SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

HON.SHRI. ANNASAHEB DANGE COLLEGE OF EDUCATION (B.ED.), ASHTA

SANT. DNYANESHWAR SHIKSHAN SANSTHAS, HON. SHRI. ANNASAHEB DANGE COLLEGE OF EDUCATION (B.ED.) ASHTA, TAL- WALWA, DIST- SANGLI -416301
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

It was a great visionary effort and thought of Hon.Shri Annasaheb Dange, a social reformer to contribute to the society by providing opportunities for higher education to rural masses in Teacher Training Education to the students of this region. This thought led to establishment of a Sant Dnyaneshwar Shikshan Sanstha's Hon. Shri Annasaheb Dange College of Education,(B.Ed.) Ashta, Taluka -Walwa, District -Sangli in the year 2009. It was approved by NCTE in the same year. The College believes in providing the environment where nation builders will be encouraged to achieve excellence in the field of education.

The Institution has active IQAC cell deliberating plans and implementing academic activities It has qualified, experienced and dynamic faculty who continue to enhance and update knowledge and skills. The College has well-appointed and spacious classrooms equipped with projectors so that ICT can be used for strengthening academic discourse..The institution has all the necessary infrastructural facilities like laboratories, a well stocked library, clean water supply, electricity, generator, intercom system, etc. An auditorium, conference room, transport facility and indoor and outdoor games facility, both for the students and members of the staff are present. Our students have excelled in the fields of sports, cultural, NSS, NCC, YRC etc. The college is committed to making students conscious of their social responsibility through outreach programmes, extension lectures, seminars and workshops organized by different associations in the college. Internship of students is arranged in various state, CBSE & ICSE reputed schools every year.

 The college is well connected by various modes of transport. It firmly adheres to norms

Vision

To Provide Competent Teacher to the society with Sound knowledge base,

With cross culture, socially relevant and spiritually strong individual.

Mission

- **The institute's quest for quality Educational shall be based on international of teaching of methodology and instruction technology.**
- **The institute shall provide empathies on cross culture and spiritual understanding**
- **The institute with rural background shall address on socially relevant issues.**
- **The institute endeavors to have three major components**

1. **Theoretical Orientation B)Social Experience C)Practical work**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength:

- Significant contributions of the members of Governing body for policy decisions and well being of the College.
- One of the leading colleges of education in the rural area of Sangli district of Maharashtra.
- Well qualified and experienced faculty actively involved in teaching, learning and extension activities.
- Adequate student support service and transparent feedback system.
- Active internal quality assurance cell for overall development of the quality of the institution.
- Participation of students in various sports and cultural activities.
- ICT enabled classrooms with Wi-Fi facility.
- Internship opportunities and teaching practices for students in top schools.

Institutional Weakness

Institutional Weaknesses :

- Limited resources for the use of digital technology to enhance teaching learning in the campus.
- Students admitted in the college were basically from regional language.
- Lack of funds from the government for the development of the college.

Institutional Opportunity

Institutional Opportunity :

- To strengthen the quality of community outreach activities.
- To organize more faculty development programmes for teachers
- Scope for providing PG courses and active research.
- To enhance the growth of the deprived sector of students in an excellent manner.
- Expanding partnership and engagement of all students within our society.

Institutional Challenge

Institutional Challenges :

- To establish linkages with government organizations at national level.
- To enhance the strength of the students in the institution.
- Motivating faculty for research by getting research grants from various funding agencies.
- Non-performing students are the threat that can impact the enrollment and revenue.
- The commercialisation of education and change in the societal values present, which is a challenge to the service motto of the institution.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is affiliated to Shivaji University, Kolhapur and the curricula is provided by the affiliating university. The institution remains in direct contact with the BOS for any changes or improvements in curriculum. The planning and implementation of the curriculum is done in a transparent and effective manner in the institution through academic calendar, teaching plans and with the help of IQAC. Academic processes are streamlined with work allude and other admission to tasks prepared well in the starting of a new session. The focus is given on PLOs and CLOs of the program while planning and implementation of curricula. The orientation and induction programme conducted in the beginning of the academic year the awareness about PLOs and CLOs is provided to the students. To develop the skills of the students, the institution has introduced many value added courses and self-study courses. The curriculum is designed by the university in such a way that the student can naturally learn the cross cutting issues. Faculties also try to inculcate the national and international cross cutting issues in the classroom. To develop the constructive approach of the students, seminars, project work and group discussions have been organized regularly. Several co-curricular activities, commemorative day celebrations, extension and outreach programmes, etc were organized for overall development of the student community. During the internship programme, the students and teachers are exposed to different pedagogical practices in schools and also they adopt various learning outcomes. Various gender sensitisation programs were arranged for the students and teachers to enhance their knowledge and skills. Feedback on curricula are collected from various stakeholders and analyzed and reports of action taken are displayed on the college website.

Teaching-learning and Evaluation

The admissions are made on merit basis and as per the direction of the government of Maharashtra and affiliating University , following the reservation policy. The institution prepares a calendar of events in tune with the university calendar of events with the help of IQAC .The institution has a well-defined policy for identifying various learning levels of the students such as slow learners and advanced learners. Academic support is provided to the students according to their learning levels assessed. The college has a mentoring policy to provide the students support on issues related to their strength, weakness and challenges faced in relation to curricular and co-curricular aspects. Continuous mentoring is provided by mentors for successful completion of the projects to work in teams according to the interest about social issues. For effective learning, the teacher educators make use of various learning approaches such as experiential learning ,participatory learning and problem-solving methodologies. The creativity is nurtured through teaching aid, model of teaching, poster presentation ,essay writing etc in the institution. Internship programs are systematically planned in various schools around the college. The institution has a sound mentoring mechanism during the internship programme in which teacher educators assist the students in planning periods and assessment tools. Teachers keep themselves updated professionally by attending orientation programmes, refresher courses , faculty development programmes, workshops, seminars, conferences etc. Continuous Internal Evaluations(CIE) is carried out as per the direction of affiliating University and CIE is transparent, time bound and also robust. Further continuous assessment is also carried out through group discussions, seminars, assignments and periodical written tests which helps to know the performance of the students. The institution has a functional grievance redressal cell to solve all types of grievances related to teaching, learning, curriculum, examination, and discipline. The PLOs and CLOs are displayed at various places in the institution. Various clubs are established in the college,through these clubs the teaching learning process of the institution is aligned with stated PLOs and CLOs. The attainment of PLOs and CLOs are determined by Bloom's Taxonomy . The progress in students' performance and learning tasks is recorded to a good extent from pedagogic courses, school engagements, assignments, projects, demonstrations, and ICT skills. students are engaged in project

work, research, online tests and content preparation which helps in sharpening their skills to match the challenges of the emerging areas.

Infrastructure and Learning Resources

The college has adequate infrastructure, facilities and resources to conduct curricular and co-curricular activities. The college has a built up area of 3073.43 sq.m, that consists of classrooms, library, laboratories, various equipment , computer facilities, arts and craft resource center , girls common room, sports complex, canteen , parking area, Principal chamber, administrative office, staff room, fire extinguisher, water purifier system etc. curricular and co-curricular activities are taken up in the multipurpose hall and multipurpose play field available in the institution. The library is well equipped, Wi-Fi enabled with all the facilities for students and faculty members and it consists of a wide variety of textbooks, reference books of various subjects, magazines, journals etc. The library also has a reading room for students and faculty to work upon references and study materials. Further the library plays a vital role in teaching learning process as it provides the material online as well as off-line to refer. The library is updated each year according to the changing needs of the education system and teacher training pattern.

The college has good ICT facilities for teaching, learning, research and administration .The institution uses information and communication technology in education to support, enhance and optimize the delivery of education. Uninterrupted electricity supply is ensured in the campus with the help of Gen -Set and mini inverters and UPS systems. The need for the purified water is specified through the water coolers set up and toilet blocks for females and males are available in the college. The institution has a well defined system in place for the maintenance and utilization of all its physical and academic facilities. Provisions of annual maintenance contracts for computers, printers software, CCTV camera, fire extinguisher ,garden and security are in place. Safety sports equipment are properly maintained and students are always instructed during the sports period in regard with proper handling of all the sports materials.

Student Support and Progression

The institution has a well constituted student council that meets formally and informally. The student council members of the college assist their faculty in sharing their thoughts, interest, and all the concerns during the course. The college puts efforts on capability building and skill enhancement of students by providing opportunities of career and personal counseling. Members of the student council ensure the grievances of the student population reach authorities but also act as a student representative in the process of making important decisions. grievances redressal cell, internal complaints cell and anti-ragging committees are constituted in the college for student grievances with transparent mechanisms. Students with financial constraints are offered scholarships, freeships and concessions. Placement cells established in the college assist the students in campus placements. Various types of workshops are organized for students to prepare them for interviews. The Institution has established an Alumni Association and is an active agent for incorporating the inputs from the various aluminos in the country.

Alumni Association participate actively in institutional functioning, work closely with the students and the college at large, providing guidance and mentorship as well as financial assistance. Alumni Association expressions were considered in the area of guidance and counseling socio-economic level of students for their vertical mobility. Alumni are involved with the faculty of the college to discuss innovative pedagogy, experiments and in internship programmes for schools. Few alumni teachers from different schools had

volunteered their support in providing their valuable time to be judges for various co- curricular activities conducted in the college. The college aims at developing the all-round personality of students through student centric education by providing a healthy environment and supportive resources for student progression.

Governance, Leadership and Management

The governance and leadership of the college is very democratic, transparent and decentralized. The college has been established with a firm commitment to foster a holistic approach to facilitate and promote studies and research in emerging areas of education. The college administration is decentralized through an advisory board to college development committee to Principal to IQAC, then college work is divided into academic and administrative work. The institution maintains transparency in its financial, academic and administrative functions by clearly defining the vision, mission and objective at all levels. The IQAC of the institution makes deliberations with the stakeholders and prepares a prospective plan for the development of academic, administrative and infrastructural facilities and then approval was taken from management. The governing council functions as an executive body of the college to take decisions and plan strategies which are appropriate for the development of the institution. All appointments were made through the selection committee constituted by management and affiliating University. The institution constituted different committees and these committees will plan and execute various activities.There are a number of welfare measures for the benefit of teaching and non-teaching staff . An effective performance appraisal system works towards the improvement of the overall institutional performance of teaching and non-teaching staff for achieving the overall institutional growth. The institute conducts the internal and external financial audits regularly on an annual basis by the chartered accountant appointed by the management. The institution has certain strategies for mobilization of funds and the optimal utilization of resources for the overall development activities. The college has developed IQAC before the first cycle which is one of the best quality measures taken by the management in principle. The prime task of the IQAC is to develop a system for purposeful and consistent improvement in the overall performance of the institution and specifically for the student community . Institute reviews its teaching learning process through taking feedback in different areas. The IQAC keeps track of incremental improvements in the institution as regards to academic and administrative domains, maintaining the quality standard in the institution.The institution constituted different committees and cells for the planning and implementation of various activities. In the beginning of the session, members are assigned in the committees / cells for its proper functioning. The committees/cells regularly conduct meetings to discuss relevant matters/issues and take appropriate decisions thereof, and minutes of the meetings are duly accorded. The objective of the cultural cell is to bring out the various talents of the students, inculcate team spirit and to account for overall personality development of students. To fulfill its objectives, the cultural cell conducts various activities regularly after cell meetings.

