



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MAHILA SHIKSHANSHASTRA MAHAVIDYALAYA

SHRI SHAHU MARKET YARD, KOLHAPUR.

416005

www.mbed.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mahila Shikshanshastra Mahavidhyala was established in the year 2006. It is affiliated to Shivaji University Kolhapur. Our college functions with the Motto of "Sa Vidhya Ya Umuktaye" and logo is Goddess of Sarasvati. Mahila Shikshanshastra Mahavidhyala is one of the two women's colleges in the Kolhapur district and it is the only one college in the Kolhapur city. Our college founder is respected MP Dr. Nivedita Mane Vainisaheb who created this college for the rural and urban women's. Many Women's have completed B.Ed. course in our college and they are working as excellent teachers in various schools and colleges. Our college provides teaching opportunity to the students and develop various skills in the students.

In today's world, education plays a vital role in everyone's life. It is a fundamental right that every individual should have access to, irrespective of their gender. Women have been an integral part of the teaching profession for centuries. Despite that, many countries still face gender disparity in the education sector. To bridge this gap, it is essential for women teachers to have a Bachelor of Education (B.Ed.) degree. This article will discuss the reasons why a B.Ed. degree is necessary for women teachers. The National Council for Teacher Education has defined teacher education as – A programme of education. B.Ed. is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

Vision

In today's world, education plays a vital role in everyone's life. It is a fundamental right that every individual should have access to, irrespective of their gender. Women have been an integral part of the teaching profession for centuries. Despite that, many countries still face gender disparity in the education sector. To bridge this gap, it is essential for women teachers to have a Bachelor of Education (B.Ed.) degree. This article will discuss the reasons why a B.Ed. degree is necessary for women teachers.

To develop various teaching skills in our women's students.

To motivate and develop various teaching-learning skills among the rural women's students.

Mission

A Bachelor of Education (B.Ed.) is a professional undergraduate degree that provides training to individuals who wish to become teachers. The program covers various aspects of teaching, including lesson planning, teaching methodologies, educational psychology, and classroom management and school internship,celebration of various National and International days,birth anniversary of social reformer.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institution has good infrastructure. The classrooms, seminar halls, library and place for sports and extracurricular activities are all well-equipped.

The institution has sufficient qualified and efficient faculty

Effective mentor-mentee system and concern for slow learners who are assisted through remedial classes

Various extra-curricular activities like cultural programmes, sports, quiz, group projects, debates, presentations, industry visits, etc help in the holistic development of the trainee women teachers.

Well reputed womens educational institution in Shivaji University, Kolhapur

Sufficient books in library

Promotes social responsibility among the women students.

Institution is a milestone of women empowerment because it enables them to respond to the challenges, to confront their traditional role and change their life.

Faculty members solved personal problems of students teacher through guidance and counseling.

To gives proper information related to women laws,under guest leactors.

To motivate to acquire research knowledge and various teaching techniques among students.

To participate in rural areas to observe daily life of villages and suggest some activity to improve their life.

To available the eresources for students and visitors.

To Start the robotic course in teaching learning process .

The automation of library in process .

To submit the proposal of short term course to ajivan Shikshan centre of Shivaji University, Kolhapur.

Institutional Weakness

College does not have own building .

Our institution not getting any grants from Government as well as NGOs

Curriculum classrooms are not digitally well equipped

Inadequate financial assistance for library books and automation

Gymkhana is not properly equipped

Well maintained sports ground is not available.

Shortage of funds for computers

Limited Resources and facilities of laboratories and lack of modernization of existing laboratories.

Due to non grants institution lack of qualified faculty.

The payments of faculty is not sufficient due to non grants institution.

Institutional Opportunity

Motivation to more lady student teachers for enrollment.

Increasing enrollment of students belonging to the marginalized sections including SC, ST and Minority groups.

Student Grievances addressed on time

Opportunities of physical, mental and moral development

Opportunities to utilise local resources due to positional advantage of the college.

To develop skill how to handle robotic technique and to start own business.

Institutional Challenge

Increased dependence on less qualified Guest faculty and difficulty to provide proper method wise education, which is required in the course.

Lack of demand for Arts and Humanities methods.

Unwillingness among the alumni to participate in college developmental activities.

Ever growing Competitiveness of various private colleges around.

