicum components includes: Drama & Art in Education, Reading & Reflection, Microteaching, Simulated Teaching. Teaching Aids Workshop, School Engagament & Visit to innovative school, Field Engagement, School Internship phase I and II , Diagnostic testing, Health Education, Psychological Testing, Action Research, Workshop on constructivistic Teaching Methods, Enhancing Professional capacities(EPC 3 and 4) Educational Tour, Project related to community experience, Models of Teaching, Annual Lesson Examination, General orientation of Student teacher, Understanding the self, Internal Viva-Voce Examination, Assignments & Tutorials,etc.These components are carefully planned by the Experienced Professors & Experts in Education in reputed Teacher Education Colleges & Department of Education in shivajiUniversity & other Universities in the state.however our students have proved the KSA s in many compititive Examinations in Education at State & National level.

File Description	Document
Any other relevant information	View Document

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Our institution conduct the practicum called (B-1) School Engagement and Visit to Innovative centers of Pedagogy & Learning. This practicum is for 100 marks in Semester one and for 25 Marks in Semester IV. We select hetrogenious schools for this practicum. Dr P. B. Darade is the Head of this Practicum. We have visited different types of schools under this practicum such as Special schools for dumb& deaf, Residential schools , Day care units, English medium schools, Semi English Medium schools, Marathi medium schools, Sainik Pattern Schools, Novodyavidalaya, Kendriya Videlaya , Digital schools, ISO grade schools etc. We have visited all these schools across the state. Maharaja Saijairao Gaikwad Highschool which is run by Rayat Education Society is 100 %Digital school which gave advance Knwledge and skills to our student teachers .We visited Cyrus poonavala International School Pethvadgaon, Sanjivan Public School Panhala, Bhandari Highschool Malvan, Marathi medium , English Medium & Smi English Medium Schools in Bhudargad , Radhanagri , Kagal, Gadhinglaj , Ajara taukas. We have also visited varoius departments in Goa University, Dr. BAMU Aurangabad, Shivaji University etc.All these visits helped to understand the current practices and comparative set up in schools, colleges& University departments. This practicum is most important for our students to get knowledge & skills regarding teaching Profession.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

Our college is one of the old and popular college in the state of Maharashtra.The curricular and cocurricular aspets are regirously implemented by all the teaching faculties who are 100% Ph. D. holders. All are the research guides who have anticipated in state, National and International seminars, conferences, workshops, Sympoisums as resource person & Presenters.The foundation papers & Practice components have been regirously practiced by giving Extra time than the University expectations.The workshops on Microteaching, Models of teaching, Constructivism, Teaching Aids, Psychological Testing, Seminars & sessional works have been being practiced under recurrent feedback and contineous chacking of planning & application of the principles laid down in these practicums.We have specially designed Lesson Observation Book entailing the norms and criterions in Methods & Models of teaching.The Observer Teacher mention Strong points, Weak points and Improvementive measures in each practice component.These give wide and divergent curricular experiences to our students and so they become professionally sound .So there is great demand for our students in schools & colleges in the state and across the country. success rate of our college in the placement is comparatively greater than other colleges .Our students are selected in many Government schools, colleges , University Departments, SECRT, Text book Bureau, State Boards ,Educational Administration in the state, Shri Mouni Vidyapeeth & Acharya Jawadekar College is Famous for its teaching professionals since its inception.

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 obtained from

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Practice teaching schools/TEI**

Response: D. Any 2 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

Response: C. Feedback collected and analysed

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrollment percentage of students during the last five years..

Response: 70.4

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any additional link	View Document

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 39.2

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
8	13	7	9	12

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Any other relevant information	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 9.09

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
10	6	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document

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..

Response:

Shivaji University affiliated Shree Mouni Vidyapeeth's Acharya Jawadekar College of Education , Gargoti is the Grant-in-aid college. Two Year B.Ed. programme is runned in this college. Maharashtra State CET Cell conduct admission process. CET proceeds at the state level. The CET is conducted as per the rules of NCTE. Teacher Aptitude, Mental Ability and General Knowledge. 100 Marks Test is conducted at state level. Admission is given on the basis of CET merit.

As per Shivaji University guidelines we check the various needs of students after the completion of admission process. Micro-teaching is done in accordance with the guidelines for this session. Advanced and non-advanced skills are diagnosed. Mentors develops advanced teaching skills as divided into teaching groups. Five skills have been selected after diagnosis.

According to the teaching Methodology of Marathi, Hindi, English, History, Geography, Science and Mathematics, the subjects of the Method Master Course use diagnostic tests. They guide them by dividing their slow, average and highly skilled learners. Necessary references are given. Counselling is done in complete response guidance by identifying their developmental links.

Information is obtained through analysis presentation of innate artistic qualities in trainees through Talent search. While forming the Mentor-Mentee group, the students of different talents are divided into these groups and they are presented with various talents through experience, guidance, counseling is done to develop a teaching personality from a holistic perspective. Departmental trainees in various groups have arrangements through the academic calendar to check which programs they want to take up for the year it is planned and implemented. To some extent. Some of the programs of the teaching methods are celebrated

by the clubs. Efforts have been made to increase the capacity that is being used. Academic support is provided through various teaching, workshop, group work, library work, teaching, guidance, as well as effortful guidance and counseling strategies for the development of competent teachers.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

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 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: D. Any 2 of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Data as per Data Template	View Document

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: No Special effort put forth in accordance with learner needs

File Description	Document
Relevant documents highlighting the activities to address the differential student needs	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 23.5

2.2.4.1 **Number of mentors in the Institution**

Response: 4

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response:

To create quality teachers curriculum plans Shivaji University, Kolhapur various practicums and theoretical courses in the syllabus. Since teacher education is a professional course qualities is required for the teaching profession .From this point of view, the trainees should get observation, practice and experience of various teaching methods. For this, the course is divided into four semesters. All the practicums included in the syllabus, all the teaching methods are used directly in the college through propre guidance. Sometimes trainees practice a variety of teaching methods during school internships. Some standardized observation tables are used to practice teaching methods. In addition, the college has developed observation tables for some teaching methods. They are printed in the lesson planning book. For example :

Two Year B.Ed.

Sr. No.	Pedagogy of School Subject	Multiple Teaching -Learning Modes included in B.Ed. Syllabus
1	English	a. Methods: Direct method , Bilingual method and Suggestopedia method b. Approaches: Structural Approach, Communicative Approach, Constructi and Total Physical Response Approach (TPR) c. Devices: Pair work, group work, discussion, story telling d. Support Services: Language laboratory, audio visual aids, computer and for
2	Science	Instructional approaches of Science a) Questioning- Open Ended Questions (HOT Questions) b) Assignment c) Programmed Instruction d) Practicum e) Modular Instruction f) Computer Assisted Instruction (CAI)

		g) Collaborative/Co-operative learning Strategies- Learning together, Jigsaw technique
3	Mathematics	Facilitating learning mathematics (a) Maxims of teaching Mathematics b) Procedure, Merits and demerits of following Methods of teaching Mathema Inductive - Deductive Analysis - Synthesis Laboratory Heuristic Problem Solving Project c) Preparation of lesson episodes based on Five E model – engage, exp expand, evaluate d) Application of Models of teaching in classroom: Concept attainment mo organizer model and Inductive Thinking Model
4	History	PEDAGOGY OF TEACHING HISTORY a) Maxims of Teaching. b) Methods – Narration, Story-telling, Source, Lecture, Discussion, Project, D c) Strategies – Team-teaching, Supervised study, Computed aided teachin learning strategies. d) Models of Teaching – Role playing model, Concept attainment model, Er model.
5	Geography	Teaching strategies in Geography. a) Methods : lecture, story observation, journey, regional methods. b) strategies : discussion, group discussion seminar, learning habits.

		c) Maxims of teaching d) Content – cum Methodology

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 40

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	2

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 51.06

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

Response: 48

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3.4 ICT support is used by students in various learning situations such as

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Response: D. Any 1 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students

Response:

According to the mission of the college **"Preparation of creative and dynamic teaching professionals striving for perfection and settle for excellence",** professional values ??and characteristics are created in the students through practicals, learning-teaching of theoretical courses and interaction with trainees. Right from the B.Ed. admission process we consistently interact with student-teachers through training, an effort is made to produce teachers who have acquired a high level of professional competence.

For this purpose, in the groups that are formed during each practicum, the respective group teacher educators, the trainees in that group are constantly striving to achieve the objectives of the practicum. According to the practicum, trainees and mentors in the group are exchanged. Depending on the learner's learning style, the group work continues until a high level of learning is achieved at the learning pace. In the group the trainees have to perform the roles of teacher, student, observer, time keeper etc. as per the guidelines in the practicum. After the presentation on the activity or content presented by the trainees, the

mentor, observer trainees as well as other trainees involved in the group work give feedback to other trainees.

After completion of some practicums, the trainees of different groups present their group work in front of all the mentor professors as well as all the trainees. The main purpose of this is to get a various experiences for the various program concepts organized in each group. This entire process is continuous. Guidance, counseling is done in group as well as individually as per requirement. Pedagogy teacher educator counsel the trainees of that particular pedagogy. Also, as planned at the beginning of the year, mentor mentees are in regular internship with each other to review progress, resolve issues, and praise a member of the mentor group for outstanding performance.

In the last five years intake girl students more boys. Even among girls, the number of married girls is high. Hence, married girls face some difficulties while completing family responsibilities as well as college work. They are solved by female professors of our college along with mentors. Their problems are precisely guided in the context of the stress they face. There are many examples of this. Some trainees were leaving the training, he/ she successfully completed B.Ed. degree.