The college has established college development committee in accordance with the norms laid down by the Maharashtra University act and this CDC will organize meetings regularly in the institution and also all important decisions are taken through CDC

Institutional Values and Best Practices

Hon. Annasaheb Dange College of education has pioneered in displaying best institutional values and practices. The institution is committed to sustainable development and protection of the environment. The

institution has taken initiative to reduce the consumption of energy. Energy conservation is the practice of reducing

the consumption of energy by humans, making the most of our energy resources by using our natural endowments wisely, getting the greatest returns from over energy investments, and investing in cleaners. The institute has developed a framework and energy guidelines adhering to national policy for energy conservation. Solid waste, liquid waste and e-waste management systems are working as per the norms. The institute promotes and aligns goals to the national mission of such a Bharat which brings about change in behavioral and attitudinal aspects of habitants. The institute highlights and takes care of every basic parameter of maintenance of cleanliness like personal hygiene, safe water , waste water disposal, solid waste disposal, food hygiene and Environmental Sanitation. The institute has designed an integrated waste management system for optimizing and analyzing waste; it is based on the concept that all aspects of waste management should be analyzed together. The institution is situated in a clean and peaceful area, it is mostly pollution free as it is surrounded by plenty of trees and greenery. The institution is more advantageous to rural areas around Islampur town and provides lush green locality to the students. Locational advantage is sufficient green area, public transport facilities, CCTV service facility, utmost care is taken to maintain cleanliness. Many awareness programmes are organized for all the stakeholders and community with regards to cleanliness,health and hygiene. The two best practices are "social value development activities" and "organizing a health camp in Ashram schools" will cater to the needs of communities,students and staff. The college has maintained its distinctiveness with its vision and mission by providing education to rural students in and around the Astha town. Further initiatives to educate students about the importance of environment conservation and develop a sense of their roles and responsibilities towards environmental protection have been taken.

Research and Outreach Activities

Hon. Annasaheb Dange College of Education is keenly involved in research culture amongst the students and faculty. The institution has designed the research policy to promote the research , thus motivating the faculty members and students to understand the activities by adopting a policy of integration support . Those faculty members who were involved in research have provided the study leave and organizational support. The institution has been recognised for its innovative outreach activities in and around the town. Extension activities and outreach activities for students to work for social change in the field of education is an indispensable part of curriculum. To meet the emerging academic and research needs, faculty enrichment, programs , seminars, conferences, special lectures and workshops are regularly organized . The college is

upholding ambience through establishing the MoUs, linkages and collaborations with academic institutions, education colleges, schools and NGOs. The outreach activities organized in the institution, namely education of underprivileged children, visit to old-age homes, cleanliness campaign, municipal waste segregation , Voter awareness campaigns etc. This institution gives exposure through various in-house green environment initiative programmes, including plastic free environment, Swachh Bharat Abhiyan etc. Further in the "best out of waste program" every student has to plant one tree not only on the college campus but also outside the campus. In this way, these extension and outreach activities help the community for the betterment of nation building.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	HON.SHRI. ANNASAHEB DANGE COLLEGE OF EDUCATION (B.ED.), ASHTA
Address	Sant. Dnyaneshwar Shikshan Sansthas, Hon. Shri. Annasaheb Dange College of Education (B.Ed.) Ashta, Tal- Walwa, Dist- Sangli -416301
City	Ashta
State	Maharashtra
Pin	416301
Website	www.adcebed.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Lambe Pramod Kallappa	02342-241121	9423280361	02342-241105	pramodlambe510@gmail.com
IQAC / CIQA coordinator	Hake Ajinkya Sambhaji	02342-	8600470585	-	ajinkyahake2014@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

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		
12B of UGC		

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](#)	31-05-2015	175	

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	Sant. Dnyaneshwar Shikshan Sansthas, Hon. Shri. Annasaheb Dange College of Education (B.Ed.) Ashta, Tal-Walwa, Dist- Sangli -416301	Urban	30	1500

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	Graduation	Marathi	55	51

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	0				0				6			
Recruited	0	0	0	0	0	0	0	0	1	3	0	4
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	1	0	1
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				8
Recruited	6	0	0	6
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	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

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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	1	0	1
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	11	0	0	0	11
	Female	40	0	0	0	40
	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	2	1	2	1
	Female	2	3	3	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	1	0	0
	Others	0	0	0	0
OBC	Male	1	0	0	0
	Female	3	4	0	0
	Others	0	0	0	0
General	Male	7	1	15	11
	Female	33	14	29	32
	Others	0	0	0	0
Others	Male	2	6	1	3
	Female	0	12	1	3
	Others	0	0	0	0
Total		50	42	51	52

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Hon.Shri Annasaheb Dange College of Education (B.Ed) Astha College of education is affiliated to Shivaji University, and it strictly adheres to the prescribed syllabus by the university. To provide

	holistic academic growth among students, an Interdisciplinary curriculum has been proposed which gives freedom to the student to choose their preferred options from the range of options offered by the institution as teaching subjects, crafts, and other choice-based subjects offered by the institution. As the institution is a teacher education institution, it acquaints the student teachers with interdisciplinary and multidisciplinary approaches to implement them in their classrooms. An approach to curriculum integration that generates an understanding of theme and ideas that cut across disciplines and the relationship to the real world. Students presented lessons by using an interdisciplinary approach to their respective subjects. They used videos, presentations, and other ICT tools to integrate the environment subject with their teaching subjects. The results were declared based on their understanding of the multidisciplinary approach.
2. Academic bank of credits (ABC):	The institution's preparedness for implementing the Academic Bank of Credits depends upon the guidelines of the affiliated university and the Higher Education Council Government of Maharashtra.
3. Skill development:	To strengthen the skill development capacity of student and teachers the institution has undergone a number of Memorandum of Understanding MoUs have been signed to enhance the employability and teaching skills of future teachers. A number of value added courses have been initiated by the institution on various topics that include communication and personality development, Integration of ICT in Teaching-Learning, Life Skills Education, Soft Skills, Integrating Art in the Teaching-Learning Process, and training in self-defense etc.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college ensures appropriate integration of the Indian knowledge system by adopting multilingualism in the classrooms. Students can also attempt papers in English and Marathi. Opportunities are provided to the students to participate Youth and Heritage Festival to inculcate a sense of national integration, love for art, culture, and a civic sense among the student community. Whereas the subject like sociology, and philosophy with a focus on Sankya, Vedanta, and Yoga philosophy as prescribed in the syllabus also acquaint the students with our rich culture.. The college celebrates different days to

	integrate Indian knowledge and values among students.
5. Focus on Outcome based education (OBE):	All the courses, subjects, and Value-added courses have CLOs and PLOs and all efforts are being made to achieve these objectives by the end of the course. In Faculty Orientation and student Induction Programme the introduction, importance, and tasks to achieve these CLOs and PLOS are informed to the teachers and students. As a teacher Education Institution, the main focus is to produce teachers that are well trained to meet the demands of the contemporary education system. To fulfill its responsibility, the institution offers opportunities to student teachers to keep their knowledge updated by organizing awareness programmes on recent educational policies.
6. Distance education/online education:	Distance Education and Online Education are the need of the hour. Our Institute has made effective use of Online Mode during pandemic, whereas Distance Education is subject to approval of DEC, UGC.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, The Electoral Literacy Club (ELC) was set up in the institution in 2021.
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. The ELC faculty coordinator and student coordinators, appointed by the Head of the institution. 1.Dr Bharati Tukaram Sakekar Co-ordinator 2.Dr.Meena V.Sune Member 3.Shri. sandeep J. patil Student Representative 4.Smt.dipti B more Student Representative
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.	The ELC is functioning with the following objectives: • To educate the targeted populations about voter registration, electoral process and related matters through hands on experience. • To familiarize the targeted populations with EVM and VVPAT and to educate them about robustness of EVM and integrity of the electoral process using EVMs • To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. • To harness the potential of ELC members for carrying the electoral literacy in communities. To

	develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle "Every vote count's and 'No Voter to be Left Behind"
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.	The following are the initiatives undertaken by the ELC of the institution: • Right to Vote-Pledge. • Right to Vote-Awareness in the institution and in nearby villages. • Participation in Parliamentary Election Duty. • Promotion of Ethical Voting. • Promotion of Voting among Senior Citizens.
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.	Under the banner of Electoral Literacy Club the institute has conducted voter awareness rally, staff and students were Participated. during induction programme nodal officer of the ELC addressed the students and guided for registering their names in the voter list

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
102	102	93	92	83

File Description	Document
Institutional data in prescribed format	View Document

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
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..

2022-23	2021-22	2020-21	2019-20	2018-19
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..

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	42	47	32

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..

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	42	47	32

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..

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	42	50	47

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..

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	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..

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	7	7	7
File Description		Document		
University letter with respect to sanction of p		[View Document](#)		

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.8	1.8	1.4	2.9	2.4
File Description		Document		
Audited Income Expenditure statement year wise d		[View Document](#)		

3.2

Number of Computers in the institution for academic purposes..

Response: 20

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:

The college ensures an effective curriculum, well planned, documented, revised every three years in alignment with the national curriculum reforms integrating the recent educational development. In the beginning of each academic year, the course head along with faculty will prepare a teaching plan in tune with the university calendar of events. The principal of the college conducts a meeting every month regarding the transaction of curriculum to all faculty members. However, the internal tests are conducted as per the calendar of events prepared by the college. Students have experience in learning with practical sessions including activity-based learning, such as webinars, seminars, field engagements, interactive classrooms, internships, co-curricular activities to develop teaching competencies. Feedback from various stakeholders are collected and on the basis of feedback, at the end of the academic year, the institution sends suggestions to the university regarding curriculum modifications. Many faculty members take active part in the implementation of the curriculum process. However, the institution organizes educational tours, visits to institutions of social and educational significance, field visits, exhibitions, and subject club activities to the advanced and modern curriculum transactions to be established.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Plan developed for the last completed academic year	[View Document](#)
Paste link for additional information	[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: D. Any 2 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](#)
Data as per Data Template	[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: 62.5

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	5	5

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	8

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](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)

1.2.2

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

Response: 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	1	2	2

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)
Paste link for additional 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: 65.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
61	103	0	91	52

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Paste link for additional information	[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: E. None of the above

File Description	Document
Data as per Data Template	[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: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[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:

The curriculum of the college provides an opportunity to acquire knowledge and skills of a worldwide teacher curriculum to include the core areas of teacher, behavioral components and skill to which the learning areas are focused. The knowledge domain on integration, analyses, synthesis and application are

provided through classroom transactions, seminars, webinars, workshops, group discussions, debates, projects, which directs towards skill development, critical thinking and analytical thinking, etc. Students are provided conceptual knowledge and application to create representative models and simulation scenarios. Procedural knowledge for different levels of school education skills are included in the pedagogy and methodologies that are specific to one's chosen specialization. From the theory courses internship programmes, field visits, curricular and extracurricular activities are developed to understand the field of teacher education students. Students have to select two method courses from two groups of methods given in the curriculum. Students and teachers acquire knowledge, competences, knowledge, competitions, values and skills through theory as well as practical classes and also through different activities like EPC and LA, SC etc. Some of the areas in the syllabus where skill and values are designated in such a manner to install values in the students a sense of worthiness towards the teaching profession. At the undergraduate level an interdisciplinary approach is implemented in the subject. A right attitude towards the courses planned by the respective mentors.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[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:

The curriculum covers theoretical as well as practical aspects and the program gives broad perspective of various boards such as Indian School Certificate (ISC),secondary school certificate (SSC),Central board of secondary education. (CBSE). Preparation of lesson plans differ from board to board and students are familiarized with a comparative study of curriculum, framework, syllabus, textbooks, etc. In-house innovative lessons expose them to national and international perspectives. As a result of this students engage in techniques that can connect approaches to promote diversity. Credit based education, open book examination are modeled, focusing on a diverse board, aligning with the norms and standards of national and local level. A shift from the Western perception of taxonomy of human behavior is perceived and the functional differences in Indian classrooms are oriented. Academic standard for teaching -learning -evaluation are articulated and revised as per the suitability of local context. Changes in the teaching methods, rubrics, blue print, and question banks are familiarized   as per the functional differences. The students and teachers are exposed to different pedagogical practices of boards in schools during the internship, training and learning outcomes. Country wise and state wise variations are familiarized in the diversity of the school system and assessment pattern. A cyclic approach is adopted to place students and teachers in schools of different boards in different semesters. Students compare each school system in terms of evaluation system, standards and quality of schools.

File Description	Document
Documentary evidence in support of the claim	[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:

All courses are branched out having theoretical as well as practical aspects, integrated to skill based learning. Students engage in various learning, activities through workshops, lectures, fieldwork, internship, tutorials, and open, book examination, etc. The knowledge acquired in these activities can be applied in completing various curricular and co-curricular activities. A methodology lesson is translated into a drama concept. The language skills are applied to course materials, research and projects. The inclusion of relevant source material prepares students for cross cultural and multilingual demands of global society. Inclusive and gender neutral activities are developed for proficiency in handling social issues, selection of methodologies and exposure to various boards are helpful in students placements for their profession. A few participating in activities of the students are writing articles, maintaining a self-diary, innovative lessons, visiting, self-help group, content, development and preparation of MCQs. Emerging areas in teacher education are incorporated during curriculum revision within a span of three years. Policies of Apex bodies of, the state and national level are read and revised to assimilated into the course as additional information to update students on current trends in the teaching profession .Workshops, seminars and conferences were organized on NEP 2020 by the institution to understand it's framework, to seek quality and to consider challenges in the field of education. In the era of 21st century skills are accomplished upon to give the students a cutting edge over competitors in their profession and holistic personality development.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

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: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	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: B. Feedback collected, analysed and action has been taken

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: 95.6

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: 31.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	4	5	10	9

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](#)

2.1.3

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

Response: 1.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	1	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:

Teaching learning is the most crucial area of a teacher training programme admissions are made on merit basis and the college carries out separate assessments to understand the larger spectrum of their learning levels. The students are assessed through state common entrance test (CET) at the entry level conducted by Govt of Maharashtra and which is conducted online. The college organizes a special programme for advanced and slow learners. In the beginning of every academic year the institution has made the following provisions.

Interview with the principal to know their specialties in different areas , hobbies, social condition, economic condition, interaction with parents etc. content test is conducted at the beginning of the course to identify students' knowledge in different methodologies. Based on the assessment in the contents test in different methodologies reminded and enrichment programmes are offered. In the beginning of each academic year seniors conduct prayer service followed by warm welcome to the fresher gathered.

Interaction of faculty and principal with students, self-introduction, orientation about the college, physical activities, literacy activities, syllabus orientation, visit to schools, talks with professionals are

the main areas focused upon. A workshop on "Diagnostic and enriching teaching skills" will be conducted every year to know the learning needs of the students for developing their different teaching skills. Further in the workshop micro teaching skills are developed by the fresher's.

Areas like computer knowledge, communication skill, and personality development sessions are assessed. Provision of selecting of the optional subjects in accordance to students' abilities, interest and habits are also oriented to observation skills and strengthened through observation tests. Collaborative and cooperative learning is encouraged by peer learning groups, both for advanced and slow learners for mutual benefit of assessing their skills through teamwork.

Advanced academic support is provided for quality competitive exams such as TET, CTET, and NET etc. Also encouraging students to take up massive open online courses (MOOCS) which are considered for credits in the assessment. To enhance the language competency, language proficiency sessions for different levels of students are offered through the language lab sessions. Simulated practice of peer teaching each one teaches others is carried out.

File Description	Document
The documents showing the performance of students at the entry level	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: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Photographs with caption and date, if any	[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: Whenever need arises due to student diversity

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Photographs with caption and date	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 20.4

2.2.4.1 **Number of mentors in the Institution**

Response: 5

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[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:

The institution helps in applying capabilities and expertise in student centric, need-based curriculum

providing the way for effective classroom transactions, implementing concepts for electives and specialized courses, impairing different types of teaching approaches.

Experiential Learning: For ensuring effective learning the teacher educations made use of various instructional approaches and provide learning experiences suitable to students. When both concepts of theory and practicals are introduced in class, the students are required to construct meaningful learnings. Classroom teaching involves discussions, collaborative learning, gaming peer assisted learning, concept mapping theme based activities, seminar presentations, projects, action research etc. Participation in various competition exposes the students to the real world and allows them to demonstrate their skills enhancing capacity building. The theoretical knowledge is consolidated through field visits, projects, case studies etc. Further the school visits internships , allow students to understand how to develop education process for classroom transactions. By the time they graduate they have undergone nearly 20 weeks of teaching process.

Participate learning: Art and drama occupies significant and integral part of the college teaching learning process. Panel discussion, group, discussion, supervisal and study, inductive methods are frequently used as a participate learning. The institution in house events like green challenge, plantation, drive, Swachh Bharat Abhiyan and health awareness camps, allow students to develop patriotic spirit.

Problem-solving methodologies:

Students imbibe observation skills, designing tools, critical thinking, analytical reasoning, logical and structural planning and problem-solving abilities. All teacher, educator, use zoom and Google meet platform for online lectures and execution of all types of practices resulting into problem-solving in various areas. Various types of direct and indirect methods are provided to students such as blogs, websites, YouTube channels; workshops practice learning, visits, curricular, co-curricular activities, celebration of commemorative days etc.

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: 37.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	2

File Description	Document
Data as per Data Template	[View Document](#)
Link of LMS	[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: 24.51

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: 25

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Any additional Links	[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: C. Any 2 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

2.3.5

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

Response:

UG students are grouped under the supervision of a mentor with 8 to 10 students to cope with academic and professional growth. Students are regularly mentored by the teacher educator and various teaching training activities are carried out in the groups. Equity and equality for the core values with special attention to students from below the socio-economic strata in developing their capacity towards life skills, providing financial help to complete the program successfully. Each group is monitored by a mentor who takes the responsibilities of completion of the work under his/her guidance and also keeps the record of attendance, academic performance and participation in various activities. Apart from the above, there are four cultural groups in which students are assigned on the basis of interview taken at the beginning of the academic session in which diversity of students are taken into account. All the co-curricular, extra-curricular and cultural activities are carried out by the cultural groups.

Awareness programme were organized during the formative period of the UG programme to acquaint them with current updates in the area of knowledge, technology and education. Continual mentoring is provided by mentors for successful completion of projects to work in teams according to the interest and develop awareness about social issues. Projects are assessed as per the rules by the jury during showcasing session and encouraged to reflect on learning experiences gained. Mentors identify the students strength and weaknesses by interacting regularly which helps mentor is to motivate and encourage mentors to opt for certificate courses in order to groom them professionally. All methodology lecturers continuously monitor the progress of students based on their abilities and skills help them in matters related to teaching, presenting seminars and writing assignments.

File Description	Document
Documentary evidence in support of the claim	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
Data as per Data Template	[View Document](#)

2.3.7

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

Response:

Students are provided with various types of direct and indirect teaching-learning experiences for nurturing the creativity about them. The creativity is nurtured through teaching aid, model of teaching, poster presentation , essay writing, allocation competition etc. institution also nurture creativity through classroom lectures, use of audiovisual aids, use of ICT and use of library among the students. Innovative teaching practice is an important aspect of the teaching learning program. Students teacher practice different innovative models with emphasis on primary elementary and secondary level of the teaching process. In pedagogy of languages, students prepare lesson plan based on concept attainment model, value-based, digital , team teaching and appreciation of poetry. In pedagogy of subject methodologies, students prepare lesson plan based on ICT-based lessons, e-content modules, multiple intelligence, science and technology etc. During the teaching, students are encouraged to work in a team, which enables them to work with co-operation and co-ordination. A stimulated demonstration session of the faculty permits the foundation for the teaching learning process. Implementing a blend of flipped learning, blended learning and experiential learning students are taught to develop pictorial understanding of concepts. All the co-curricular and extracurricular activities like communication, skill development program, stress management, personality development programmes are carried out effectively as a result our college is one of the leading colleges in the affiliating Shivaji University Kolhapur. Students continuously mentor to use translation basis application to bridge the lingual gap and take advantage of the certificate course offered by the institution. Communication skills are developed through interaction with other stakeholders to an inclusive network with other institutions.

File Description	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: C. Any 4 or 5 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](#)
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: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[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](#)

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: B. Any 3 or 4 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](#)

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](#)
Data as per Data Template	[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](#)
Data as per Data Template	[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: D. Any 1 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](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Institution sends students, teachers to internship programs catering to different levels.

Selection of schools: Selection of schools for internship are done, keeping in mind the proximity, ideology, the ability of students, standard of school, medium of instructions, distance from the home to school, methodology requirement of the schools etc. Further schools are selected from different localities such as urban and rural area, slum area to expose the students with schools of different types and levels.

Orientation of school head: Communication is shared regarding dates, classes and ratio of student teachers to the head of the school and nodal teachers. Nodal teachers appointed by the practicing schools

work as a coordinator who coordinates between the college and school. Head of the school and coordinators are requested to make provisions for student teachers to observe master teachers to learn different techniques, strategies and approaches.

Orientation of students: Students are oriented and demonstrated to use different strategies of teaching, design instructional teaching activities etc. A group of some students accompanied by a teacher educator go to assign schools to perform the activities given in the syllabus. Teacher educators work as a group guide, conduct meetings of their respective groups and orient the students regarding the activities to be carried during the internship programme. Students' performance are assessed through the observation, rating, scale, checklist, discussion meeting with students and schools during the internship.

Student performance and exposure: Different classroom assessment strategies, tools achievement test, diagnostic test etc are taught in the internship and for other implemented successfully. To get more exposure students are sent to govt schools, private, international, rural, urban schools of different boards such as CBSE, SSC etc.