Planning a multidisciplinary flexible curriculum with disciplinary knowledge, pedagogical discipline and apprenticeship based vocational courses.

To get the grants from governments and Various NGOs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college is affiliated to Shivaji University, Kolhapur. The college has enough number of classrooms with advanced LCD projectors. Well equipped library and psychology lab, Science lab and is the major asset of the college. has been maintaining good rapport. A number of programmes regarding professional development of secondary teachers are organized by the institution in collaboration with Secondary schools. While planning institutional curriculum, the institution adheres with the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) as prescribed by the affiliating University and during curriculum transaction this is also

explained to the trainees so that they have an idea about the goals they have to achieve.

Teaching-learning and Evaluation

The admission of Institution is at state level centralised admission process .The college admission committee verifying this admission and then enrolled the students in Shivaji University Kolhapur .Student enrollment capacity is 50 in one batch per year but since 2019 EWS quota 5 seats is allotted as per government resolution.Teaching learning process is designed to acquaint learners with recent developments in the field of education and foster creativity, innovativeness,intellectual skills, empathy, and life skills. Institution prepares trainee teachers for their future through developing teaching competencies and skills such as communication skills, ICT skills, classroom management skills, formulating learning objectives, lesson planning, identifying varied student abilities, visualising differential learning activities according to student needs and assessing student learning by developing tools of assessment. Students are encouraged to develop competence to organize academic and extracurricular activities as cultural, sports and community related events. Internship program is very crucial for B.Ed. course and institution systematically plans it from initial meetings with school heads, to assigning mentors, selecting school leaders, visiting schools, effective monitoring of all activities, trainees engage in, by different stakeholders. In the next section, details about teachers of the institution, their qualification, teaching experience and professional upgradation undertaken by them are discussed. Following section deals with the Internal Evaluation process in detail with dates, schedule, method adapted, display of internal assessment marks, feedback mechanism, remedial support given and grievance redressal related to examination.

Infrastructure and Learning Resources

The building is rented of our college. Faculties use different teaching-learning strategies including participative learning, problem solving methodologies, focused group discussion, and take help ICT while teaching. Learners are also encouraged to use ICT in theory courses, Practice teaching, Internship and field work. Mentoring is provided to every learner for improving their professional competencies. Teaching learning process is designed to acquaint learners with recent developments in the field of education and foster creativity, innovativeness, intellectual skills, empathy, and life skills. Institution prepares trainee teachers for their future through developing teaching competencies and skills such as communication skills, ICT skills, classroom management skills, formulating learning objectives, lesson planning, identifying varied student abilities, visualising differential learning activities according to student needs and assessing student learning by developing tools of assessment. Students are encouraged to develop competence to organize academic and extracurricular activities as cultural, sports and community related events. Internship program is very crucial for B.Ed. course and institution systematically plans it from initial meetings with school heads, to assigning mentors, selecting school leaders, visiting schools, effective monitoring of all activities, trainees engage in, by different stakeholders. An outreach program in learning institute aims to help, uplift, and support those who are

deprived of few services and rights. It involves giving teaching as well as learning, social planning, health and hygiene support for their welfare. Any program must be organized to use resources and aid to fulfill a goal. Successful community outreach programs must plan projects to be carried out. Planning programs for the community service can help the B.Ed students to help to solve a greater need of social issues. Although main purpose is to help achieve a goal for the greater good. This is done by choosing a specific group or community place, analyzing their needs on various issues and then building a program to help them in learning, recovering or becoming self-sufficient as far as possible.

Student Support and Progression

The institution plays proactive role in creating computer literacy. It has installed 12 advance computers in computer lab and offers many short term computer courses for the young aspirants in the vicinity. To use education as a tool of social transformation and to produce competent teachers who will be meeting the needs of society and nation is the vision of college. The institution works in line with its mission. To develop teaching aptitude among the student – teachers through various curricular and cocurricular activities is the mission of this institution. It tries to make student – teachers aware of social issues that need to be addressed through education system. Teacher training institution is an organization having firm bound with community. The student support facilities of the institution as Vehicle Parking, Common rooms for girls. Toilets for girls were discussed and functioning of the Grievance cell was reported. In the next section, the students' future progress in the form of getting entry to higher education or placement was highlighted. The following section reported how students participated in college life actively through student council, sports and cultural events in various roles as volunteers, anchors and reporters.