Through newspapers, social media, television, etc., professors and trainees communicate with each other about the changes in the education sector. Also, during teaching, professors give information about changes in the field of education in relevant contexts that come according to the subject. A morning assembly is organised every Saturday in the college. In this, the prominent events that happened in various fields during the week are presented in the form of news. In this news, more priority is given to news especially in the field of education.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: C. Any 3 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response:

Teaching learning process	Nurtures
Through B.Ed. course an opportunity is given to create creativity in the trainees through the implementation of practicals in the course and the teaching-learning of the theoretical course. For example, the professor explains the definitions of the concept of teaching by various experts through various examples and the trainees are given the opportunity to create their own definitions by studying the definitions of various experts and enjoy the fact that the trainees create such self-definitions. In the pedagogy of school subject, students are given the opportunity to study the subject structure given by the experts and through that the trainees are asked to draw their own subject structure. Trainees create their own such subject structures in pedagogy subject.	**Creativity**
During the pre-planning, actual implementation and post-internship of the school internship practicum, the trainees try to learn, evaluate and guide the school students in various innovative ways. In addition to visiting innovative study centers, the trainees visit various schools. The trainees closely observe the physical and human resources of the schools, interact with various elements of the school, observe the lessons of experienced teachers and through all these processes the trainees come up with a vision of an ideal school.	**Innovativeness**
In lesson planning, the trainees have to carefully arrange the core elements, values and life skills in the content analysis. All the information related to the ten life skills mentioned by WHO is conveyed to the trainees with examples. It is adopted by the trainees in their actual life as well as in learning and teaching.	**Life Skills**
College professors know the background of the trainees from the time of admission. Problems are solved by discussing various problems. The problems	**Empathy**

of female students are solved sympathetically. For example, leave is given if a student's child is ill. The trainee sympathetically takes a student to the hospital or to his / her home if he / she is ill. Also, students with sharp intellect provide individual as well as group guidance to the trainees with slow learning speed. They are also given more time to the trainees with slow learning speed in group work to raise their learning level and give them the opportunity to practice again and again. When selecting trainees for school internships, the comings and goings of the students are sympathetically considered. As per the planning of the college, efforts are made to provide the school to the trainees at their convenience.	

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

Response: B. Any 6 or 7 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: D. Any 2 or 3 of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.3 Competency of effective communication is developed in students through several activities such as

1. **Workshop sessions for effective communication**
2. **Simulated sessions for practicing communication in different situations**
3. **Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
4. **Classroom teaching learning situations along with teacher and peer feedback**

Response: C. Any 2 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

1. **Teacher made written tests essentially based on subject content**
2. **Observation modes for individual and group activities**
3. **Performance tests**
4. **Oral assessment**
5. **Rating Scales**

Response: C. Any 2 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 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

Response: C. Any 3 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.6 Students develop competence to organize academic, cultural, sports and community related events through

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

Response: C. Any 3 of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.7 A variety of assignments given and assessed for theory courses through

1. **Library work**
2. **Field exploration**
3. **Hands-on activity**
4. **Preparation of term paper**
5. **Identifying and using the different sources for study**

Response: C. Any 2 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

The two-year B.Ed. School internship is a very important practicum part in Shivaji University curriculum. The curriculum in first year- semester-2 consists of a twelve day school internship phase-one. An eleven-week school-internship phase-two is offered in Second Year -semester -3. In our college the planning of internship is done in a very disciplined manner as per the guidelines given in the syllabus. Because the school internship gives the trainees a real experience of the various responsibilities they have to perform as school teachers in the future.

As our college effectively plans and implements school internship, there is a demand from schools in the college area as well as other talukas. Many times this demand is done over the phone, through face to face meeting. The college is proud of this demand.

1. **Selection/identification of schools for internship: participative/on request-**

The college principal selects the school by holding a meeting with the all the professors and student representatives. Most of the time different schools try to opt for a school internship program schools are selected by consensus considering the demands made by the schools as well as the distance of the college from the school.

2. Orientation to school principal/teachers

Although school internships is planned at the college level. It is implemented in actual schools. Therefore, as per the instructions college internship head arranged meeting with School HM and internship teachers. At the same time, a copy of the information given in the syllabus regarding school internship is given to the headmasters and internship teachers of all the schools. The meeting also addresses the concerns of school HM and internship teachers about the implementation of internships, the role of trainees, expectations from the school, various activities to be undertaken.

3. Orientation to students going for internship

The importance of school internship is conveyed to the trainees by the relevant internship head professor before the internship. The syllabus includes various activities to be done during this period. At the same time discipline, attendance, various tasks to be done, various activities to be taken, their

evaluation, how to interact with students?, how to evaluate? How to monitor text? How to treat each other as colleagues? etc. points are elucidated accordingly. The principal of the college interacts with the students and guides them regarding internship. They are also guided by trainees selected by the school and Guide selected for them.

4. Defining role of teachers of the institution

As planned during the pre-school internship period, the students selected for the school and the mentors who guide the school group prepare for about two weeks in advance. Mentors play the role of guide, observer, problem solver, mentor, continuous evaluator, planner, executor etc. COE coordinate with school HM, trainee HM, internship teachers from time to time. Observing practice lessons, holding meetings of trainees, attending programs, guiding students as per need etc. perform the tasks as per the syllabus guidelines. School Internship Phase-2 which takes place in Year 2 -Semester III, two days a week the mentor faculty attends the internship School throughout the day.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.9 Average number of students attached to each school for internship during the last completed academic year

Response: 9.6

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 5

File Description	Document
Plan of teacher engagement in school internship	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10 Nature of internee engagement during internship consists of

1. **Classroom teaching**

2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: B. Any 6 or 7 of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

School internship is a very important practicum the curriculum in B.Ed. syllabus. School selection, student selection etc. for school internships are done during the internship as per the guidelines given by the university.

Before starting the internship, the Head of the internship gives detailed information to the students. At the same time information is given regarding how the students will be monitored. For school selection, the school is selected by meeting all the professors, principals and student representatives.

After selecting a schools for internship, a meeting is held with the Principal, Contact Teacher, Principal, Professor, Student Representative Education Officer/Group Education Officer of the school. In this meeting, all the information regarding the internship is given to all those present in the meeting. Shivaji University B.Ed. Internship Practical Phase-I is in B.Ed. First Year IInd Semester as per syllabus guidelines. Simultaneously, only the internship stage-2 Internship has been included in the second year and third semester as well. Meetings are held during the school internship implementation of both times. The syllabus provisions appointment of Contact Teacher for second year school internship. Accordingly, the Principal appoints one teacher from each school as a contact teacher on the recommendation of the school HM. They are intimated as such through a letter. The Contact Teacher supervises and guides the Student teachers from time to time during the 2nd Year - 3rd Semester Internship. At the same time, the

experienced teachers in the school also supervise and guide according to the need. According to the guidelines in the curriculum regarding the internship in the third semester, the guide professors of the college are present in the school two days a week full time for the supervision, guidance and observation of the students during the internship period. Also, communication, supervision and guidance are done from time to time by making WhatsApp groups of the each school. Problems of students are solved on the phone.

Most of the time, experienced teachers observe the practice lessons of the trainees according to their respective subject and give written and verbal feedback to them.

All guide faculty are present full time during first year B.Ed. internship Stage-I. At that time the School HM, experienced teachers guide the trainees. The Principal of the college visits all the schools from time to time during the internship period. Reviews the ongoing activities of the student teachers and gives suggestions as needed. The principal also interacts with the school HM, internship Guide professors, experienced teacher.

Principals, professors, school HM's, Contact teachers, experienced teachers of the school non-teaching staff in order to give the trainees more experience from the point of view of becoming a good teacher in the overall school internship. By selecting the posts of Head Master , Deputy Head Master, Supervisor and Treasurer from among the trainees, the department heads of various departments monitor the work of that department effectively.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. **Self**
2. **Peers (fellow interns)**
3. **Teachers / School* Teachers**
4. **Principal / School* Principal**
5. **B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: C. Any 2 or 3 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document
Any other relevant information	View Document

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. **Effectiveness in class room teaching**
2. **Competency acquired in evaluation process in schools**
3. **Involvement in various activities of schools**
4. **Regularity, initiative and commitment**
5. **Extent of job readiness**

Response: C. Any 3 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 55.56

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 100

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 5

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3 Average teaching experience of full time teachers for the last completed academic year.

Response: 20.2

2.5.3.1 **Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 101

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

College faculty strive for continuous professional development. New changes in the education sector are assimilated through social media, newspapers, magazines, reference books, conferences, seminars, workshops, webinars etc. UGC, N.C.T. E., Govt of Maharashtra -Department of Higher Education, Shivaji University organizes Workshop and Webinar to understand new concept & changes. OD/DL leave is granted by the college for this. Sometimes TA, DA is given by college to attend Refresher Courses to understands these new concepts through orientations, faculty development programs, short term courses etc.

Many online courses are completed by faculties. Through this faculty try to stay updated professionally. If there is a new concept, it is understood in that context by discussing it formally or informally in staff

meetings. After completing a training, the trained professors share the important aspects of the training with other professors.

Sometimes this is discussed with professors from other colleges. Most of the professors in our college go as experts to deliver lecture on various subjects at school, college, university level. Professors from other colleges are invited to our college for guidance. New changes are presented in the form of papers through social media, newspapers, magazines, reference books, conferences, seminars, workshops, webinars, etc. For example most of the professors have presented papers on National Education Policy 2020. They have participated in various international, national, state level, university level conferences, workshops organized on National Education Policy 2020.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

An internal evaluation committee has been constituted in the college. The committee is chaired by the principal of the college and two other senior professors are members of the committee. For consistent internal evaluation the college has developed evaluation charts for each practical as per syllabus guidelines. Each practical is evaluated according to the charts. The developed evaluation charts are submitted to the evaluation committee after filling it.

The college has developed an evaluation register and each trainee's practical marks are filled by the concerned faculty. Internal marks are filled in Shivaji University online system from this evaluation register. The hard copy of internal marks filled in the online system is submitted to the university under the signature and stamp of the Principal and Head of Evaluation Department.

As the Internal Evaluation Register is a very important document, it is preserved in the college for years together

The marks of tutorial in internal evaluation as well as the marks of internal examination are communicated to the trainees. In other practicums, the relevant professors bring to the attention of the trainees during the evaluation the errors and good points in the report. Those whose practical is excellent are brought to the notice of all the trainees during the class teaching. Those who have good scores in internal exams and tutorials are appreciated. Their answer sheets are brought to the attention of other trainees.

In this continuous internal evaluation, every professor evaluates every trainee according to the issues of active participation in practical work, attendance, punctuality, time planning, neatness, coordination, cooperation with others, report writing etc. Points out the good points and improvement points in the trainees. The objectives of the practical and the subject are pursued until they are achieved.