File Description	Document
Documentary evidence in support of the claim	View Document

2.4.9

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

Response: 25

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

Response: 2

File Description	Document
Plan of teacher engagement in school internship	View Document
Data as per Data Template	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: C. Any 4 or 5 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

At the time of admission, the principal meets the enrolled students personally to observe their attitude and dedication towards the teaching profession. Every day assembly is a platform for reading and reflections on teacher's role and responsibilities to install the fundamentals of this career towards society. The institution has a sound monitoring mechanism during the internship program. Teacher educators assist the students in planning period plans and assessment tools and the content developed. Students are assigned the school under the supervision of a teacher educator, who monitors the activities carried out by them smoothly. The principal of the college monitors discipline, conduct, completion of class schedule, participation in all school program, completion of the project and dynamics of the student trainees. After completing the respective schools visit a feedback is obtained regarding the students teaching and interaction. Other than academics, the principal and teacher educators help the students in all social and ethical circumstances.

During the internship program student each group participate in meeting organized by the school. Students' performance are assessed through observations, rating scale, checklist and discussion. Every student accesses their own growth through a reflective analysis and improves upon themselves through the peer assessment process.

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](#)

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: D. Any 1 or 2 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](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response: 77.14

File Description	Document
Data as per Data Template	[View Document](#)

2.5.2

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

Response: 55.56

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

Response: 3

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)

2.5.3

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

Response: 6.67

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

Response: 40

File Description	Document
Copy of the appointment letters of the fulltime teachers	[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:

The initiatives for ensuring personal and professional development of the teaching staff of the institutions are as follows:

- In every faculty meeting, there is a practice of reading and reflecting on any emerging area of teacher education which leads to developing teaching and learning programs that are planned in future.
- The institution motivate teachers to attend orientation programme, refresher course, faculty development programmes, workshops, seminars etc
- All faculty members actively participate in webinars and all online programs.
- One of the faculty members participated in the international conference online and presented a research paper.

- IQAC put forth challenges in the emerging new domains of knowledge, design thinking which will lead to personal growth of the faculty.
- Few faculty members publish their research papers in national and international journals of repute.
- In-house deliberations are taking place in-formally in the staff room on the burning topics of education and NEP.
- Educational trips are arranged regularly for updating the current developments in other areas.
- Some of the faculty members attended the FDP programmes and also one faculty member completed the MSCIT computer course.
- Four faculty members submitted research proposals to the ICSSR in the assessment period.
- One faculty member published an article in Encyclopedia of Marathi named online Marathi Vishwakosh.
- Apart from the above Research inspiration committee of the college motivate teachers to carry out research activities and various policies in the research area.

File Description	Document
Documentary evidence to support the claims	[View Document](#)

2.6 Evaluation Process

2.6.1

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

Response:

There is an examination committee in the institution which will frame the timetable of the internal examination as per the guidelines of the affiliating University. In all the semesters internal examinations are conducted and answer papers are assessed by the faculty and these papers are shown to the students, if any grievances are there which are solved by the faculty and then only a marks statement is put on the noticeboard. In this way, transparency in examination is maintained and at the end of the semester marks sheets are sent to University. An application of internal assessment methods varies from teacher to teacher, subject to subject and use conventional and innovative evaluation methods to account for diversity in students' needs and abilities. Apart from this college, arranges internal tests for slow learners and advanced learners to meet out the challenges ahead. The feedbacks from various stakeholders are collected for the improvement of the examination system and evaluation process adopted so far. The institution calls parent teacher meetings in which students' performance in internal examination and evaluation method is discussed. Further continuous assessment is also carried out through group discussion, seminars, assignments and periodical written tests which helps to know the performance of the students. A shift in evaluation from off-line to online mode through Google workspace using digital tools, quizzes, Google forms, etc was implemented.

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: E. None of the above

File Description	Document
Documentary evidence for remedial support provided	[View Document](#)
Details of provisions for improvement and bi-lingual answering	[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:

The institution is having a functional grievance redressal cell to solve all type grievances related to teaching, learning, curriculum, examination and discipline. The examination grievances are transparent, time bond and efficient. The students can approach the principal, faculty and controller to address their examination related grievances. Students, who are not comfortable approaching faculty or principal with regard to evaluation issues, can use the suggestion box to drop in their dissatisfaction. The objective is to ensure that the views of each grievant are respected and are either discriminated against or victimized. Written grievances regarding examinations are discussed in the exam committee meeting and resolved. If any student feels that marks obtained in internal examinations or not justified, they can apply for revaluation and also in the university examination if a student is unhappy about the marks obtained then he/she can apply for revaluation to university in stipulated time. Students found with the shortage of attendance too can avail the grievance process and genuine cases are considered, addressed and resolved. Shortage of attendance is compensated with submission of medical certificate and also other activities of

the college for example sports, conference, seminars attended by students. Grievances related to the examination schedule and timetables are addressed during pandemic with prior notice.

2.6.4

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

Response:

In the beginning of each academic year, the university provides a calendar of events. The institution prepares a calendar of events in tune with the university calendar of events with the help of IQAC. The academic calendar of the college contains a teaching learning schedule, various events to be organized, dates of internals, semester and examination, etc. As the attendance is mandatory, the internship program and practicals are followed as scheduled. The orientation and fieldwork, practicals and showcasing of projects are earmarked meticulously. Autonomy is accorded to the faculty members not only in the conduct of internal evaluation but also in preparation of format, content and approach. During pandemic the faculty adopted a diversified pattern of internal assessment to ensure quality.

Internship programmes are scheduled at different levels continuously, to assess the student teacher progress and improvement in teaching skills. Minor changes are made in schedules based on the request from the cooperating schools. In-house teaching programs of peer teaching and innovative teaching are adhered to the schedule and were conducted online during the pandemic in Corona crisis and also natural calamities like floods in Sangli area.

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:

The transition of curriculum creates a link between learner, syllabus, content, skills with the required support system. Programme Learning Outcome (PLO) and Course Learning Outcome (CLO) are determined through the syllabus prescribed by the University. The PLOs and CLOs are displayed at various places e.g. noticeboard, teaching plan, website, library and various departments to create awareness about PLOs and CLOs Bloom's Taxonomy is to be followed so that learning outcomes by

direct and indirect methods are adopted. Bloom Taxonomy explains PLOs and CLOs by considering 80% direct method and 20% indirect method, so that the learning outcome for course and programme are determined in a very exhostic way. Various clubs are established in the college namely language club, mathematics club, science club, history club and nature club etc. Through these clubs, the teaching learning process of the institution is aligned with stated PLO's and CLO's. The practical activities in alignment with PLO include assignment, seminar presentation, observation, journal study, lesson research etc which facilitates critical, reflection thinking and communication. The project-based learning enables interaction with real-world experiences enhances problem-solving skills, sense of enquiry, teamwork, ethical awareness and reasoning to strengthen Pedagogical components.

File Description	Document
Documentary evidence in support of the claim	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	42	47	32

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

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:

Concept of attainment builds up a nurturing effect among the student teachers. The institution adopts CIE

to assess students' development in all the semesters; however the theory courses are continuously assessed through tutorial, open book examination, sessional work, viva voice and semester and examination by the university. The attainment of PLOs and CLOs are determined by Bloom's Taxonomy by considering 80% direct method and 20% indirect method. In the direct method we can include internal test marks, assignments, quiz, debate, in house seminar and semester end examination and in the indirect method we include placements, progression to higher studies, NET/SET qualified students.

In the outcome based education (OBE), the attainment and evaluation of learning outcome has been calculated by Bloom Taxonomy, where there are various levels of learning. According to Bloom's Taxonomy level 0 is from 0 to 35% marks, level 1 is from 35 to 50% marks, level 2 from 50 to 60% marks and finally level 3 is 60% and above. By taking a sample of some students from a final year students is calculated from the above method, we can find the attainment of a particular course by students. Also program learning outcomes are calculated. The progress in students' performance on learning task is recorded to a good extent from pedagogic courses, school engagements, assignments, projects, demonstrations and ICT skills. From the above PLOs and CLOs are determined for every outcome course and programme.

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: 102

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

Response: 51

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

2.7.5

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

Response:

In the beginning of the academic year the Principal interacts with students and their parents to assess their needs and aspirations. The college organizes the orientation programme for the students at the commencement of the new batch every year. Fresh students are acquainted with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other available in the institute. Content analysis work is a valuable tool that facilitates content mastery in a particular subject area through an initial assessment of knowledge and skills and prepares for in-service teaching, mentoring and counseling initially identifies the needs of learners to help in developing classroom practice effectively and achieve better learning outcomes throughout the program. Students are engaged in project work, action research, preparation of online tests, ICT-based lessons and e-content preparation which helps in sharpening their skills to match the challenges of the emerging areas. All commemorative days are celebrated through various clubs to develop national integrity and uphold the heritage of the nation.

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.96

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..**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[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)**

2022-23	2021-22	2020-21	2019-20	2018-19
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: E. None of the above

File Description	Document
Data as per Data Template	[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: E. None of the above

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: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[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: 1.3

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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	5	1	1

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](#)

3.3 Outreach Activities

3.3.1

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

Response: 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	7	2	3	4

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](#)

3.3.2

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

Response: 84.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
96	103	48	69	84

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[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: 24.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	35	25	19	0

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](#)

3.3.4

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

Response:

The institution has taken initiatives for the activities related to communities in terms of influencing and sensitizing students to social issues for the development. The outreach activities can be categorized into various programmes.

Education of underprivileged children:

There are slum areas in the nearby place of our area. The students will visit these slum areas and check the literacy rate of the young boys and girls. After making surveys of the underprivileged children and their parents are pursued to take education in the nearby government schools and necessary help is provided by teacher educators for the upliftment of the underprivileged children. A literacy camp is arranged for the children as a social cause for the poor people, so that awareness is produced, so that these children may go to school in the near future.

Visit to old-age homes:

There are old people residing in old-age homes, where there is no financial help from government and NGO. In that case the students of a college visit these old-age homes and provide them necessary requirements. Some books, playing games, clothes, soaps , paste , and other materials required are provided immediately.

Cleanliness campaign:

The college gives exposure through various in-house Green environmental initiative programmes including plastic free environment, Swachh Bharat Abhiyan etc. The students of the college clean campus once a week and campaign for a plastic free zone. Further every student should plant one tree, best out of waste program etc. However, the cleanliness camp is also extended beyond the campus.

Municipality waste:

The awareness is created in the town, so that Municipal waste dry as well as wet is segregated and provided to the Municipal cleaning drive vehicle every day. Also, the same programmes are arranged in the institution to create awareness about Municipal waste.

Voter awareness campaign:

Many citizens do not have any idea of voting in all the elections to be held. Further, on 25th Jan a voter awareness programme is organized in which citizens aged more than 18 are asked to register names for voting in the community elections and also already registered voters are informed to vote in elections which is the festival of democracy.