Governance, Leadership and Management

The vision and mission of the institution and how effective leadership from teachers and non-teaching staff help in achieving it. Key to this is decentralization and participative management which has been always practised by the institution. Transparency is sought in every aspect of functioning be it financial, academic, administrative and other functions. The institution has a well organised Strategic Plan which it follows and adheres to. All the institutional bodies try to achieve perfection in their policies, administrative setup, appointment and service rules, procedures. Manpower development is the thrust area starting from personality grooming, communication and articulation abilities. Exposure to enriched

talks increases their self-capacity to leverage their wisdom towards organisational objectives. We train teachers to review, revitalise and conceptualize employees as resources.

Institutional Values and Best Practices

Institution has a policy of waste management on a small scale such as segregation of waste into different garbage cans, E-waste management in an environmentally friendly manner. Institution is committed to maintenance of a pollution free healthy campus environment which is clean, with proper sanitation, and green cover through encouraging use of bicycles / E-vehicles, creating pedestrian friendly roads, avoiding plastic-use and reuse of paper in office. Institution uses the local environment, locational knowledge and resources, and involves the community to give learners a comprehensive educational environment. Institution also desires that the learners, students, teachers, administrators should adhere to Code of Conduct so that not only the physical environment but also the cognitive environment is at its best.

Research and Outreach Activities

The institution tries to motivate teachers by providing in-house support to them in the form of granting study leave for research field work, internet facilities and infrastructural facilities, organizing internal seminars and interactive sessions on research. This section also describes in detail about the journals and books written by the faculties and evidence is provided for the same. Another area was communitybased activities which are an integral part of our B.Ed. curriculum in the 3rd semester and this criterion elaborates in detail how the institution promotes and facilitates such programmes and how learners are motivated to treat these activities not as a part of syllabus but as community service.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHILA SHIKSHANSHASTRA MAHAVIDYALAYA
Address	SHRI SHAHU MARKET YARD, KOLHAPUR.
City	KOLHAPUR
State	Maharashtra
Pin	416005
Website	www.mbed.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SMITA DATTATRA Y RANE	0231-2666161	9527707900	-	mbed338.cl@unish ivaji.ac.in
IQAC / CIQA coordinator	VANITA ARUN MORE	0230-2585727	9850419210	-	vanitamore1111@g mail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority 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	10-12-2021	97	Our College Restoration Order Received from NCTE DELHI

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	SHRI SHAHU MARKET YARD, KOLHAPUR.	Urban	0.113	446.09

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	B.A. B.Com. B.Sc.	Marathi	55	50

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	4	0	5
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						7
Recruited	3		1		0	4
Yet to Recruit						3

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				1
Recruited	0	0	0	0
Yet to Recruit				1

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	1	0	1
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

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	1	2	0	3
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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		Total
	1		1		2

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	0	0	0	0	0
	Female	45	8	0	0	53
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	10	9	5	11
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	4	6	5	3
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	22	36	45	39
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		36	51	55	53

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In B.Ed. Course of Shivaji University, Kolhapur . Multidisciplinary concept do exists in B.Ed.curriculum. The syllabus at present includes unique educational approach which allows the
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	<p>students to learn & explore distinct subjects or curriculum from various disciplines. Teacher Education is not limited to a particular discipline but rather is a blend of multiple knowledge content. Integrating a multidisciplinary approach in teacher education is a must so that the prospective teachers get a more holistic understanding of the world. Rather than looking at individual subject and their subject content in isolation, a multidisciplinary approach would integrate different realms of knowledge and make teaching learning more wholesome. At present our institution uses a multidisciplinary approach while transacting both the practical and theoretical aspects of curriculum.</p>
2. Academic bank of credits (ABC):	<p>The ABC ID Keeping in view the objectives of NEP 2020, our institution roots for implementation of academic bank of credit in B.Ed. curriculum and believes that it will help: to promote student centric education; learners' friendly teaching approach; develop interdisciplinary approach; provide opportunities to choose courses of one's own interest and learn at own pace.</p>
3. Skill development:	<p>The B.Ed. curriculum has scope of skill development through various field based activities and optional papers. On the lines of NEP 2020, our institution encourages skill developments as Explanation, Questioning, Black Board Writing by interested trainees. The internship programme is an excellent opportunity for the trainee teachers to develop professional attributes of teaching profession. Various field based activities in the form of practicums and the co-curricular activities form the base of skill development. It also fosters co-operation and other life skills which are necessary for teaching profession and human life as a whole.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>In B. Ed. Course order to incorporate Indian knowledge system among our trainees we organize field visits to places of historical, ecological, cultural, commercial importance. The professional competencies of the trainee teachers are enhanced through theoretical and practical knowledge of art, music and drama existing as apart of core curriculum. The existence of cocurricular activities in the B.Ed. programme offers endless opportunities to the trainee teachers to showcase their differential aptitudes.</p>