Good actions of trainees in groups or classes are discussed in formal and informal staff meetings. We appreciate good grades in trainees. We also discusses the inappropriate behaviour of an exceptional trainee. All professors strive for proper improvement in such trainees.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document

2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. **Display of internal assessment marks before the term end examination**
2. **Timely feedback on individual/group performance**
3. **Provision of improvement opportunities**
4. **Access to tutorial/remedial support**
5. **Provision of answering bilingually**

Response: A. Any 4 or more of the above

File Description	Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

Shivaji University, Kolhapur Two Year B.Ed. Course exams are conducted in semester mode. Every semester examination is conducted by the university. Shivaji University declares the result online within 30 to 45 days after the examination. Shivaji University is the popular in declaring the results on time in the entire state of Maharashtra.

After the results of the examination are announced online, if the students have a complaint regarding

the result, they have to submit the complaint to the university within seven days. A sample application form for making a complaint has been placed on the University website.

After the University receives a complaint, the grievance is redressed by the Grievance Redressal Committee. A scanned copy of the answer sheet can be obtained by paying the specific fee of the university. Redressal of grievances in evaluation of university examination is done promptly as per university rules.

Students can also apply for re-evaluation of their subject answer sheets. In case of such applications, while re-evaluating the answer sheets, the University shall not inform the re-evaluator of the marks previously checked and awarded. Thus redressal of examination related grievances is done at University level.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

The college develops a semester wise academic calendar at the beginning of the year itself. While preparing the academic calendar, Shivaji University instructions are considered.. The duration of each practical is determined by looking at the number of hours allocated to each practical as per the guidelines given in the courses. Along with this, the instructions given in the syllabus are taken into consideration regarding which practical should be taken at which time. The order of practical is decided accordingly. During the academic calendar of the practicals which are related to the school, ideas are exchanged with the HM of the schools and accordingly the duration of those practicals is decided.

Time allotted in the Academic calendar is taken into consideration to ensure that the practicals are completed on time. If extra time is required for some practicals, extra time is given in addition to the college time. Every faculty tries to ensure that every student reaches the expected goal of every practical.

Every effort is made to adhere to the scheduled time in the academic calendar. Sometimes slight changes are made as per requirements.

Internal evaluation is conducted objectively within a given time frame as per the academic calendar.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

Shivaji University Two Year B.Ed. curriculum is implemented in the college as per the Program Learning Outcomes and Course Learning Outcomes given in the syllabus. According to the tradition of the college, the trainee should become the perfect teacher. For this, we try to achieve the goals and objectives through practicals given in the curriculum, theoretical courses, study supplementary and extra-curricular programs, community-oriented projects, general orientation, government and organization level programs.

Retired college professor V. N.Bhandare has announced **'Vishwayogi Award'** to the student who comes in the university merit list or who comes first in the college according to merit. This award is given to the student every year with a cash amount of Rs.1000 and a Momento of the college. B.Ed. student who behaves exemplary during the training period is honored with the award of '**Ideal Student**'. The student who performs exceptionally well is encouraged by giving the 'Appreciation Certificate'. According to each course and practical PLOs and CLOs are achieved or not. These aspects are realized by keeping in mind the student performance in the second year semester-four Viva Voce examination. The marks obtained by the students in the internal examination and the university examination shows the success of program learning outcome and course learning outcome. The placement of students, success in TET, CTET/SET/NET/Ph.D. examination/degree also shows the achievement of program learning outcomes and course learning outcomes.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

2.7.2 Average pass percentage of students during the last five years

Response: 99.26

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
48	21	29	26	11

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	View Document

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

Response:

The performance of the trainees at the time of entry and the performance after the commencement of the course and the completion of the course shows a very positive change. There is a positive increase in the achievement of trainees in internal examinations and university examinations. Micro teaching work develops confidence in trainees . Through various practicals and school programs, leadership skills, courtesy, cooperation, communication skills, sense of responsibility, time planning, stress management, neatness, interpersonal relations etc. are developed.

Each theory course and practical or study and practicum program is done with specific objectives. Principal & professors give feedback to the trainees based on the work completed. Appreciates good things and suggests corrective measures to do better. Feedback is taken from the trainee after the completion of the practicals as well as at the end of each semester. So that through feedback, the college tries get guidance to it better and take action in the next time.

Dr. R. K. Shelake integrates this at the beginning of the year by asking trainees to write about their own strengths and limitations. During the training period, by reviewing it frequently, one tries to enhance the abilities and overcome the limitations. During a micro-teaching workshop, the trainee speaks for one to two minutes during the first skill. The fact that the same student speaks fluently for forty-five to fifty minutes in the last phase of the training period is an example of the achievement of the objectives of B.Ed. course**.**

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document

2.7.4 Performance of outgoing students in internal assessment

Response: 95.83

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 46

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

The diagnostic test taken by the trainees at the beginning of the course and the change in their acquisition throughout the course duration is B.Ed. Acknowledgment of achievement of course objectives.

Diagnostic tests are conducted according to each teaching method. It is evaluated and remedial teaching is done accordingly keeping in mind the difficulties /weaknesses of the trainees. The performance of students in semester one is seen to improve in the other three semesters.

Example-1:- Anil Warke is a student who regularly enrolled in B.Ed. could not be completed so the college was given late priority in admission. But they got admission in the last round. Anil Warke was given the Adarsh Student Award for 2021-22 as a result of his two years of regularly performing all the college activities as per the information given to him regarding admission and regular attendance in the college. That is, the college process guides, motivates and encourages the students considering their shortcomings. Hence it is seen that the students achieve their acquisition to a higher level.

Example 2:- In 2020-21 three students namely Ajinkya Patil, Akash Bhosale and Shivaji Gawde failed in the first semester practical. But the principal and professors of the college guided and counselted him from time to time and passed the next three semesters with good performance.

Example 3 :- Pramila Mande, a student who could not complete semesters three and four due to family problems, given proper guidance by the principal and professors to complete B.Ed. She was encouraged and he did well Completed B.Ed. After completion, the students have expressed their feelings in front of everyone.

File Description	Document
Any additional information	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.95

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 **Number of research projects funded by government and non- government agencies during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 16.4

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
10	22	17	16	17

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 2.8

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	5	1	2	6

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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 year-wise	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..

Response: 12

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
12	11	14	12	11

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 100

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
94	70	50	56	41

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document
Link for additional information	View Document

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 100

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
94	70	50	56	41

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document
Any other relevant link	View Document

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

All Internship Activites given in link influencis and sensitize the students to aware about social issue and its countribuites to community development. Programms such as **Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission**

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document
Any other relevant information	View Document

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 1

3.3.4.1 **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 4.2

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	4	4	4

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 1

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 1

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - 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

Response:

8.8 Acers Campus area, 4 crassrooms, 1 Scince ,Psychology ,Curriculum Lab, Seminar Hall-2

classroom with LCD Facility, wifi system & LAN, well equipped ICT Lab

with 10 computers, Resourceful Library, High speed Internet connectivity, Timely renual & Maintainance of resources.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 28.57

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

Response: 02

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**

Response: 07

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 81.91

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
10	6.8	12.6	5.7	12

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Recently we have decided to purchase library software for library automation . previously our library has been automatized but due to the retirement of former librarian the work has been yet pending.

As our college is teacher training college we have intake of 100 students only in access to this our central library which is located nearby our college is the most popular and resourceful Library in our locality. There are more than 100000 books and references books/Encyclopedia thesures,dictionaries and research volumes are available this library.This library has a facility to accept subscriptions from Mother Institutions of Shri Mohini Vidyapeeth Gargoti.INFABLET online journals are available in this library. Our faculty members, students and Alumini take the benefit of this central library from time to time.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

4.2.2 Institution has remote access to library resources which students and teachers use frequently

Response:

Our college Staff & students are using remote access Facility of Our Central Library i. e. R. V. Parulekar Library(KHC), Gargoti & Brr. khardekar Library, Shivaji University Kolhapur. We all use Online Shodh-Ganga & INFLABET System .Parulekar library is the oldest library in Kolhapur District .Books and reference books are available in the library for all the employers in the campus .This library has recently set up remote dial access by ICT Company Kolhapur. The assistant librarian Shailes Gund maintains remote access and Shivaji University INFLABLET system.There are encyclopedias, Dictionary Research volumes, National and international level journals in ample number of subjects .These resources are thumbed by student teachers,parents and residens residing in the staff quarters of Shri Mouni Vidyapeeth Gargoti.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

1. **e-journals**
2. **e-Shodh Sindhu**
3. **Shodhganga**
4. **e-books**
5. **Databases**

Response: E. None of the above

File Description	Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.07

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.05785	0.10505	0.09314	0.017683	0.07136

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Link for additional information	View Document

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 0.95

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 34

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 15

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 15

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 15

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 15

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

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

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

Recently we have updated Wifi System with New Version of Fibre by BSNL. **All of our students use Wi-Fi system. Wi-Fi system to get knowledge from Google resources for planning lessons in languages, mathematics, Science, history, geography pedagogy and all Foundation course subjects. Critical understanding of ICT is the EPC component in the practical part in this practical student preparing the lICT template using smart tools available in the ICT lab.Our student conducts classroom teaching during the internship period using ICT tools and apparatus. There are two LCD projectors which have been used by students and teachers during the teaching learning process. Our teacher educators prepare PPT presentations with audio video graphics. Student use Google Earth, Google Map and TV channels to access information through LCD projector our students have listen to many programmes projected by the Government for example how to reduce examination stress this program was conducted by honorable Prime Minister of India Sri Narendra Modiji broadcasting department Central Government of India.**

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document
Link for additional information	View Document

4.3.2 Student – Computer ratio for last completed academic year

Response: 6.27

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

4.3.3 Internet bandwidth available in the institution

Response: 100

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Link for additional information	View Document

4.3.4 Facilities for e-content development are available in the institution such as

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Response: E. None of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link for additional information	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 13.96

4.4.1.1 **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
2.33302	1.48900	1.18124	0.84676	2.17806

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

College Development Committee, IQAC ,Managment Committee of Shri Mouni Vidhyapeeth, Heads of Perticular Departments and Libirary Maintains Systems and Procedures .