In this way these outreach activities help the community for the betterment of nation building.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)

3.3.5

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[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: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	00	0	0

File Description	Document
Data as per Data Template	[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: 5

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: 5

File Description	Document
Data as per Data Template	[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: C. Any 3 or 4 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](#)

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:

Institution has adequate infrastructure facilities and resources to conduct the curricular and co-curricular activities that enable it to contribute in holistic development of the learner. The college has built up area of 3073.43 sq. m, that consists of following:

Classrooms: College has 3 classrooms, one multipurpose hall and one conference hall that supports the teaching-learning process. The campus is fully wi-fi enabled,learners use ICT facilities in attending webinars, presentations, preparing technology enabled lesson plans and thus become competent to match the needs of the global sector.

Library: The college has one library associated with one 'library cum reading room'. Library possesses an Integrated Library Management System, ILMS: 'KOHA' that helps in maintaining the records of the books/journals.

Laboratories: Curriculum laboratories available in the college consist, Mathematics, Psychology, Science and Social Science Laboratory. It is used to develop the basic skills of the English language, which nowadays is the preferred language for the teaching profession in society. Computer lab is equipped with the software and internet connectivity to make the students proficient in a wide range of computer applications, and thus make them competent in the present scenario of requirement of technology enabled teachers.

Equipments: In the science and mathematics laboratory a variety of equipment are available that pupil teachers use to perform experiments on their own. Social science laboratory contains models, charts on various concepts to use in teaching.

Computing facilities: Computer laboratory is well equipped with the updated MS Office software. A common attached printer is also available for printing the documents.

Art & Craft Resource Centre and Teaching learning resource center for work experience: It provides students to encourage arts practices and develop aesthetic value.

Girls Common Room: It provides female students a place to relax, study, and have informal discussions in free time available.

 Sports field and sports complex: To support sports activities one sports field and sports complex are

available in the college.Indoor games like table-tennis, carrom-board etc. are also available in the complex.

Canteen: The college canteen provides hygienic food to students and staff.

Parking area: The campus has a wide parking area to accommodate two as well as four wheeler .

Other facilities: Include well furnished Principal chamber , Administrative office, Staff room, fire extinguisher, water purifier system etc.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[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: 66.67

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

Response: 2

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

Response: 3

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)

4.1.3

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

Response: 1.07

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years**

(INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
00	0.02	0.03	0.03	0.03

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

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:

A library is the most essential and vital part of any academic institution. The institute's library, the hub for knowledge, with a total area of 120 sq.ft. The library is well equipped with all the facilities for students and faculty members and provides them with sufficient teaching- learning material. The College Library has a collection of about 4957   books and 11 Print Journals . Dedicated reading room is available with seating capacity for 25 students.

The College journeyed from a manual facility to an automated Integrated Library Management System (ILMS) in the year 2022. The library is partially automated using **e-Granthalaya** software. **e-Granthalaya** is a Library Management Software developed by **National Informatics Centre**, Ministry of Electronics and Information Technology, Government of India. e-Granthalaya is useful for automation of in-house activities of libraries such as acquisition cataloging, circulation, OPAC, serial control etc. and to provide various online member services. Software is being used for issuing books and maintaining records.The software provides built-in Web OPAC interface to publish the library catalog over Internet. The software is UNICODE Compliant thus, supports data entry in local languages.

Computers are provided to the library users for searching the books on the Online Public Access Catalogue (OPAC) in the library. The Library organizes orientation programmes regularly on Library systems and services, e resources, remote access, etc. to students for effective utilization of the different information sources available in the library.

File Description	Document
Web-link to library facilities	**View Document**

4.2.2

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

Response:

The college library is a window to the latest information in teacher education.. Being an integral part of academic and research work, the library provides information services to support the teaching and learning, research and outreach activities of the college by creating state-of-the art facilities and offering innovative services. the library is engaged in designing and delivering need based information services.-One such service was permitting remote access to the library service through the OPAC of e-Granthalaya software. OPAC system facilitates students to search for books available . Through OPAC any one can search resources by title, author, subject.

Availability of LAN and Wi-Fi connections in the library provides easy access to learning resources. Students and staff have access to a varied collection of books and journals of different publications online. The information and link needed to access the library resources is provided to the students and staff. Students are oriented on how to link to the library resources remotely during the library induction programme

The teachers and students can have access to e-journals subscribed by the college library; e-books purchased by the college library and can have access to e-resources (e-journals and e-books) through NLIST programme of INFLIBNET.

Students and faculty are continuously involved in the process of identifying e-Books. The College Alumni are also encouraged to support the library efforts by identifying, downloading and donating e-Books to expand to the College's existing library base

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](#)

4.2.4

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

Response: 0.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.1	0	0	0.5

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](#)

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: 18.31

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: 371

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: 475

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: 272

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: 363

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: 496

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](#)
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: E. None of the above

File Description	Document
Data as per Data Template	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The installation is equipped with Wi-Fi having 100 MBPs of high speed Internet facility.Today, it is essential for the students to learn and master the latest technologies in order to be corporate ready. As a consequence, teachers are combining technology with traditional modes of instruction to engage students in long term learning. College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education.The college has good IT facilities available for teaching-learning, research and administration. The institute has spacious, fully equipped lecture Halls. It provides the pupil-teachers with first-hand experience demonstration and practical skill development to handle with different equipment. Our goal is to standardize all multimedia equipment in every lecture Hall to allow faculty to have the same technical control and capabilities no matter where they are teaching on campus. Wi-Fi facility is made available to all faculty members and students inside the campus.

Over the years the college upgraded its hardware, software and allied IT facilities according to requirements. The college tries to introduce the latest technology in computing and IT fields regularly.

available for teaching-learning, research and administration. The institute has spacious, fully equipped lecture Halls. It provides the pupil-teachers with first-hand experience demonstration and practical skill development to handle with dexterity different equipment. SMART Classrooms are our tool for more effective and efficient teaching. Our goal is to standardize all multimedia equipment in every lecture Hall to allow faculty to have the same technical control and capabilities no matter where

4.3.2

Student – Computer ratio for last completed academic year

Response: 5.1

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 20

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

Response: 20

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
Data as per Data Template	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: 6.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.1	0.2	0.2	0.2

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

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:

The College has a well-defined system in place for the maintenance and utilization of all its physical and academic facilities.

Classroom management: The classrooms are well equipped with all modern technology ,CCTVs installed in each classroom to make sure of the safety and the security of all students, teachers and equipment. Stock list of assets of Class room property, cleaning and maintenance are done on a regular basis, Annual Maintenance of all the modern teaching technology systems about repairs and replacements are the basic attributes of classroom management.

Laboratory: The laboratories in the college are furnished according to the statutory rules. Necessary equipment and material is procured to deliver to the students the best standards of education.Fire Safety equipment is maintained in labs as a precautionary measure. Maintenance -Regular inspection of devices/tools is organized.Periodic maintenance is done by regular cleaning of the lab spaces. Regular check up of equipments is carried out at the end of every semester

Library: If the books are lost, then the borrower shall replace the books of the same edition or latest edition after getting permission from the Principal. Loss of borrower card should be reported to the librarian in writing. After checking the borrowing register they will be issued a duplicate card . At the end of the academic period borrower cards shall be returned to the library.Withdrawal of books and other reading material which is not useful for current references is done on a regular basis.

Students are required to handle the books/ Journal very carefully; marking with pencil; writing or highlighting, tearing the pages or mutilating the same in any other way will be viewed very seriously.

Computers & Softwares: Maintenance of computers (Hardware and Software), updating software related to administrative and overall maintenance of campus infrastructure. Provision of Annual Maintenance Contracts (AMC)for computers, Printers, software, CCTV, Fire extinguisher, garden and security are in place.

Website & ERP System: Website is maintained and updated with the help of external professionals. ERP System is developed to keep parents informed about student's attendance, Classes, admission, Fees and profiles via mobile messages assuring safety of the students.

Sports: Sports Cell looks after maintaining the sports ground and sports equipment and organizes various indoor and outdoor sports competitions for students at intra and inter collegiate level. Safety equipment and sports are properly maintained and students are always instructed during sports periods in regard with proper handling of all the sports materials.

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
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](#)

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: C. Any 6 of the above

File Description	Document
Geo-tagged photographs	[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: E. Any 1 or none of the above

File Description	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](#)

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: D. Any 1 of the above

File Description	Document
Report of the Placement Cell	View Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 0.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document

5.2.2

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

Response: 28

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

Response: 8

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

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

Response: 6

File Description	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](#)

5.2.3

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

Response: 5.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	0	0	0

File Description	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:

The college has a well constituted student council that meets formally and informally. The student council is the voice of the student body and the purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out responsible activities. The council members of the college assist their faculty in sharing their thoughts, interest, and all the concerns during the course, which in turn, develop leadership qualities, organizational behavior, event, planning, and make them more responsible and proactive in academic and cocurricular activities in the institution. The principal calls regular meetings with the student Council to discuss various academic programmes and

other activities of the college, thus decentralizing the power of decision making by following discipline, decorum and protocol. Further members of the students council are represented in planning and execution of the programme such as Independence Day, celebration, teaching day, Marathi Bhasha divas, sports day, photography, competition, bring birth and death anniversaries of the eminent personalities and other various activities. Students council members serve as a bridge between the students and administration. Members of the student council ensure the grievances of the student population reach the authorities but also act as a student representative in the process of making important decisions. A democratic environment in the campus, enables these council members to take interest in arranging the support system for lesson and planning phases. Students representatives are a part of the various committees and clubs, from where the activities are carried out regularly. Further, various support services available to the students are brought to the notice of the students of all classes. Also the student council representatives organize various functions and they act as a comparing desk members , there by developing the leadership qualities. These Council members are actively involved in campus cleaning trials organized by the college every week. All the annual reports and documents are collected by the college authorities through these council members regularly.

File Description	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](#)

5.3.2

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

Response: 2

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	2

File Description	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](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The institution has established an alumni Association, but it is not yet registered. This association is an active agent for incorporating the inputs from aluminous of the association. A large number of fast students are the members of the Association. Regular meeting of the alumina conducted formally and informally. Many alumni act as a guest lecture for the institution and also they help in developing the association. Alumni association also helps in coordinating the different schools where the internship programmes are arranged. In the regular meeting, various issues are discussed for example the quality of teaching, various school visits, regarding contribution to the Association, to increase the number of alumni of the Association etc. Many alumni share their experiences in suggesting a thinking curriculum and this paved the way for recreating flexibility in connecting the core papers to optional and supporting the practical with elements from action research. Aluminia expressions were considered in the area of guidance and counseling the below socio-economic level of students for their vertical mobility. Aluminia opinion as master teacher in our cooperating school during the internship resulted in a change in planning, developing and practicing a lesson plan. Supportive and amicable Alumina network is most valuable to the college and act as a ambassadors contributing towards academic activities . Our Alumina play a role in placements, career guidance and in other areas. Alumina meetings are held formally in informal inviting potential achievers among in-service teachers. Whenever a new domain of knowledge explodes, it has to be debated. Alumni are involved with the faculty of the college to discuss innovative pedagogy and experiments.