5. Focus on Outcome based education (OBE):	In align with NEP 2020; the B.Ed. syllabus in our college at present emphasizes the explicit declaration of learning outcomes. The trainee teachers at the entry level are apprised of the tasks which they are expected to perform during and after completing the course, and to measure what standard they have achieved professional excellence.
6. Distance education/online education:	NEP 2020 recognizes the importance of leveraging the advantages of technology wherever traditional and in-person mode of education are not possible. Our institution takes initiation to work ICT based education to meet the current challenges of providing quality education. ICT is incorporated in various aspects of teaching learning

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No due to communication gap between local government agency.
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?	No
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.	No
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.	Our Institution organized voters rally beginning from college campus to boarding road areas. Nearly 86 students enthusiastically participated in the rally. Placards carrying "Vote without fail", "Say no to currency notes for vote", "Vote on 25th January 2022 for better tomorrow" slogans attracted the public. Thousands of leaflets were distributed to the public educating the public about the significance of election process. A signature campaign was also

	conducted and thousands of signatures were received reflecting the massive public interest in the forthcoming Maharashtra Assembly Elections.
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.	No

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
53	55	51	36	49
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	55	55	55	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
20	13	17	15	22
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
53	55	51	36	49
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
53	55	51	36	49
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
53	55	51	36	49
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
04	04	04	04	04
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
6	6	6	6	6
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	1	1	1	1
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 10

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:

Mahila Shikshanshastra Mahavidyalaya, Market Yard, Kolhapur. Conduct to year B.Ed course Shivaji University, Kolhapur. This is two year B.Ed course is only for women. It's divided in two four semesters. While implementing this course with annual Planning. In that way lectures, Practical works & other activities like festivals, birth Anniversary & important work as field work, Educational tour same visits are plan in current year. Every important thing is priority in the annual planning for university Exam, oral Exam, etc. Annual Planning is done form the beginning of semester II &IV, till End of semester I& III with Annual exam. The annual planning is used to conduct all the programme of the 2 years there courses in the best possible ways. Annual planning gives students the write guidance at the right time. Faculty members prepare syllabus for respective courses .Revised curriculum is put forward to the members of the Statutory Bodies for review, suggestions and approval before the new curriculum is transacted.Ensure effective curriculum delivery through systematic, strategic, transparent processes .based evaluation. Scope emphasising on value sensitization, environmental issues and women empowerment. Faculty and students are trained to acquire competency in ICT skills, develop e-content, for diversified learning experiences, e- portfolio for measuring the progress from entry to exit. Online and offline access to library references are phased for students and provision for research scholars. ICT based competencies augment periodically to develop e- content, e- portfolio and online assessments.Students have experiential learning with practical sessions including activity based learning: webinars,seminars, field engagement, interactive classrooms, peer teaching, internship, co-curricular activities to develop teaching competencies.Faculty and students are trained to acquire competency in ICT skills, develop e-content, for diversified learning experiences, e- portfolio for measuring the progress from entry to exit. Online and offline access to library references are phased for students and provision for research scholars. ICT based competencies augment periodically to develop e- content, e- portfolio and online assessments.

Here are some key aspects and practices that contribute to effective in-house planning:

1.Strategic Planning:

- Mission and Vision: Clearly define the organization's mission and vision to provide a foundation for all planning activities.
- SWOT Analysis: Regularly conduct a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to assess internal and external factors influencing the organization.

2.Goal Setting:

- SMART Goals: Set Specific, Measurable, Achievable, Relevant, and Time-bound goals for each department or team.
- Alignment: Ensure that individual and departmental goals align with the overall strategic

objectives of the organization.

3. Communication:

- Regular Meetings: Conduct regular planning meetings at various levels of the organization to discuss progress, challenges, and adjustments to the plan.
- Transparency: Foster open communication to ensure that everyone understands the organizational goals and their role in achieving them.