Our mother institution Shri Mouni Vidyapeeth is having establishment section there are special human resources appointed by the mother institution to maintain. All the branches and their infrastructure, ICT facilities, playground, gymnasium, Judco Hall, Pathways and roads in the 65 acres campus. There is common Auditorium called Mahatma Phule Sadan which is being used by all the employers in the sister Institutions of Shri Mouni Vidyapeeth the electricity and maintenance of this Auditorium is maintained by establishment section. Infrastructure and facilities in the college are maintained by head of the office and the records has been kept in a deadstock register. All the amenities are maintained by skillful human resource available in the locality. Recently we have hired a sweeper to maintain sanitary arrangement and cleanness in total area of the college. The classrooms and seminar hall is used by non government organizations, teachers organizations etc to conduct community oriented meetings and programmes.

File Description	Document
Appropriate link(s) on the institutional website	View Document
Link for additional inflrmation	View Document

Criterion 5 - 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:

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Response: C. Any 2 or 3 of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2 Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Response: D. Any 2 of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: C. Any 2 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 67.41

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
20	17	25	15	14

File Description	Document
Data as per Data Template	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

5.2.2 Percentage of student progression to higher education during the last completed academic year

Response: 56.25

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 27

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

Response: 00

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

Response: 00

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 11.11

5.2.3.1 **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
13	01	01	00	00

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning

Response:

Student council of our college is an active council which plays vital role in Planning ,Managing and implementing Curricular and cocurricular activities according to the B. Ed.Curriculum and extra curricular activities of our college.Student council is formed according to the University norms. one representative from each category is nominated such as Academic merit, NCC, NSS, Cultural

Programme, Principals Nominate two student representatives from open category, Principal Nominated one professor, Hostel representative, Head of Gymkhana & Physical Education Professor , SC/ ST OBC category students are nominated on the council. Meeting of Students council has been being called from time to time. The issues related to implementation of theory papers, Practicum components, Problems of students who stay in Girls & Boys Hostel, Problems of married student teachers etc. have been resolved through student council. Prof.Dr.P.. B. Darade works as the head of Students council since 2007. All students tells their problems to the council members and the mambers place the problems in the meetings of the council. Issues related to student indiscipline, misconduct of students, isues related to Bus transportation,Govt. Scholarship, Issues related to Practice lessons, Internship etc. have been solved after discussion. Principal of the college works as the chairman of the council. The council helps the college Administration to run the academic endeviour of the college smoothly and successfully. However we have been achiveing success in producing qulaity teacher traing since its inception.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

Response: 2.4

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
04	03	00	00	05

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

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

Response:

Alumni Association of our college is registerd since 2010. Alumni Association helps the college (1) to get practicing schools for Internship,(2) To conduct Visit to innovative schools,(3) To conduct Educational Tour(4) to conduct cultural activities (5) To conduct socially useful productive works etc.Alumni Association helps the college for placement of students in various Marathi medium , English Medium, Semi English Medium schools and colleges across the state & country. We have conducted Placement camps with the help of Alumni Association. Some times Alumini of our college donate financial assistennce to our college . Our Alumni Dr . M. N. More donated Rs250000 to Development fund of our college. State Director of School Education Shri Mahaveer Mane saheb donated Water filter to our college. In academic Year 2021-2022 Alumni of our college donated 10 fibre chairs to our college. YCMOU Alumni students donated Audio Systemto our College. YCMOU alumni student Jahanara Jugle madam donated two standing Fans to us.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum

delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document
Any additional link	View Document

5.4.3 Number of meetings of Alumni Association held during the last five years

Response: 3

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	00	00	00

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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.

Response:

Alumni Association help us in student mentouring and conducting motivational activities in the college &outside. The Asssociation helps to motivate Fresher students also. Our alumini works as the resource person in conducting Teaching Aids workshop for semester II, Simulated teaching workshop etc.we call our alumini to give demonstration lesson on varius methods of teaching in various school subjects. Alumni

association helps to conduct (EPC) i.e. enhencing professional capacities and help to arrange lodging & boarding in Educational Tour in various destinations. Our Alumni Mr. Kokitkar ,Dr. Suryavanshi, Mr. Mahesh Kumbhar, Gavankar, Gurav, Gund sir, Lohar etc. helped our college to regulate various activities. The Association Provide guidance on compititie Examinations in Education such as MPSC, NET/ SET, TET, CTET, Official Examinations conducted by SCERT, State Boards, Our Alumni Saraswati suryavanshi, Vrushli Gaikwad, Seema Kamble, Nathaji, Devadis Kare, Dr, Kiran Lohar, Dr. Shinde, Dr. A. M. patil, Dr. S. B. shinde, Dr. Geetanjali Patil, Dr. Pushpa waskar helps to conduct YCMOU center in our college.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - 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

Response:

Our Institution Shri Mouni Vidyapeeth has three phased goverence system which includes (a)Governing council (b) Management committee and (c) Advisory commitee.There are 5 Members in Governing Council and 8 Members in Management committee. Honourabl Satej D. Patil saheb is working as the President of Shri Mouni Vidyapeeth and Honourable Madhukar Kundlik Desai (Appa) is working as the chairman of shri Mouni Vidyapeeth. There is representation of Indian Institution of Education , Pune, Prience Shivaji Education Society Kolhapur and Govindrao Korgaonkar saheb Trust , Kolhapur. The president works as the chief of the Institution and The Chairman of shri Mouni Vidyapeeth works as the Head of Management committee. The Heads of all sister institutions of such as schools, Colleges & training centers represent the Advisory committee.All academic Administrative, Managerial and developmental decisions are taken with the participation of all these representatives.There are membes from the Government, Shivaji Univerrsity, Zilla parishad Kolhapur and Employee representative on the management committee . There is College Development committee (CDC) , Internal Quality Cell (IQAC) Students Council, Grivance Redressal Cell, Anti ragging committee, Standing committee, Friendship club, Research committee, Internal complaints committee, Special cell, ELTT club, Science & Maths club, Language & Social Science club etc. who plays vital role in development of the college. All the curricular , Cocurricular and Extra curricular activities are conducted adhering to the vision & mission of the college i. e.Not the training of intellect but the refinement of heart and discipline of the spirit commanding glob vision perspective.Preparation of creative and dynamic teaching professionals striving for perfection and settle for excellence .Along with this we abrest Dnyan Seva Tyag as the prime motto of our Mother institution. Our student comes to get knowledge skills and develops positive attitude to human life and goes for service in various fields for nation building . Our Inspiration is Internationally acclaimend Educationalist Dr . J. P. Naik the founder member of Shri mouni Vidyapeeth who had positioned as member secretory of Kothari commission (1964-1966).He stated that the distiny of nation is shaped in its classroom.We the teachers ,students, administrators and all human & non human resources works to fulfill the vision & mission of the institution.Members form the local society and the massess from Bhudergad, Radhanagari ,Kagal, Gadhinglaj, Ajara, talukas also help the institution to fulfill the vision and mission of our college. Honourable Dr. V. T. Patil saheb, Honourable Dr. D. Y. patil saheb are our pillars of inspiration who estiblished this institution as Rural University based on the visison of Mahatma Gandhi for the rural reconstruction and Education through rural reconstruction.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.2 Institution practices decentralization and participative management

Response:

Our B. Ed. college practices decentralized system of management and administration . As our mother institutiton practices three phased system we also practice multiphased process of administration. We take guidance and support from various committes by conductiong meetings from time to time. There are different committees in our college such as: College Development committee, Internal Quality Assurance Cell, Students council, Grivance Redressal Cell, Internal Complaints commitee, Curriculum planning & implementation committee, research committee, Standing committee, Evaluation committee, Scholarship committee, Gymkhana committee, students mentoring groups,various subject clubs,Cultural committee,career guidance committee, Discipline Commttee, purchase commitee, Library committee, UGC proposal committee, Admission committtee, fund utilization committee, Anti sexual committee, Information & communication committee, publication committee,Hostel committee,etc. Members of all these committes help the college administration to plan, manage and implement academic activities in the college.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3 The institution maintains transparency in its financial, academic, administrative and other functions

Response:

To maintain Transparancy and objectivity in all types of financial, Administrative and Academic functions of our college. There are various committees to take decisions in related activities. There is Internal

Institutional Auditing system of our Institutiton. A. D. Shinde & company kolhapur i.e. Mr. Shinde & Sons are appointed as the Internal Auditer by Shri Mouni Vidyapeeth for maintaining financial transparency .To purchase equippments ,firnature , apharatus, computers, and various tools three quotations are invited from the sales company.& the cheapest quotation is finalised by Purchase committe. Academic transparency is maintained through various committees such as Internal Quality Assurance Cell, College Development Committe, Gymkhana committee, Educational tour committee,Complete Transparency is maintained in all types of functions. Academic Audit is done by Shivaji University, Kolhapur. Administrative Audit will be done by shivaji university in future time as such.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

The IQAC suggested the mother Institution Shri Mouni Vidyapeet to provide financial assistance to our B. Ed. College to construct new college building in future .The college building has been planed to construct but it is pending due to less availability of fund. Maintainance of college Building, Purchase of Necessary furniture, Equippemnts, etc.have been strategically planned by our institution.Monitoring committee regulates these works for effective planning & implementation.Other human resourses such as engineers, workshop, materials are designed and supplied by Institute of Civil and Rural Engineering (ICRE) , KHC, Agriculture unit, GTC, CTE and allied institutions of shri Mouni Vidyapeeth Gargoti.Plans are systematically deployed.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

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.

Response:

Shri Mouni Vidyapeeth is established as a rural university by Hon. Dr. V. T patil saheb & Dr. J.P.Naik saheb to provide rural reconstructiont through Education and Education through rural reconstruction.The Institutional bodies such as Governing Council, Management council , Advisary committee etc. works to fulfill the vision & mission of the college.The Administrative set up is democratic stakeholder centeric and local community oriented. Appointments are done according to the UGC /NCTE norms & State Government Norms adhering to the qualification ,quality and committment of the candidate.The selection committee is setup as per the conditions of Shivaji University and Joint Director of Higher Education(HE) , Kolhapur region. Residential facility, Loan facility, Grahaaak Bhander facility is provided to the selected candidates. Service conditions are followed as per the University Act 2016 and UGC regulations updated from time to time. Even CHB and temporary posts are also filled by Interviewing the applied candidates .The Maha Sanchalak of Shri Mouni Vidyapeeth Dr. Yeshwanrao Thorat saheb conducted screen test of permanent & temporary professors to maintain quaity in Teaching Learning process recently.