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: E. None of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Documentary evidence for the selected claim	View Document

5.4.3

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	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:

The alumni support the institution whenever required, especially during the time of visits of various apex bodies, accreditation Organization ,University enquiry committee etc. They continuously motivate, nurture special talents by providing a common platform for professional interest, such as sharing knowledge and experiences of their teaching. During the Alumni Association meeting persons from various fields express their opinion about the institution and also make the necessary suggestions for the betterment of the institution . Qualified and competent alumni are communicated regarding recruitment in the college and other institutions. Thus alumni create linkage with the service and professional organizations in the field of education. Few alumni teachers from different schools had volunteered their support in providing their valuable time to be judges for various co-curricular activities such as dance, music, general knowledge, essay writing, debate etc.

At the time of Alumni meeting, various alumni in different areas will meet and share their experience in the form of WhatsApp groups of alumina Association so that in the next meeting many alumni will attend the session with interest and vigour.Many expert alumni put their contribution in guiding the students in performing art and craft, CET and CTET guidance for second year students, campus, placements, workshop for faculty and students on preparation of different events, workshop on preparation of teaching aids. Alumni members contribute in policy-making by their representation in the statutory and Academy committee such as IQAC, standing committee etc. Further a few alumni of the college take active part in above activities as a resource person and experts, etc. Alumni members motivate students, teachers and help in nurturing their special talents.

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:

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the Vision and Mission.

Vision:

"The quality of education to satisfy local, national and global needs provides an environment for developing the right attitude, values and ideologies."

Mission:

"To train student teachers become dedicated, committed, intellectually, well developed, socially concerned, morally upright, and spiritually oriented teachers"

The above stated vision and mission are made known to various stakeholders through the various activities in the college through the prospectus, digital board, meetings of the college etc. Every activity is planned in such a way that the vision and mission of the institution can be achieved

We are committed to provide trained & committed teachers with multi- dimensional qualities and professional competencies in the field of Education.

Nature of Governance:

The Institute follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The College has been established with a firm commitment to foster a holistic approach to facilitate and promote studies and research in emerging areas of education .The College Development Council (CDC) an authority to Principal share it with different committees and cells for smooth functioning.

We are on a mission to inculcate versatility in development of the dynamic personality of students through a lot of academic as well as professional preparations.

In order to accomplish our endeavors our Governing body strictly appoints teachers with all the rules and regulations of the NCTE and University. Stringently adhere to the process where we follow the eligibility criteria and take all necessary approvals.

Make sure that the student intake is as per the NCTE rules and regulations. Follows reservation policy as decided by State University.

 Focuses on women empowerment, to make them self-independent.

College with an environmentally friendly spacious campus and offers a range of short-term and long-term courses to meet the student requirements.

In order to cope with the dynamics of the ever-evolving market and students' requirements, the College Management keeps investing in the latest technology, faculty training and pedagogy and other extra-curricular activities to impart up-to-date education and enable students with a skill-set to meet the requirements of the current environment.The Teaching System followed by the college is open and liberal to an extent where the students are encouraged to engage more and provide feedback to keep the college improvising on its resources, as and when it is required.

The College Management also keeps participating in industry events and inter-college competitions to provide students with multifarious opportunities to let them realize their true worth and potential.

To empower its students with the latest industry standards skill-set, College often launches short term courses, engaged in research and development, keeps expanding their library, provides seed money to upgrade the computer lab and language lab, and other teaching aids.

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](#)
Link for additional information	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

The College Development Committee (CDC) is the apex body of the institution that plans and executes the development activities. CDC of the institute is a very effective body which serves as a link between the college, students and administration. Meetings of CDC are held regularly to discuss matters related to college development, students and faculty development.College Management encourages its employees and students to provide feedback, and keeps taking their suggestions time to time in order to improvise the college and its facilities.

In order to provide latest and best-in-class courses for academic and non- academic work, College Management keeps a close watch on the industry trends and requirements, by actively interacting with its

Alumni and its faculty members.

IQAC is established in the college and plays a pivotal role at academic and administrative level like school participation, outdoor interaction, green initiatives, stage maintenance, regular FDP for teachers.

Representatives of the management, Principal, faculty members, staff members, students, eminent personalities and alumni are part of the committees. The college administration is decentralized through Advisory Board to College Development Committee to Principal to IQAC then college work is divided into academic and administrative work.

Under the supervision of the principal, heads and committee members college prepare plans for organizing curricular, co-curricular and extracurricular activities.

These plans are approved by concerned authorities and implemented accordingly, while preparing the plan and its implementation.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)

6.1.3

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

Response:

The College maintains transparency in its financial, academic and administration functions by clearly defining its vision ,mission and objectives at all levels.

Financial Transparency

All important matters relating to budget provision of the college and finance budget proposals to be presented before the Governing body for approval at the beginning of each year.There is provision of increment in salary every year for employees of the institute on the basis of their performance.College has an Internal and External audit system which is accessible to all, and the college has annual budget provision for future betterment.

Academic Transparency

The institution adheres to the academic calendar that details the various activities in advance. Admission notifications are made through on its website. Admission forms are processed online and offline with all the relevant details explained in its prospectus and also on its website.

College organizes a campus placement week every year for 4th semester in its premises, this placement

drive is open for all students of 4th semester.

College provides advance and innovative approaches of teaching-learning process in various prestigious schools during two years internship programme. We take feedback from students on a regular basis.The internal assessment comprising various components, ensure that students monitor their performance, progress and fairness in the evaluation, there is provision of remedial classes and grievance redressal system.We have a facility of online library access for all students as well as for faculty members.

To make transparency in the academic field the college provides full information of its syllabus, events, upcoming events etc., on its website. We have an college website where we display all the events of the colleges. We also have an active alumni association who participate directly or indirectly for college development on a regular basis.In morning assembly, we provide facilities to every student for reading daily news and presentation of thoughts of the day, so that they learn presentation skills.

Administrative Transparency

College has a College Development Committee (CDC) formulated according to Maharashtra Public University Act, it acts as a link between the college, students and administration.Meetings of CDC are helped regularly to discuss matters related to college development, students and faculty development,recruitment and staff promotion are also undertaken with almost transparency.IQAC is established in the college and plays a pivotal role in academic and administrative activities.

Various cells are formed in the college to look after different types of activities. Representatives of the management, Principal, faculty members, staff members, students, eminent personalities and alumni are part of the committees.College divided academic work in curriculum and co-curriculum activities and administrative work is divided into student welfare and administrative committee.

The College maintains transparency in its financial, academic and administration functions by clearly defining its vision mission objectives at all levels.

The College maintains transparency in its financial, academic and administration functions by clearly defining its vision mission objectives at all levels.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The IQAC through deliberations with the stakeholders made a perspective plan for the development of academic, administrative and infrastructural facilities and approval was taken from management. The perspective plan is closely associated with the vision, mission, and goal of the institution. College has regularly enhanced infrastructure and developed capacities for teaching and research of staff according to the changing academic and social environment. The purpose of the plan was to strengthen the functioning of the institution.

Following work is done in relation to infrastructure of the institution and demand of equipment -Increase in the number of computers,

Increase in the furniture ,Language Lab set up ,Books Rack for library ,Renewable energy devices,Speakers,Microphones,Sports Equipment

,White boards,Biometric devices,LCD Projectors, Laptops etc.

Now the college is well-equipped with all these facilities. The result of these college facilities is reflected in the happiness of students. Teaching-Learning process has become more effective. Language lab has proved very useful for the students. Sports Equipment is very essential for the holistic development of students.Management has also worked on increasing the number of ramps. Stage has been constructed in the campus for all types of activities. Renewable sources of energy like solar plants etc ,have been implemented in the institution.

File Description	Document
Documentary evidence in support of the claim	[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:

Our College is affiliated to Shivaji University, Kolhapur. The administrative Bodies/Councils/Committees/Boards are governed in a very transparent manner as per the policy of the institution. Transparent audit system is one of the best features of our institution. The College has an internal organizational structure that has evolved over years.

The Statutory bodies of the College are the Governing Council, the Advisory Board and the college development committee. These bodies along with the IQAC play an important role in framing policies and executing them. The Governing Council functions as the Executive Body of the College to take decisions and plan strategies which are appropriate for the development of the institution. The Advisory Board constituted according to the guidelines of the UGC is responsible for scrutinizing the proposals with regard to the programmes of study, academic regulations, curriculum, syllabi and framing evaluation policies.

The Principal as the Head of the Institution is the leader who is responsible for various administrative services of the institution. The principal is assisted by the Head of the department and faculty members. They all discuss the major programmes and issues in the College and support the principal in the administration of the institution.

At the College level there is an Internal Quality Assurance committee (IQAC). The IQAC plays an important role for monitoring the internal quality of the institution. The Academic wing of the college lays emphasis on Extension and Outreach Programmes and provides platforms for students and faculty to reach out to the community

Various committees are constituted for the planning, preparation and execution of academic, administrative and extra-curricular purposes. Each committee consists of chairman and members. It is through these committees that the college seeks decentralization of power structure. The Curricular aspects are handled by Exam Cell, Library, Research cell. Co-curricular activities include Arts, Sports and Literary Clubs.

Student welfare is ensured through Placement Cell, Discipline Cell, Grievance Cell and Alumni Association also contribute to student welfare. The college has a well-defined organizational structure in the administration staff. The College office of Administrative and Support Staff coordinates the administrative activities in consultation with the principal.

All appointments are made through the selection committee constituted by management and University. The institution follows all the procedures of appointment such as permission or filling the posts from the government , advertisements in the national as well as local local level, formation of selection committee by the university etc. The institution follows all the service rules framed by the government and other authorities.

File Description	Document
Documentary evidence in support of the claim	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
Screen shots of user interfaces of each module	[View Document](#)
Data as per Data Template	[View Document](#)

6.2.4

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

Response:

The institution constituted different committees and cells for the planning and implementation of various activities. In the beginning of the session, members are assigned in the committees / cells for its proper functioning. The committees/cells regularly conduct meetings to discuss relevant matters/issues and take appropriate decisions thereof, and minutes of the meetings are duly accorded. The objective of the cultural cell is to bring out the various talents of the students, inculcate team spirit and to account for overall personality development of students. To fulfill its objectives, the cultural cell conducts various activities regularly after cell meetings. The college has established college development committee in accordance with the norms laid down by the Maharashtra University act and this CDC will organize meetings regularly in the institution and also all important decisions are taken through CDC

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[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:

Well being of the teaching and non-teaching staff is important for effective functioning of the Institution. The College has effective welfare measures for teaching and non- teaching staff.

Maternity Leave: Maternity leaves are given to Lady staff members for six months without salary with an agreement of resuming the work as per her convenience after this period.

Promotions :Promotions or salary hikes are given to the teaching and non- teaching staff based on the qualification, services, and outcome of the performance appraisal.

Fee concession to the Wards of the staff members: College also provides fee concession for the wards

of the teaching or non-teaching staff.

Research Assistance: Publication Incentives ,cost of the registration and participation in the national or International conferences/Seminars are given to the faculty members. Seed Money is also provided to the research scholars.

Career Growth: Faculty members are sponsored for attending Short term Courses, Workshops and Faculty Development Programs for up-grading their knowledge.