4. Resource Allocation:

- Budgeting: Develop and maintain a detailed budget that aligns with the strategic plan.
- Resource Assessment: Regularly assess the availability and allocation of human, financial, and technological resources.

5. Risk Management:

- Identification: Continuously identify potential risks that may impact the achievement of goals.

Mitigation Plans: Develop and update risk mitigation plans to address identified risks

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
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	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: A. Any 5 or more 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
Any other relevant information	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 Programmes 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: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 100

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
11	11	11	11	11

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
11	11	11	11	11

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 0**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	0	0	0	0

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:** 0**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
0	0	0	0	0

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

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

1.2.5

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

Response: 100

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
53	55	51	36	49

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document
Paste link for additional information	View Document

1.3 Curriculum Enrichment**1.3.1**

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

- As the collage is affiliated to Shivaji University, Kolhapur the college followed the syllabus designed by university we have developed coherent Vader standing of the field to teacher education among student teachers through all theory courses and practical given in the syllabus. We organized internship program and field visits to the different type of schools this year we arranged the school engagement and visit to the innovative schools to the Cyrus Punawala International School, Peth-Vadgaon & National Swimmer Sagar Patil Secondary School, Dhavali.
- Our student teachers took the lessons in various schools during the internship program. We organize different curricular and extra-curricular activities college campus area & other areas for developing the fundamental understanding of the field of teacher Education. Teacher Education refers to programs, policies, Procedures & provisions designed to equip (Perspective) teachers with the knowledge, attitudes, and behaviors, approaches, methodologies & skills they require to perform their tasks effectively in the classroom, schools & wider community. This year we organized lot of activities in college campus. (Example Teaching Aid, black board & Questioning skills, seminars, expert lectures on current issues, special days & social activities.)
- In B.Ed Syllabus student – teachers have to select two methods courses from two Groups of methods given in the Syllabus. Students also study different approaches, methods, teaching, strategies & skills during second & third semester through their pedagogical Courses & other teaching skills from different workshops given in the syllabus. We develop different levels of school education skills through these pedagogical courses and practicum such as micro-teaching, simulation teaching, models of teaching & constructivist teaching. Our students conducted

lessons in semi-English school & Marathi medium schools.

- Student's teachers acquire competencies through different activities of enhancing professional capacities (EPC) & Language across the school curriculum (LASC) which are helpful in their all-round development. Institute called an expert for training the students about the preparation of various types of instructional materials. Students are supposed to conduct action research during their internship program of any area of their interest. Student's teachers are trained regarding how to use the psychology test during their internship program on school students.
- Teachers were developed different level of school education skills. Teachers required a variety of skills sets for creating lesson plans, instructing students, working with administrator's & interacting with parents you can develop must them through practice & training use their skills to create a conducive learning environment that facilitates the development of their students. While formal training & their job role on the job training is crucial for their personal development. They also develop communication skills by presenting seminars, participating in the group discussion etc.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

1.3.2

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

Response:

1. Development of School System:-

Schooling to begin from the age of 3 years. The existing 10+2+3 structure of school curriculum will be replayed by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14 & 14-18 years respectively. This new system will include 12 years of schooling with their years of Anganwadi / pre – primary.

2. Function of Various Board of School Education:-

Being a multicultural nation with 29 states, 7 union territories & 23 legally acknowledged languages India has its unique Education system with a wide range of Education Boards at the national & state level.

Presently the four primary Education Board in India are the CISCE, IB, CBSE & the state Board respectively. However Educational Boards in India are very modern & quite insightful when it comes to fulfilling quality Education for students. Many innovative & modern Education Boards also have become popular in India during the last few years. In this blog we will take you through the different Education Boards in India.

3. Functions of CBSE Board:-

To prescribe & update the course of instructions of examinations to affiliate institutions for the purpose of examination & raise the academic standards of the country.

4. Board of secondary Education:-

To grant a certificate to students passing the examinations. To institute & award scholarships, Prize etc. To prescribed & select textbooks & supplementary books. To laydown conditions of recognition of higher secondary school & junior College.

5. SSC Board:-

Most important task of the Board among few others is to conduct the SSC for 10th class & HSC 12th class examinations. It is the most popular Education board in terms of enrollment in high school in India only after the central Board of secondary Education.