File Description	Document
Link for additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3 Implementation of e-governance are in the following areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Response: C. Any 3 or 4 of the above

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

Various Committees and Cells in our college strive to maintain quality of teacher training . The focus is kept on regirous implementation of theory and practicum.The subjectwise cells and administrative bodies keep lisence with all the stakeholders. The resolutions are commonly done after discussions and freelence talk related to the agenda. According to the university norms all bodies adheres to implement B. Ed. syllabi in the respective academic year.The effectiveness of functioning of our college has been proven successful in preparing competent & skilled teaching professionals .IQAC cell,ELTT club,Science & mathematics club, Social science club, Language club etc. works effectively for the better preparetion of trainnes. All the bodies have been conducting heterogeneous activities and taking student centeric decisions in the meetings called for the purpose .Sub committe prepares reports & the decisions are communicated to appex bodies and accountability is maintained properly.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

Shri Mouni Vidyapeeth is a rural Institution which is self reliant and democratic educational institution famous for Dnyan Seva and Tyag. All types of welfare measures are provided to teaching as well as non teachin staff. There are variuos facilities such as Mouni Grahak Bhandar, Cooperative credit society(PNLO) Staff Quarters, Agriculture Unit,Common auditorium, Multicultural Hall, 4 acres playground, Health centre, Gymnaisum,etc. Cooperative Bank provides loan facility to all the staff members who are in need of financial assistance. Group insurance , Financial Growth schemes and plans are given to the employees. Agricultural unit supply fruits, Milk and vegetables to the mouni vidyapeeth colony residents on the basiss of no Profit no loss. Organic fruits and vegetables are supplied to the employees. Anukampa scheme is implemented to 4 the class chaturth shrani are employees. Staff quarter are given to Heads of the Institutions, Professors ,administratie officers, peons and other employees. Specious rooms , Guest house ,play ground etc are available.free of cost . Free and compulsary Primary Education is available to all in the campus.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 20

6.3.2.1 **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
01	01	01	01	01

File Description	Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document

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

Response: 2

6.3.3.1 **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	00	01	00

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document

6.3.4 Percentage 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

Response: 40

6.3.4.1 **Total 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 during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	02	02	02

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff

Response:

PBAS forms are filled by teachers in each Academic Year. Selection of teachers for selection grade, Reader, Senior scale , Associate professor , Professor is done according to PBAS by Shivaji University, Kolhapur. The PBAS System includes the indicators regarding category (A)Teaching Learning & Evaluation related Activities ,catregory (B) includes Cocurricular, Extension & professional Development Activities, Category (C) includes Research & Academic Contribution.For placement of teacher in Higher scale Academic Performance Indicator (API) is calculated.Research publications inonline & offline refered journals /UGC care list journals are taken into consideration There is Code of conduct and Self Appraisal prepared for Non Teaching and Administrative Staff. It includes Administrative Complainance, College records, Audit, Income tax & Filling of 16 No. forms & Income tax Returns, Service records of all staff, financial records, Institutional records etc. The self Appraisal for Nonteaching Staff includes service

activities provided by the staff to Teachers , students, socierty and all stakeholders.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

The Auditor is appointed by our mother institution Shri Mouni Vidyapeeth. All the budgetary provisions, expenditure, financial allocation, distribution and purchase etc.Have been assessed & checked minutely.There is separate provision of audit for Yashwantrao Chavan Maharashtra Open University B.Ed course(YCMOU) as well as examination audit is separately maintained by the office and the reports are communicated to Shivaji University Kolhapur. Our college maintains separate audits for UGC Grand including development as well as other grants received for merged schemes in 11th and 12th plan by UGC. Internal Audit is done by A. D. Shinde and company kolhapur. Exernal Audit is done by Joint Director of Higher EducationJDKOP). Audit is done regularly and annually before closing the finincial year (before 31 March). All the expenditures are carefully checked by the auditor while doing the audit. Remarks by the auditer are given by the certified chartered accountant. Incrimental accounts and fixaction of teachers has been verified by the government Auditer , Kolhapur. All assessment reports of previous years upto 2021-2022 ar available on the college website.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 0.17

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.25	0.05	0.01	0.42	0.1

File Description	Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

Our college recieved Grants by UGC XI th & XII th plan which have been optimally utilized for the development of the Institution. We have also received grant for organization of UGC sponsored Seminar on English language teaching and Learning. The non salary grant have been utilized for purchasing equippments, College records, furnitures and othe aminities in the college. Each year we receive 50000 Rs as the development fund from Yeshwantrao Chavan Maharashtra Open University , Nashik . This fund is utilized to run the rutine works of the college. students are provided staitionary, Identity card, rolling board, Chalk pice Box etc. College peons are given Uniform and washing charges per year. LTC transportation facility is given to the staff. All students & staff members can get benefit of different welfare schemes by Shri Mouni Vidyapeeth & Shivaji University. All are benefisheres of such schemes.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

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

Response:

After First cycle of Assessment and Accreditation by NAAC our college had established Internal Quality Assurance Cell on 29/11/2005. Principal Dr. R. D. Belekar was working as Chairperson upto 31 May2022 and Dr. P. B. Darade had been working as IQAC coordinator since 2005. Honourable president of Shri Mouni Vidyapeet Shri Satej Alias Banti D. Patil saheb ., the former Chairman & present Chairman Honourable Shri Madhuappa Desai and all the members of Governing Council & management Council had been helping IQAC to initiate quality improvement activities from time to time. All the staff Memers &Students and Heads of other institutions of Shri Mouni Vidyapeeth had been helping the IQAC to regulate quality teacher training programme to the admitted student teachers from years together. IQAC had conducted distinctive curricular and cocurricular activities such as B. Ed./ M. Ed. CET guidance workshop, Yoga workshop, N ET/ SET Guidance , Visit to innovative centers of Pedagogy, Organization of Morning Assembly, Organization of food Festival, Teaching Aids Workshop, Diagnostic Testing in Pedagogy paper. Prepared Evaluation charts, Case studies , Actio research projects, Celebration of Special occassions, Guidance on Job Application Writing & Interview Technique,time management, stress management ,personal health and hygine , motivation for staff to use Best practices , Field visit, Educational Tour, Cultural activities, Quiz contest, Gender equality Programmes, Skill will Activities, Placement activities, Establishment of subject clubs, intensive Microteaching workshop, Models of Teaching workshop, Student mentioring etc.IQAC has been significantly improved physical facilities also. We have changed the seating arrangement in B. Ed. second Year classroom, Costructed Parking shed, Established ICT laboratory, Computers& Laptops has been provided to the staff members under UGC scheme, Rejuvination of Infrastructure had been discusssed in IQAC meetings and reported to the management of Shri Mouni Vidyapeeth and MV provide financial help to purchase necessary equippmenats & construct necessary resources. Science laboratory, Mathematics laboratory have provided necessary equipments and chemicals which are useful for our trainee teachers to conduct classs in various schools. Our trainees have scored good marks in B. Ed. Examination of Shivaji University and scored ranks also. IAQC initiated Vishwayogi Award to the meritious students with the help of retired Professor Shri V. N. Bhandare. IQAC give appreciation certificates to the student participants in various curricular & cocurricular activities througout the year. IQAC had submitted all AQARS to the NAAC since First Cycle of Assessment & Accreditation excluding Covid-19 period. IQAC has good lisence with teachers, administraters and Educational Experts and parents. IQAC had organised National seminars & Conferences in Colaboration with UGC, Shivaji University , Maharashtra State Secondary Teacher Educators Association(MSSTEA).IQAC had also organised Workshops on Revised B. Ed. syllabus in Collaboration with BCUD Shivaji University . IQAC has recently Organised Workshop on Creative Writing and Just a Minute in English with the help of lead college scheme of Shivaji University. All previous AQARs have been timely submitted to the NAAC office. Before submission of AQARs were presented before the College Development Committee(CDC) which is regulated According to University Act 2016.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

Our college reviewedsTeaching - Learning Process with the help of IQAC. After Feedback from students,School Headmasters, Parents , Alumni Association and professors, IQAC initiate changes in curricular & cocurricular activities. Lesson Planning & Observation charts had been newly prepared in access to get transparency in Lesson Observation. Evaluation charts have been prepared Practicum wise to maintain objectivity in the formative & Summative assessment of the course items. Formative as well as summative tools has been being used to diagnose student teachers progress in the particular areas. Recently submission of three questions and conducting Classroom test in Examination Environment is revised according to University norms. IQAC coordinator initiates new methodologies and student centric presentation methods to all the staff members. Dr..R. K. Shelake, Dr. P. S. Desai uses many student centric strategies such as Poster presentation, Seminar method, Group work, Role playing ,Discussion, Online teaching Online learning etc. Dr. P. S. Desai & Dr. R. K. Shelake upload the videos on Youtube channel. All teaching staff members are made aware to avoid chalk & talk methods and use democratic i. e. student centric methods,devices, approaches,techniques etc. Dr. P.B. Darade uses Dialogue method, Group Discussion, Models of Teaching, Cooperative learning method, Communicative approach, Electic approach, etc. Dr. M. N. More used constructivist approach in Teaching & Learning sucha as A-5 A-7 Models, Brain storming, Brain Based Lerning, Dr. R. D. Belekar used Synetics Model to teach Languages . IQAC strictly instruct the Head of Lesson Planning Workshop and Demonstration Workshop Dr. R. K. Shelake to select subject specific and student specific Methods of teaching & Learning. Demo lessons on such pedagogies have been conducted in the college . School students and Expert teachers also invited to participate in the workshop. As IQAC coordinator and Head of Models of Teaching Workshop Dr.. P. B. Darade select various teaching Models from Four families such as Information Family of Models, Behavioural Family of Models, Personal Family of Models, Social Interaction Family of Models etc. Dr. R. D. Belekar demonstrates Synectics Model, Dr. P. B. Darade demonstrates Memory training, Inquiry Training,etc . Dr. P. S. Desai demonstrates Inductive thinking Model , Dr. R. K. Shelake demonstrates Role Playing Model, Dr . M. N. More was specialised in Advane Organizer Model By David Ausubel.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 1.4

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	1	1	1

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: C. Any 2 of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

(A) Academic Improvements: Our college have achived many academic and administrative improvements through initiatives by Quality Assurance Cell. We have improved qualification of all our professors and now thay all are holding Ph. D. in Education. All staff members are recognised Post Graduate teachers, M. Phil & Ph. D. Guides in Education. All staff members have awarded varioud awards and recognitions by government and subject associations. All are working on various bodies of the government & Shivaji University affiliation committees , Saff selection committees, Text Book Bureau, Board of Studies of Shivaji University and Yeshwantrao Chavan Maharashtra Open Uiversity etc. All are working on B. Ed. curriculum construction committee as per NCFTE 2014. Dr. R. K. Shelake is working on Text book Bureau, Dr. Desai also submitted proposal to the Bureau. Dr. P. B. Darade and Dr. P. S. Desai wrote topics in YCMOU B. Ed. SIM.