Faculty Recreation Programs: Recreational Trips are organized for the teaching and non- teaching staff .The cultural programs are also organized where all the teaching and non-teaching staff members have annual get together with their family members.

Miscellaneous: Short term loan is provided to all staff and free medical check up camps to staff. Further Uniform is provided to support staff

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](#)

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: 0

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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[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: 0

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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[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: 0

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**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

6.3.5

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

Response:

An effective performance appraisal system works towards the improvement of the overall institutional performance of teaching and non-teaching staff for achieving the overall institutional mission and vision.

Adopting the same, the Institute is following an appraisal scheme. In this scheme, the performances are classified into -Effectiveness of Academic Management, Co-Curricular, Extension, Professional Development activities ,Research Publications, Academic Contributions .

At the end of each academic year, the data pertaining to the above categories are collected from the faculty members and the non-teaching staff in the format provided by the institution mostly in the month of July .

Further, at the end of semester, feedback forms are issued to the students to collect information about the teacher and different aspects pertaining to the teaching process. A team consisting of the Principal and Head of the Department goes through the feedback forms collected from the students and suggest suitable measures to improve the teaching-learning process.

All non-teaching staff are also assessed through annual performance appraisal. The various parameters for staff members are assessed under different categories i.e.- Departmental and Cell Activities, academic and administrative coordination- Industry Interaction, Academic Management, Self Development ,Discipline and efficient organization of work assigned and technical abilities. The overall assessment is based on the cumulative grade which is then forwarded to the Principal.On satisfactory performance, all employees are granted promotions and financial upgradation.

The Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analyzing their strengths

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Institute conducts internal financial audits regularly on an annual basis by the Chartered Accountant. The institution has computerized its financial management system and all the accounts are managed by the tally software. Any query or explanation asked by the CA is explained. There are no objections reflected as such in the report yet.

The internal auditor appointed by the management is a statutory auditor who conducts audit on yearly basis which involves scrutiny of fees, vouchers, cashbook, ledger and grants received, disbursement of funds, salary, payment, such as DA, HRA, CLA and TA payments made to the staff as per government resolution and other expenditure incurred . There is no pending audit and also no objections raised. The auditors also check the various circulars and important government resolutions pertaining to accounts and arrears bills, UGC grants and utilization certificates in order to ensure complete transparency in the financial procedures followed in the institution.

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

The institution has certain strategies for mobilization of funds and the optimal utilization of resources. The resource mobilization policy and a procedure are displayed on the Institutional website. The budgetary resources are mobilized through various resources such as tuition fees, and other fees collected through well-wishers, alumni and the gratitude fund donated by the college staff.

Since the College has a self-financed college, there are no funds from Government organizations or NGOs till now though we are putting great efforts to attain funds from Government agencies for the quality assurance in the Institution. Due to lack of such funds we accommodate the expenses from two funds which are Tuition Fee and Alumna Funds.

The College utilizes these funds for the following resources:

1. Library Books: The above funds are utilized for purchasing the books for the library so that a rich

learning resource center can be provided to the students, as the Library is the center of learning. The books are purchased on a regular basis for the library using the above funds in an optimal manner.

2. Infrastructural Improvements: College utilizes the above funds to bring required infrastructural changes in the premises .

3.Learning material for activities: College spends the above funds for purchase of learning material like charts, stationary material etc to conduct various activities in the college like House activities, Competitions, celebrations etc.

4. Gardening Expenses: College utilizes a considerable amount on Gardening which keeps the environment green and healthy.

5. Security Purpose: The institution's safety and security are primary concerns and is looked after constantly by appointing the security guards ensuring safety and security of the college.

6. Housekeeping: College ensures cleanliness and well sanitized premises to the inmates and for this purpose an adequate number of staff is appointed.

 7. Repair & Maintenance: a considerable amount of funds is utilized on repair and maintenance of on-going wear and tear in the building

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:

The institution aims at empowering Teachers training institute its objective is to provide best possible opportunities to student teachers for their holistic development to serve the society after completion of the course. Our institute has developed IQAC before the first cycle which is one of the best quality measures taken by the management and Principal. Establishment of IQAC is a concrete step towards development of students. The prime task of the IQAC is to develop a system for purposeful and consistent improvement in the overall performance of the institute and specifically of students.

In this regard IQAC of the College was constituted under the Chairmanship of our Principal and Coordinator along with teachers, members from Management of the Institute, Senior Administrative Officers, Nominees from Local Authority, students, Alumni, Employers and Stakeholders.

To ensure clarity and focus in college functioning towards quality enhancement through different strategies. The IQAC was constituted to develop an awareness system for consistent improvement in the overall performance of institutions related to academics and administration aspects.

IQAC was constituted with the following goals:

Communication of information on the various quality parameters of higher education

Development of quality benchmarks for the various academic and administrative activities of the institution.

Documentation of the various activities leading to quality improvement.

Obtaining, analyzing and action taken on feedback responses from students, parents, and alumni on quality-related institutional processes

Process Adopted by the IQAC of Institute

The quality strategies and processes used are:

To intensify curricular aspects with value added course, self-study courses, organization skill programme

To intensify feedback collection, analysis and review

To improve continuously in admission process, student diversity, teachers' quality, teaching- learning process and learning outcome.

6.5.2

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

Response:

The institution reviews its teaching-learning process at periodic intervals through its various Academic and Administrative Committees which includes different cells like Discipline Cell, Cultural Cell, Sports Cell, Library Cell, Women Development Cell, Student Welfare Cell, Examination Cell, Alumni Cell, Grievance Cell, Anti Ragging Squad, Internal Compliance Cell, Research Cell, Publication Cell, Admission Cell, Academic Planning Cell.

Various quality initiatives for improving the teaching-learning process are taken by the Institute under the guidelines of IQAC like Organization of Seminars, Workshops, Events like Annual Carnivals, Graduation Ceremony, Exhibitions related to pedagogy subjects, field visits like visit to Mother Dairy, Science center etc. for the Students, Faculty Development Programmes for faculty, Value-added courses for students, Encouragement to use ICT resources in teaching learning process.

Institute reviews its teaching learning process through taking feedbacks in different areas:

Feedback from students, teachers and alumni on curriculum aspects is taken on a continuous basis, it is analyzed and appropriate steps are taken for improvement.

Feedback of teachers is taken from students and accordingly suggestions are given.

Feedbacks are collected after conduct of different activities. These feedbacks are collected and consolidated at the institutional level. The corrective actions are taken through IQAC.

Self-Appraisal Forms are collected from faculty. Besides this IQAC has reviewed and implemented its teaching-learning process through the following ways:

On the basis of the feedback received from students and Alumni during the last four years it was identified that there was a need for introducing the usage of new technology for the teaching- learning process. Taking this into account, the IQAC has taken efforts to improve the facilities:

Internet and WI-FI facility is provided.LCD projectors are installed in classrooms and laboratories. Projects were assigned to students to develop ICT based teaching-learning materials. Online feedback system is introduced for feedback on curriculum, teaching learning process

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.**

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	0	0	0

File Description	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
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[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:

The IQAC keeps track of incremental improvements in the institution as regards to academic and administrative domains, maintaining the quality standard in the institution. One of the main functions of the IQAC is to review the teaching- learning process, structures & methodologies of operations and learning outcomes at periodic intervals to assure quality of functioning in the Institution. The IQAC is committed to a learner centric approach regarding teaching learning progression and has designed the policy to assess and evaluate it intermittently. Accordingly, it provides support and guidance to the faculty.

Teaching, Learning activities are improvised, modified after taking the review and suggestions are implemented as per the needs. The IQAC has designed gradual attributes like academic excellence, communication skills, personality development, leadership and global citizenship. To achieve learning outcomes, the IQAC periodically reviews the teaching learning process and suggests gradual and regular expansion, up-gradation and addition of the requisite material, equipment, infrastructure etc. IQAC consistently works towards incremental strategies to make the functioning of the institute effective and smooth. These strategies effectively work in line with the changing needs of the industry and students.

IQAC worked upon constitution of various cells to decentralize the work among the members of staff and hence the below mentioned cells were constituted to streamline the work of the institute which are as follows:

1. Admission and SC, ST, OBC Cell: Looks after admissions and category students and their fees concessions according to the documents produced. This cell works round the year as the queries are met for admissions at all times.

2. Placement and career Counseling Cell: Looks after the placement and coordinates with reputed schools for placement of trainees providing them adequate career counseling.

3. Cultural Cell: Looks after the cultural activities, celebrations and festivals around the session. The cell maintains all the records of the events conducted.

4. Sports Cell: Looks after the sports related activities providing for physical development by recreation activities.

5. Library Cell: Looks after the library records, new books required, memberships of different e-resources, students usage of library.

 6. Women Development Cell: Organizes activities for women empowerment and upliftment of women. The cell organizes Self-defense workshops, Gender Equality day celebration, Women's day celebration etc.

7. Examination Cell: Looks after Internal & external examination and maintains examination records. The cell keeps the record of any grievances related to examination and acts as a bridge between university and college for smooth execution of examinations.

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:

According to the law of conservation of energy, energy can neither be created nor destroyed, it can only be transformed from one form into another. This means that the loss in one form of energy leads to the rise in other forms of energy. Institution has taken initiative to reduce the consumption of energy. Energy conservation is the practice of reducing the consumption of energy by humans or energy, means making the most of our energy resources by using our natural endowments wisely, getting the greatest returns from our energy investments, and investing in clean energy. Energy is served to reduce the cost of consumption and to preserve the limited existing resources of energy. Energy can be energy can be consumed by using energy, efficient devices and other methods to Kunjum energy and reduce the use of energy when there is no requirement. Energy conservation is an invertible requirement for suitable development for higher education institutions.

To reduce the use of electricity, old tube lights were replaced by LED tube lights and LED bulbs. The use of energy efficient equipment is promoted in the institute. Promotion of energy efficient lighting systems by using LED lamps in the campus reduces the electrical bill considerably. As a primary power backup source, an inverter facility is available for office work which helps the office work continue uninterruptedly. Apart from the above, the institute has a generator set which is used as an alternate source of energy for meeting power requirements, in case of load shedding and sudden power set off. Reducing energy consumption in the institute is a priority which is ensured through an awareness program involving all the stakeholders of the institution.

7.1.2

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

Response:

Waste management is an important element of environmental protection and is a joint responsibility of local government as well as of private organizations as well as individuals. The institute has designed an integrated waste management system for optimizing and analyzing waste, it is based on the concept that all aspects of waste management should be analyzed together. Institute is conscious of its activities, generating waste and ensures that all the west is and is disposed properly. Managing waste in an environmentally sound and socially satisfactory manner is sustainable waste management. The waste management is categorized in three ways, namely

Solid waste Management: the entire solid waste generation, segregation and collection is processed systematically in the campus. Biodegradable waste generated in the institute from raw materials and

leftovers of food items from kitchen and hostel mess, these are treated through organic waste composter. Also non-biodegradable waste is handed over to the Municipal approved vehicles.

Liquid waste Management: The Institute uses water efficient fixtures in the campus, which generate less discharge of greywater. The wastewater generated from RO treatment in the institute is re-used to recharge groundwater tables through a network of lines. The Institute also considers the rainwater through harvesting and running of water from previous surfaces to the rain harvesting pit.

E-waste Management: The E-waste broadly consists of discarded, surplus, broken or absolute electronic devices and machines. E-waste is managed in the institute through collection of items from staff, faculty and students at common places and conducting an option to authorize recyclers.

File Description	Document
Documentary evidence in support of the claim	[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: B. Any 3 of the above

File Description	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
Geotagged photographs	[View Document](#)

7.1.5

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

Response:

Sanitation is considered as the basic requirement in quality of life and human development. If the college is well maintained it is not only conducive or productive, it also increases the likelihood of expecting more students. The Institute promotes and aligns goals to the national mission of such a Bharat or clean India campaign which bring about change in behavioral and attitudinal aspect of habitants. The institute strongly believes in emphasizing on information, education and communication for effective participation of campus users. However, our college campus is situated in a clean and peaceful area, it is mostly pollution free as it is sounded by plenty of trees. The college building is very spacious and there is no problem of ventilation and also there is no other industrial setup nearby the college campus. In spite of this the institution has put forth its sincere efforts to maintain cleanliness and sanitation. Our institution's support staff look after the cleanliness of the entire campus, every corner of the institution is cleaned every day. Sufficient sanitation equipment like brooms, wipers are made available to use for the cleanliness work. Dustbins are kept in each classroom, office, staff, cabins, Library, language lab , corridors etc . To sensitize the washroom. disinfectants are made available by the institution, along with one scavenger appointed to clean the washrooms and toilets every day. Institutes also adopt sampling distribution programmes as an act of promoting environment and sustainability in events and functions. In order to reduce the pollution, the institute observes a cycling day once in a month for all the students, faculty and staff members. The institute also prohibits intra movement of vehicles such as to enhance the indoor air quality of the campus, which in turn reduces the air pollution. In the Covid 19 pandemic situation hand sanitizer is made available by the institution for all the students and staff.

File Description	Document
Documents and/or photographs in support of the claim	[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: B. Any 4 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](#)
Circulars and relevant policy papers for the claims made	[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

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[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:

Annasaheb Dange College of Education is affiliated to Shivaji University Kolhapur and is located in rural area Astha which is the prime area wherein many education institutions are located. The institution is more advantageous to rural areas around Islampur town and provides lush green locality to the students. Locational advantage is sufficient green area, public transport facilities, CCTV Surveillance facility, Utmost care is taken to maintain cleanliness, many awareness programmes are organized for public awareness. The efforts put forth by institute, leveraging, local environment, locational knowledge and resource, community practice, and challenges are as follows

1. Space provided for activity to NGO.
2. Students avail easy access to all transport facilities .
3. Students take up visits, training program, internship at research centers and universities.
4. Students have easy access for observation of classroom teaching, internship in the schools to practice skills, and teaching practice in the schools to deliver lessons
5. Families find the college as safe and secured for their work.
6. College helps the community keeping an eye on each activity happening in the locality assisting in maintaining law and order.

File Description	Document
Documentary evidence in support of the claim	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: D. Any 1 of the above

File Description	Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	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:

Best Practice -1

1.Title of the practice:

Social value development activities

2.Objective of the practice:

The objective of the various activities undertaken for this are as follows

i) To invest in social value.

ii) To inculcate in student teachers, a sense of respect for society.

iii) To inculcate the spirit of cooperation among the students.

iv) To develop the personality of the student' community.

3.The context:

A teacher possesses social and moral values and also maintains social commitment. In view of this, our institution is planning and organizing various activities for the teachers. Hon. Annasaheb Dange College of education , Astha is considered as a small replica of the society. The exchange of social and moral culture takes place through education. Inorder to fulfill the goals, education plays a very important role in shaping the social fabric and a teacher is in different roles, such as guide, philosopher, friend etc. In view of the social culture, our institution has taken initiatives to help the old-age persons as a result of this one activity is conducted is visit to "Oldage Home".

4.The practice:

One of the faculty members explained the purpose of establishing the old-age home to each student and they gave complete information about the condition of the elderly persons in the society. Many people neglect old age people and hence they are in pitiful conditions, every senior citizen is an experienced guide. Today every family in the society needs senior citizens to nurture young children in changing family situations to provide support in terms of crisis and to take right decisions in difficult situations. At present, society is running after money and wealth. As a result they are neglecting the old-age people many people sending their parents to old-age homes. Many relatives and wards will not meet the old age people in the old-age home, as a result, when the students meet the old age people they will be very happy. Our institution has visited old-age homes and helped them in various ways so that the oldest people are very happy in the old-age home.

5.Impact of the practice:

Impact of the practice is in today's scenario,the elderly, senior citizens need to be treated with respect

and dignity by all. They are an integral part of the society as well as family. It is necessary to be aware of this in today's youth. Many people have no time to pay attention to their family as well as parents. Senior citizens of the family can play an important role and as an important element in the society we need to pay attention to them and take care of their health. As such students of our institution are visiting old-age homes, it creates a social awareness among the public about the well-being of the oldest people by the college as well as the students.

6.Resources required:

A good number of students and teachers are required for the visit to old age homes in the town. Also medicines, food materials , clothes, and other necessary things are required when college visits the old-age home.

File Description	Document
Photos related to two best practices of the Institution	[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:

Hon. Annasaheb Dange College of Education is a leading institution,for this reason, offering a quality teacher education to enlighten and empower for the student teacher fraternity and to foster lifelong learning. This is the only rural college in this area catering to sensitize the young generation of the state about personal, social, local and global issues. Another effectiveness of the college is the increasing number of alumni who are getting appointed as faculty members in different schools of the neighboring area. The vision and mission of the institution provides our students a healthy and quality environment that helps to develop their core skills which in turn develop their critical thinking skills. The institute celebrates national days, commemorative days and other birth and death anniversaries of eminent personalities to make the students aware of surroundings. In the Covid pandemic period, the college has organized stress related issues in a workshop that covered all psychological aspects of the students and teachers. The institute inculcates the value added courses like computer, career guidance, workshops on self defense, are provided to facilitate economic security and financial independence. Enrichment classes for advanced learners and remedial classes for slow learners is another step to help students in their studies to achieve more meaningful knowledge of learning . The efforts of the college in the direction of realization of its vision and mission will provide its better and fruitful academic achievements.

5. CONCLUSION

Additional Information :

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Concluding Remarks :

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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 : D. Any 2 of the above Answer After DVV Verification: D. Any 2 of the above
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 Remark : Data updated as per supporitng documents provided by the HEI
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:

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	5	5

   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:

2022-23	2021-22	2020-21	2019-20	2018-19

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: {TABLE1} Answer After DVV Verification : {TABLE2} Remark : Data updated as per supporitng documents.

TABLE1:

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	0	4	2

TABLE2:

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	1	2	2

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: {TABLE3} Answer After DVV Verification : {TABLE4} Remark : Data updated as per the Ep 1.1.

TABLE3:

2022-23	2021-22	2020-21	2019-20	2018-19
61	109	0	91	52

TABLE4:

2022-23	2021-22	2020-21	2019-20	2018-19
61	103	0	91	52

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: C. Any 3 of the above
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: B. Feedback collected, analysed and action has been taken
	Remark : Data updated as per supporitng 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: A. Any 5 or more of the above
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 : 5
	Answer after DVV Verification: 5
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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	4	4	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	2

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 : 50 Answer after DVV Verification: 25
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 : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : Data updated as per supporitng documents.
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 : A. Any 5 or more of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : Data updated as per supporting documents.

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 : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : Data updated as per supporitng documents.
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 supporitng 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 : A. All of the above

	Answer After DVV Verification: B. Any 3 or 4 of the above Remark : Data updated as per supporitng 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 : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : HEI has not provided the sufficient documents as per the demand of the metric.
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 : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : Data updated as per supporitng 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 : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above
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 : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 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 : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : Data updated as per supporitng documents.
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: D. Any 1 or 2 of the above
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: E. None of the above Remark : HEI has not provided the documents as per the demand of the metric.

2.7.2	**Average pass percentage of students during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
52	50	42	47	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	42	47	32

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:

2022-23	2021-22	2020-21	2019-20	2018-19
4	7	2	3	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	7	2	3	4

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:

2022-23	2021-22	2020-21	2019-20	2018-19
96	142	48	69	84

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
96	103	48	69	84

Remark : Data updated as per E.P 1.1

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:

2022-23	2021-22	2020-21	2019-20	2018-19
55	55	105	50	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	35	25	19	0

Remark : Data updated as per list provided.

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: C. Any 3 or 4 of the above
Remark : Data updated as per supporitng 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:

2022-23	2021-22	2020-21	2019-20	2018-19
00	2508	3469	3469	3469

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	0.02	0.03	0.03	0.03

| 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: |
|---|---|

2022-23	2021-22	2020-21	2019-20	2018-19
0	.13298	0	0	.5435

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.1	0	0	0.5

| 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 : 20
Answer after DVV Verification: 20 |
|---|---|

| 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: |
|---|---|

2022-23	2021-22	2020-21	2019-20	2018-19
0	17991	20831	22133	20596

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.1	0.2	0.2	0.2

| 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
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: C. Any 6 of the above Remark : Data updated as per supporitng documents.
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 : A. All of the above Answer After DVV Verification: E. Any 1 or none of the above
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 : B. Any 3 or 4 of the above
Answer After DVV Verification: D. Any 1 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:

2022-23	2021-22	2020-21	2019-20	2018-19
0	5	5	5	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

Remark : Data updated as per hei clarification response.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	0	0	0

Remark : Data updated as per supporitng documents.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	5	5

	Answer After DVV Verification :				
	2022-23	2021-22	2020-21	2019-20	2018-19
	2	2	2	2	2

Remark : Data updated as per supporitng documents.

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: E. None of the above
	Remark : Data updated as per supporitng documents.
5.4.3	**Number of meetings of Alumni Association held during the last five years**
	5.4.3.1. **Number of meetings of Alumni Association held during the last five years**
	Answer before DVV Verification:

	2022-23	2021-22	2020-21	2019-20	2018-19
	3	3	3	3	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : Data updated as per declaration given

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	0	0	0

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 : B. Any 3 of the above
Answer After DVV Verification: C. Any 2 of the above
Remark : Data updated as per supporitng 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 : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : Data updated as per supporitng documents.	
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 supporitng documents.	
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: D. Any 1 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:

2022-23	2021-22	2020-21	2019-20	2018-19
103	103	93	92	83

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
102	102	93	92	83

| 1.3 | **Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..** |

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	11	8	29	10

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	25

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
52	50	42	47	32

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	42	47	32

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
52	50	42	47	32

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	42	47	32

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
51	52	51	42	47

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	42	50	47

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
183553	183558	147658	290061	241086

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.8	1.8	1.4	2.9	2.4

2.2	**Number of Computers in the institution for academic purposes..** Answer before DVV Verification : 20 Answer after DVV Verification : 20