(B) Administrative Improvements: our Administrative staff also improved their academic qualification up to graduation, Sou Shital patil and Savita Masker completed library attendent course. The Head of our office Shri Gurunath Kamble is Graduate in Arts and Shri S. D, Shiudkar is Engineering Diploma Holder. Junior cleark Shri Tushar Avagade completed training organised by Shivaji University. All administrative staff have acquired computerization skills.

(C) Student Merits:our students Sarasvati Suryavanshi, Gaikwad Vrushali, Bhorate Deepali Vaishali Patil, Nasruddin Sumaya, Desai Yogita, Gaikwad Nagnath have secured ranks in the Shivaj Universty B. Ed. Examination. many times our YCMOU student teachers have stood first in B. Ed. Examination of YCMOU in the state of Maharashtra . We have scored good scores in Academic Audit by Shivaji University and also participation in assessment by Quality council of India. All these are the sample indicators of incremental improvements in academic , Administrative and overall functioning of our teacher training college. We have track record in producing Administrative service in Education officers in the state of Maharashtra.

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - 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

Response:

Our college consumes less electric energy to regulate electric equipments. We have backup facility to run the computers whenever necessary. we have been trying to consume less & less electricity and reduce expenditure on it. The electricity bill has been reduced from 2350 to 1520 accordingly. Our college arranged fiber roof plates for the light to come in the classrooms where there is no need to burn electric tube light and bulbs in the day time. Our peon takes care for less consumption of energy in the college campus. We celebrate various activities and Champigns under Environment Education course which is paper C- 10 . Students teachers and all human resources are oriented through Road shows, Ralleies, Lectures and posters . Dr. P. S. Desai conducts various activities in this paper.

Our students have Undertaken action researches on environmental issues and environmental sustainability students have completed sessional work assignments and community oriented tasks under optional course. D-2 is the community outreach programme which is prescribed in Shivaji University B.Ed. curriculum for semesterIV..Our students have presented street plays on environmental issues such as save the earth save the trees save the water resources save the environment by making aware about Global Warming etc.Our students have also presented mime,poster,rangoli on deforestation and growing drug addiction in society..

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2 Institution has a stated policy and procedure for implementation of waste management

Response:

Our college campus is clean, healthy & hygienic. We have placed dustbins in all the classrooms. Garbage is collected in the dustbins and classified into wet and dry waste. The waste is collected in compost preparation unit in the college campus. Leaves of the trees, paper waste etc type of waste are placed in that unit and vermi compost is produced with the help of givamruta and cow dung etc. Agriculture unit helps us to prepare the compost.Students and staff are noticed to not to through waste in the campus .Notice stickers are displayed on the walls and notice board. In this way we have functional waste management system in the COE. Our student and staff conduct swachhata mohim on the eve of Mahatma Gandhi Jayanti and other cultural programs from time to time. We have participated in Rashtrasant Tukdoji

Maharaj gram swachhata Abhiyan initiated by Gram Panchayat Gargoti.During the 20 weeks internship period our student implement gram swachhata mohim in mandir, masjid, bus stand and other public places in the locality.

File Description	Document
Any additional information	View Document

7.1.3 Institution waste management practices include

1. **Segregation of waste**
2. **E-waste management**
3. **Vermi-compost**
4. **Bio gas plants**
5. **Sewage Treatment Plant**

Response: C. Any 2 of the above

File Description	Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document

7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Our college is located in hilly and green landscape area around the campus. Gargoti is a beautiful village located on the bank of Vedganga river which has a historical heritage of Gargya Muni a sant in ancient

time, there are small and big hills and mountains covered by green forest having ample types of animals and ranmeva around Gargoti .There is great biodiversity found around the village.Bhudargad fort,Mouni Maharaj Samadhi at Patgaon, Radhanagari Jungle and Dam , Gaganbavada are popular tourist destinations near Gargoti.Our college campus is clean,healthy and covered with green trees. There are more than 250 small and big trees and plants in the campus.The trees and plants have been planted by our students & Staff and Alumni. Each tree & plant has been named as Roll numbers of students who take care of it. One gent & one Lady servant is hired for sanitary cleaness. Our campus is pollution free. No smoking, No Sound, No Horn stickers are displayed in the campus. All staff members follow rules and regulations and code of conduct to protect environment. Our institution is having agriculture unit. In this unit mangoes , vegetables organic fruits and allied organic and nutritional plants are available for the employers.Atmosphere is very very healthy and there will be no maximum temperature hike even in summer season also. Campus is evergreen in all seasons the visitors have praised the healthy environment around Gargoti area and our campus when they visited our college in response to seminars and conferences organized by us. Our college received **'Vanashree Award'** for our continuous efforts regarding protection of environment the award is given by Government of Maharashtra in 1992.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0.66

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.1	0.09	0.07	0.05	0.07

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

Our college participated in Gramswachacaata Abhiyan launched by Gargoti Grampanchayat .Through this campaign Bus stands, Mandir, Vedganga Ghat etc. Public places are cleaned by our student teachers during school Internship period. Our college celebrates Vanyajiv Sapataha to protect animal life. During this week all students avoid non vegetarian food. Lectures on Global warming, Ecology Biodiversity, Deforestation, growing urbanization, Environmental decay etc have been organized during the week. Importance of lakes, forests, pure water resources, Veg Food, Forest, animal life etc have been taught to the trainee teachers. Environmental Awareness has been created among all the students & staff through various activities in each academic year. Environment protection activities have been executed during Internship at Waghpur Highschool, Kumarbhavan, Kadgaon,Kumar Bhavan Shengaon, Shankarrao Desai School Mahsave, Pushpanager, Kumar Bhavan Koor, Kumar Bhavan Kasarwada, Vidyaniketan Bidri, Shri shahu kumr Bhavan Gargoti,Kumar Bhavan Karadwadi etc.Our trainees undertake sessional works on Environment Education in Semester IV. Student teachers studies basic concepts of Environment, Environmental issues, Environment protection practices, Managerial movements, Projects on Biodiversity has been undertaken by the students as per the guidance of the subject teacher. They write report on ecosystem, River, Forest, Animal life, Ecology etc.Dr. P. S. Desai conducts poster presentation, Discussion, Quiz, Debate on Environment Education.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. **Code of Conduct is displayed on the institution's website**
2. **Students and teachers are oriented about the Code of Conduct**
3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: B. Any 3 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

(1) TITLE: ASTHANG YOGA WORKSHOP

Yoga Education is practical component of Two Year B. Ed. Degree course. It is one of the important aspect of Enhancing Professional Capacities (EPC) Semester IV. Yoga Education is the recent trend in Education at present. It is a practical component of B. Ed. Syllabus for semester III also. Our faculty member Dr. P. B. Darade is a certified Yoga trainer of Ministry of Aayush Government of India. Our students participate in Yoga Sibir since 2007.

OBJECTIVE OF THE PRACTICE

1. To understand philosophy of Yoga & benefits of Asthang Yoga
2. To develop health and hygiene
3. To enhance ability of body and Mind
4. To develop self-understanding

NEED OF THE PRACTICE

.Married male & female trainee students have to do household works as well as Farming related works along with their studies. In such circumstance female students are found to be suffering from headache, migraine, cold, fever etc. To overcome such common illness yoga is the best remedy. Yoga is the best way of personality development today. However Yoga education courses are in great demand today. So we decided to undertake this activity in our college by Yog teacher Dr. P. B. Darade

DESCRIPTION OF THE PRACTICE

Our college conducts yoga sibir for our 50+50students each year. All students regularly do yoga individually and weekly follow up has been undertaken by the yoga teacher. Following components has been practiced in the yoga workshop: The workshop includes(a) Asanas (b) Pranayama (c) Suryanamaskara. (d) Dhana, (e) Hashya Yoga (f) Meditation (g)Suryanamaskara. The sibir includes:

1. History of health & physical education in India
2. Importance of Health and physical education in human life
3. Place of Yoga & Health education in school curriculum
4. Measurements of games & sports
5. Yoga Workshop which includes:

IMPACT/ OUTCOME

Yoga workshop cured common diseases like cold, headache, migraine, memory problems, concentration, retention, emotional problems, Exam stress, etc. The workshop enables the students to develop their overall personality as a teacher.

(2) Title: **Poster Presentation**

Objectives of the practice

- To create an awareness to resolve invironmental problems
- To motivate students for presentation
- To develop planning & implementation skill among students
- To develop ICT skill of students

Need of the Practice:

Most of the Student teachers admitted in the college are found to be weak in ICT & presentation skill, some of them has lack of confidence in stage performance. Such students need to be motivated to participate in such programmes. Secondary & Higher secondary schools organize such events regularly. To be ready for teaching profession it is an urgent need to improve the knowledge & skills of student teachers.

Description of the Practice: Student teachers prepared Posters on Various topics.

Result was declared as¨: Ashwini Atigre (First), Jay chavan(Second), Varsha Chavan(Third)

The Sources Required:

Well equipped classroom, Internet connectivity, Reference books on Science & mathematics, Laboratorary etc.

Impact/ Outcome:

(1) practice over presentation techniques

(2) Development of knowledge of ICT tools

(4) Mastery over examining competition posters

Requirements for Adaptation:

Well equipped classroom, ICT Lab.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Our vision is to train disciplined dynamic and self oriented Globo visional teachers. According to our vision we conduct ample Number of activities under various Heads such as EPC,Reading & reflection. Semesterwise foundation papers and Practicum course. Through these programmes, Activities & special drives our student teachers became professionally fit for the purpose of Nation building. One of the Distinctive areas is Placement in Teaching Administrative and Competitive Examinations in Education. Round about 40% Education Officers in the state of Maharashtra belongs to our college. Our students are occupying various positions in Teaching and Administrative set up of the state of Maharashtrasuch as Teachers, Head masters, Block Education Officers, District Education Officers, Principals,DIET Professors, SCERT professionals, Directors of Education Boards, They are working in Kendriya Videlaya, Novidelayas, Higher Education Departments, private Institutions etc.

Distinctive Inputs: 65 Acres of green campus pollution free area, Central Library, 11 Hostels, Staff Quarters, Grahak Bhandrar, Cooperative Credit Society, Agriculture Unit, KHC, GTC, ICRE, CTC, UJCE, ITEP Course, Registered Alumni Association, PRTC, KGTT Course, Ph. D. holder Teaching Staff, Vanashree Award, Award holding Faculty & Students etc.

Distinctive Activities: Guidance on Teacher Eligibility Test (TET), Central Teacher Eligibility Test (CTET) , NET/ SET, M. ED. CET, Mock Interview Test, How to Write Job Application, Workshop on Employability Skills, Earn & Learn Scheme, Vishwayogi Award to Meritious Students, Yoga Workshop, Understanding the self, Morning Assembly, Tutorials & Assignments, Sessional Works,& etc., Grantha Dindi, Educational Tour, Visit to Innovative School, Food Festival, Lead college Activity- Just a Minute & Creative Writing, Quiz Contest, Career Guidance on Career in LIC, Road shefty Petrol(RSP) , CCM, Models of Teaching Workshop, Diagnostic Microteaching, Simulated Teaching, Psychological Testing Workshop, Teaching Aids Preparation Workshop, Action research Workshop, Workshop on Constructivism, Projects on Community related Experience, General Orientation of Student Teachers for Two Years, School Engagement, 20 Weeks Internship, Aids Awareness Programme, Road Play Role Playing, Aids Awareness Rally, Study of Special Children, Celebration of International Yoga Day & Women's day, Study of government Activities, Portfolio Preparation, Lek Wachava Abhiyan, English Day celebration, Hindi day Celebration, Marathi Rajbhasha Din 15 day programme, Mentoring Group activities, Wall paper publication, Poster presentation,ELTT club activities etc. These are some of the sample activities which became fruitful for the success of our student teachers.Our college is an Ideal college for other teacher training institutions in Shivaji University and other Universities in the state of Maharashtra. The distinctiveness of our college realise in majority of experiments implemented by our former principals and professors. Our former Principal Dr.Baba Chickermane wrote the majority of pages of Kothari Commission 1964-66. Was the first Ph.D. holder in education all over India, he had achieved 7 Ph.D.s in Education at that time Dr. J.P. Naik was the member secretary of Kothari Commission 1964-66. So we have had got that opportunity to remain distinctive not only in the state of Maharashtra but all over the country.The report of Kothari Commission is distinctive as compared to other Indian Education Commissions it had initiated the concept of common School and the concept of ITEP which is recently initiated by NEP 2020.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

Shri Mouni Vidyapeeth is widely known Institution in the state of Maharashtra which is established in 1946 by Dr. Raoso V. T. Patil & Dr. J. P. Naik. Acharya Jawadekar College of Education is one of the branch of shri Mouni Vidyapeeth established in 1956 . Due to Mouni Vidyapeeth village Gargoti became famous in the state of Maharashtra. It was archetyped as a pilot project for Rural University as per the Mahatma Gandhi's concept of Basic Education. Diverse experiments in Education by Dr. J.P. Naik have been recognised at national & international borders of the world. The institution runs KG to PG courses in Arts, Science, Commerce, Education, Training Centres, 11 Hostels , Agriculture unit, Cooperative society, Grahak Bhandar, Central Library etc. Acharya Jawadekar College of Education is presently running Two years B.Ed. course affiliated to Shivaji University and Two years distance mode in-service B. Ed. Course affiliated to Yeshwantrao Chavan Maharashtra Open University, Nashik (YCMOU). Previously it was running M. A./ M. Sc./M. Com Communication & KGTT course of YCMOU Nashik. Previously the college was Accredited & Re accredited with B++ & B Grade by NAAC.The college prepared thounds of teachers, professors,Head of Departments, Principals, Education Officers, Block development officers, State Director of School Education & many more. Majourity of our Alumni are holding prominent positions in various fields.

Concluding Remarks :

Teacher Education in the country is witnessing diverse changes at present.It had witnessed first major change in 2015 i. e. Conversion of one year B. Ed. Course in to two year B. Ed. Course According to NCFTE 2014 &report of Justice Verma commission. As it is Professional course the time duration of the course must be like Engineering, Medical, Law etc degree programmes. Implementation of Four Integrated B. Ed.programme i. e. ITEP was initiated by our founder innovator Dr. J. P. Naik in Kothari commission Report 1964-1966.Four year Integrated B. Ed. course is being run in our institution since1975. As per the Multidisciplinary approach in NEP 2020 our college can propose other disciplinary courses or ITEP course at KHC can merge in our institution. As a matter of fact we preparing ourselves to face the challenges ached. Since 1956 we have keep the tradition of producing quality teaching professionals by rigorous implementation of practicum course. However there is great demand for our products in across the state & country.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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 last completed academic year** **1. Faculty of the institution** **2. Head/Principal of the institution** **3. Schools including Practice teaching schools** **4. Employers** **5. Experts** **6. Students** **7. Alumni** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : Data updated as per the stakeholders involved in the curriculum planning.
1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through** **1. Website of the Institution** **2. Prospectus** **3. Student induction programme** **4. Orientation programme for teachers** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above
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 last five years.** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	11	11	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	9	9

1.2.1.2. **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

1.2.2 **Average Number of Value-added courses offered during the last five years**

1.2.2.1. **Number of Value – added courses offered during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
01	01	01	01	01

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	01

1.2.3 **Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**

1.2.3.1. **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
46	49	21	30	19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	19

Remark : Data updated as per metric id 1.2.1

1.2.4 **Students are encouraged and facilitated to undergo self-study courses online/offline in several**

ways through

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Answer before DVV Verification : B. Any 3 of the above
Answer After DVV Verification: B. Any 3 of the above

1.2.5 **Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years**

1.2.5.1. **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	13	07	09	09

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	13	07	09	09

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

Structured feedback is obtained from

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Practice teaching schools/TEI**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: D. Any 2 of the above
Remark : Data updated as per supporting documents.

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website
Answer After DVV Verification: C. Feedback collected and analysed
Remark : Data updated as per supporting documents.

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** **1. Mentoring / Academic Counselling** **2. Peer Feedback / Tutoring** **3. Remedial Learning Engagement** **4. Learning Enhancement / Enrichment inputs** **5. Collaborative tasks** **6. Assistive Devices and Adaptive Structures (for the differently abled)** **7. Multilingual interactions and inputs** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: D. Any 2 of the above
2.2.3	**There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students** Answer before DVV Verification : Only when students seek support Answer After DVV Verification: No Special effort put forth in accordance with learner needs
2.2.4	**Student-Mentor ratio for the last completed academic year** 2.2.4.1. **Number of mentors in the Institution** Answer before DVV Verification : 4 Answer after DVV Verification: 4
2.3.3	**Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..** 2.3.3.1. **Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year** Answer before DVV Verification : 40 Answer after DVV Verification: 48
2.3.4	**ICT support is used by students in various learning situations such as** 1. **Understanding theory courses** 2. **Practice teaching** 3. **Internship** 4. **Out of class room activities** 5. **Biomechanical and Kinesiological activities** 6. **Field sports**

	Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above
2.3.6	**Institution provides exposure to students about recent developments in the field of education through** **1. Special lectures by experts** **2. 'Book reading' & discussion on it** **3. Discussion on recent policies & regulations** **4. Teacher presented seminars for benefit of teachers & students** **5. Use of media for various aspects of education** **6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global** Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: C. Any 3 of the above
2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include** 1. **Organizing Learning (lesson plan)** 2. **Developing Teaching Competencies** 3. **Assessment of Learning** 4. **Technology Use and Integration** 5. **Organizing Field Visits** 6. **Conducting Outreach/ Out of Classroom Activities** 7. **Community Engagement** 8. **Facilitating Inclusive Education** 9. **Preparing Individualized Educational Plan(IEP)** Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: B. Any 6 or 7 of the above
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** **1. Formulating learning objectives** **2. Content mapping** **3. Lesson planning/ Individualized Education Plans (IEP)** **4. Identifying varied student abilities** **5. Dealing with student diversity in classrooms**

	6. Visualising differential learning activities according to student needs **7. Addressing inclusiveness** **8. Assessing student learning** **9. Mobilizing relevant and varied learning resources** **10. Evolving ICT based learning situations** **11. Exposure to Braille /Indian languages /Community engagement** Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: D. Any 2 or 3 of the above
2.4.3	**Competency of effective communication is developed in students through several activities such as** 1. **Workshop sessions for effective communication** 2. **Simulated sessions for practicing communication in different situations** 3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'** 4. **Classroom teaching learning situations along with teacher and peer feedback** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Data updated as per supporting documents.
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** 1. **Teacher made written tests essentially based on subject content** 2. **Observation modes for individual and group activities** 3. **Performance tests** 4. **Oral assessment** 5. **Rating Scales** Answer before DVV Verification : B. Any 3 or 4 of the above Answer After DVV Verification: C. Any 2 of the above Remark : Data updated as per supporting documents.
2.4.5	**Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of** **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** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has updated the data as per the HEI clarification response received
2.4.6	**Students develop competence to organize academic, cultural, sports and community related events through** 1. **Planning and scheduling academic, cultural and sports events in school** 2. **Planning and execution of community related events** 3. **Building teams and helping them to participate** 4. **Involvement in preparatory arrangements** 5. **Executing/conducting the event** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above Remark : Data updated as per supporting documents.
2.4.7	**A variety of assignments given and assessed for theory courses through** 1. **Library work** 2. **Field exploration** 3. **Hands-on activity** 4. **Preparation of term paper** 5. **Identifying and using the different sources for study** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : Data updated as per supporting documents.
2.4.9	**Average number of students attached to each school for internship during the last completed academic year** 2.4.9.1. **Number of schools selected for internship during the last completed academic year** Answer before DVV Verification : 4 Answer after DVV Verification: 5
2.4.10	**Nature of internee engagement during internship consists of** 1. **Classroom teaching** 2. **Mentoring** 3. **Time-table preparation** 4. **Student counseling** 5. **PTA meetings** 6. **Assessment of student learning – home assignments & tests**

	7. **Organizing academic and cultural events** 8. **Maintaining documents** 9. **Administrative responsibilities- experience/exposure** 10. **Preparation of progress reports** Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: B. Any 6 or 7 of the above
2.4.12	**Performance of students during internship is assessed by the institution in terms of observations of different persons such as** 1. **Self** 2. **Peers (fellow interns)** 3. **Teachers / School* Teachers** 4. **Principal / School* Principal** 5. **B.Ed Students / School* Students** **(* 'Schools' to be read as "TEIs" for PG programmes)** Answer before DVV Verification : C. Any 2 or 3 of the above Answer After DVV Verification: C. Any 2 or 3 of the above
2.4.13	**Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include** 1. **Effectiveness in class room teaching** 2. **Competency acquired in evaluation process in schools** 3. **Involvement in various activities of schools** 4. **Regularity, initiative and commitment** 5. **Extent of job readiness** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : Data updated as per supporting documents.
2.5.3	**Average teaching experience of full time teachers for the last completed academic year.** 2.5.3.1. **Total number of years of teaching experience of full-time teachers for the last completed academic year** Answer before DVV Verification : 101 Answer after DVV Verification: 101
2.6.2	**Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation** 1. **Display of internal assessment marks before the term end examination** 2. **Timely feedback on individual/group performance** 3. **Provision of improvement opportunities** 4. **Access to tutorial/remedial support** 5. **Provision of answering bilingually**

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: A. Any 4 or more of the above

3.1.3 **In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:**

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Answer before DVV Verification : C. Any 2 of the above
Answer After DVV Verification: C. Any 2 of the above

3.1.4 **Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include**

1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Answer before DVV Verification : C. Any 2 of the above
Answer After DVV Verification: C. Any 2 of the above

3.2.1 **Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years**

3.2.1.1. **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	22	17	16	17

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	22	17	16	17

3.3.1 **Average number of outreach activities organized by the institution during the last five years..**

3.3.1.1. **Total number of outreach activities organized by the institution during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	11	14	12	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12	11	14	12	11

3.3.2 **Percentage of students participating in outreach activities organized by the institution during the last five years**

3.3.2.1. **Number of students participating in outreach activities organized by the institution during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
46	49	21	30	30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
94	70	50	56	41

3.3.3 **Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**

3.3.3.1. **Number of students participated in activities as part of national priority programmes during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
46	49	21	30	30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
94	70	50	56	41

3.3.5 **Number of awards and honours received for outreach activities from government/ recognized agency during the last five years**

3.3.4.1. **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
46	50	22	31	30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

3.4.1 **Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years**

3.4.1.1. **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	4	4	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	4	4	4

3.4.3 **Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes**

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

Answer before DVV Verification : B. Any 5 or 6 of the above
Answer After DVV Verification: B. Any 5 or 6 of the above

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

4.1.2.1. **Number of classrooms and seminar hall(s) with ICT facilities**
Answer before DVV Verification : 03
Answer after DVV Verification: 02

4.1.2.2. **Number of Classrooms and seminar hall(s) in the institution**
Answer before DVV Verification : 07

Answer after DVV Verification: 07

Remark : Data updated as per supporting documents.

4.1.3 **Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**

4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1005964	680245	1263916	570540	1208569

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	6.8	12.6	5.7	12

4.2.3 **Institution has subscription for e-resources and has membership/ registration for the following**

1. **e-journals**
2. **e-Shodh Sindhu**
3. **Shodhganga**
4. **e-books**
5. **Databases**

Answer before DVV Verification : C. Any 2 of the above
Answer After DVV Verification: E. None of the above

4.2.4 **Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**

4.2.3.1. **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5785	10505	9314	17683	7136

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.05785	0.10505	0.09314	0.017683	0.07136

4.2.5 **Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**

	4.2.5.1. **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year** Answer before DVV Verification : 105 Answer after DVV Verification: 34 4.2.5.2. **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year** Answer before DVV Verification : 105 Answer after DVV Verification: 15 4.2.5.3. **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year** Answer before DVV Verification : 105 Answer after DVV Verification: 15 4.2.5.4. **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.** Answer before DVV Verification : 105 Answer after DVV Verification: 15 4.2.5.5. **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.** Answer before DVV Verification : 105 Answer after DVV Verification: 15 Remark : Data updated as per supporting documents in his clarification response.
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** 1. **Relevant educational documents are obtained on a regular basis** 2. **Documents are made available from other libraries on loan** 3. **Documents are obtained as and when teachers recommend** 4. **Documents are obtained as gifts to College** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above
4.3.3	**Internet bandwidth available in the institution** 4.3.3.1. **Available bandwidth of internet connection in the institution, in MBPS** Answer before DVV Verification : 100 Answer after DVV Verification: 100
4.3.4	**Facilities for e-content development are available in the institution such as** 1. **Studio / Live studio** 2. **Content distribution system** 3. **Lecture Capturing System (LCS)** 4. **Teleprompter** 5. **Editing and graphic unit**

Answer before DVV Verification : D. Any 1 of the above
Answer After DVV Verification: E. None of the above

4.4.1 **Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**

4.4.1.1. **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
233302	148900	118124	84676	217806

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2.33302	1.48900	1.18124	0.84676	2.17806

5.1.1 **A range of capability building and skill enhancement initiatives are undertaken by the institution such as:**

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Answer before DVV Verification : B. Any 4 or 5 of the above
Answer After DVV Verification: C. Any 2 or 3 of the above
Remark : Data updated as per supporting documents.

5.1.2 **Available student support facilities in the institution are:**

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: A. Any 8 or more of the above

5.1.3 **The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as**

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Answer before DVV Verification : B. Any 5 of the above
Answer After DVV Verification: D. Any 2 of the above
Remark : Data updated as per supporting documents.

5.1.4 **Institution provides additional support to needy students in several ways such as:**

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Answer before DVV Verification : A. Any 5 or more of the above
Answer After DVV Verification: C. Any 2 of the above

5.2.1 **Percentage of placement of students as teachers/teacher educators**

5.2.1.1. **Number of students of the institution placed as teachers/teacher educators during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20	17	25	15	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20	17	25	15	14

5.2.2 **Percentage of student progression to higher education during the last completed academic year**

5.2.2.1. **Number of outgoing students progressing from Bachelor to PG.**
Answer before DVV Verification : 27
Answer after DVV Verification: 27

5.2.2.2. **Number of outgoing students progressing from PG to M.Phil.**
Answer before DVV Verification : 00
Answer after DVV Verification: 00

5.2.2.3. **Number of outgoing students progressing from PG / M.Phil to Ph.D.**
Answer before DVV Verification : 00
Answer after DVV Verification: 00

5.3.2 **Average number of sports and cultural events organized at the institution during the last five years**

5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
04	03	00	00	05

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
04	03	00	00	05

5.4.2 **Alumni has an active role in the regular institutional functioning such as**

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Answer before DVV Verification : A. Any 6 or more of the above
Answer After DVV Verification: A. Any 6 or more of the above

6.2.3 **Implementation of e-governance are in the following areas of operation**

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Answer before DVV Verification : A. Any 6 or more of the above
Answer After DVV Verification: C. Any 3 or 4 of the above
Remark : Data updated as per supporting documents.

6.3.2 **Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years**

6.3.2.1. **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
01	01	01	01	01

6.3.4 **Percentage 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**

6.3.4.1. **Total 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 during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	02	02	02

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

6.4.2.1. **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25000	5000	1000	42000	10000

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.25	0.05	0.01	0.42	0.1

6.5.3 **Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.**

6.5.3.1. **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
05	05	11	10	04

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	1	1	1

Remark : Data updated as per supporting documents.

6.5.4 **Institution engages in several quality initiatives such as**

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: C. Any 2 of the above
Remark : Data updated as per supporting documents.

7.1.3 **Institution waste management practices include**

	1. **Segregation of waste** 2. **E-waste management** 3. **Vermi-compost** 4. **Bio gas plants** 5. **Sewage Treatment Plant** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: C. Any 2 of the above
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** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : Data updated as per supporting documents.
7.1.6	**Institution is committed to encourage green practices that include:** **1. Encouraging use of bicycles / E-vehicles** **2. Create pedestrian friendly roads in the campus** **3. Develop plastic-free campus** **4. Move towards paperless office** **5. Green landscaping with trees and plants** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above
7.1.7	**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** 7.1.7.1. **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16165	9360	7600	5000	7900

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.1	0.09	0.07	0.05	0.07

7.1.9 **Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways**

1. **Code of Conduct is displayed on the institution's website**
2. **Students and teachers are oriented about the Code of Conduct**
3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any 3 of the above

2.Extended Profile Deviations

ID | Extended Questions

1.1 **Number of students on roll year-wise during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
46	49	21	30	30

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
94	70	50	56	41

1.4 **Number of outgoing/ final year students who appeared for final examination year wise during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
48	21	29	27	11

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
48	21	29	27	11

1.5 **Number of graduating students year-wise during last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
48	21	29	26	11

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
48	21	29	26	11

1.6 **Number of students enrolled(admitted) year-wise during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
46	49	21	30	30

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
46	49	21	30	30

2.1 **Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1005964	680245	1263916	570540	1208569

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	8.5	14	7	15

2.2 **Number of Computers in the institution for academic purposes..**

Answer before DVV Verification : 15

Answer after DVV Verification : 15