• Aims of assessment:-

1. Promote learning & development of Students.
2. Focus on assessment for learning.
3. Test higher –order skills (analysis, critical thinking & conceptual clarity etc.)
4. Help entire schooling system in revising continuously teaching – learning processes to optimize learning.
5. Assessment must be regular, Formative & competency-based.
6. The main purpose of assessment is to help to identify gaps in student's learning & what remedial measures should.

• Norms & Standards (Maharashtra State)

1. Maharashtra schools are run by the state Government or by Private organizations including religious in institutions. It is mandatory for local authorities to provide primary Education under state Law. However, secondary Education is an optional duty.
2. The 10 +2 + 3 structure is replaced by a 5 + 3 + 3 + 4 model No state language is imposed on students studying in any state. Students are permitted to take the Board Examinations twice. Instead of 1.7 % the Government will spend 6 % of the country's GDP on Education.

- **International Perspective & comparative perspective**

Indian Education focuses more on theory rather than practical where as in foreign countries they focus more on practical. Based countries they focus more on practical based learning and they allow creativity in Education.

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

Teacher training course is essential to get job of a teacher in a school. The main aim to pursue a B.Ed degree is to learn how to teach pedagogy subjects. Many of us have vast amount to knowledge but when it comes to imparting in to others. It is completely different task. During the B.Ed course students get an opportunity to go the actual school & do the actual teaching practice so that they can get to about the difficulties faced in teaching work in real classrooms & how those difficulties can be solved how to make teaching process more effective with the help of different teaching strategies & tactics.

Pursing a B.Ed course not only up skilled you to inculcate good teaching skill but also instruct that how to the work in the administrative aspects of on education system. The course curriculum taught & skilled prospective teachers how to play their role in creating a healthy Education structure. This course also helps you to examine varied teaching – learning environments in a different kind of environments of various schools such as government, private & International. You also gain a lot & acquire certain qualities. Because according to the curriculum of B.Ed the philosophical perspective of Education is explained as well as the historical background of Education is told along with all this it is taught to use Educational technology in the best way in teaching learning process.

Teacher Education program refers to policies, procedures & Provision designed to equip (prospective) teachers with knowledge, attitudes, behaviors, approaches, methodologies & skills the required to perform their tasks effectively in the classroom schools & wider community.

The importance of training & development mostly revolves around program. That enables employees to learn precise skills or knowledge to improve performance. Training & development programs involve a more expansive employee growth plan for future performance rather than immediate career role improvement.

Teacher professional development is any type of continuing Education effort for educations. It's one way teachers can improve their skills & intern, boost student outcomes. Learning can take place informal or internal settings. Formal setting includes conferences, courses, seminars & workshops.

Continuous professional Development helps teachers keep up with latest developments in their field. It means they can provide more engaging lessons relevant to today's student. It also allows them to develop new skills & techniques will help them become better educations over all.

Teacher Education program promotes strategies that enhance the teaching abilities of an educator. Every teacher needs to assess their own skills to find a teaching strategy. It is also essential to identify age-appropriate teaching methods.

The professional development process includes planning, implementing & evaluating professional development.

Curriculum development is an intellectual& research activity. Teachers understand the psychology of the learner. There one to create a strong curriculum, they must be involved in every step of the curriculum development process.

File Description	Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	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: A. All of the above

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

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

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: 90.51

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 other relevant information	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: 100

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
20	13	17	15	22

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

2.1.3

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

Response: 3.69

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
3	5	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:

The assessment process at the entry level plays a crucial role in identifying the diverse learning needs of students and evaluating their level of readiness to undergo a professional education program. This process is designed to ensure that students receive the appropriate academic support tailored to their individual requirements, fostering an inclusive and supportive learning environment. Here's an overview of the key components of the assessment process and the academic support provided to students:

1. **Pre-assessment Stage:** Before students enter the professional education program, a pre-assessment is conducted to gather essential information about their educational backgrounds, prior knowledge, skills, and abilities. This may include reviewing transcripts, conducting interviews, or administering pre-tests. The aim is to identify any gaps in their foundational knowledge and assess their overall readiness for the program.
2. **Diagnostic Assessments:** Diagnostic assessments are utilized to pinpoint specific areas of strength and weakness in each student's learning profile. These assessments may cover different subjects, cognitive abilities, and learning styles. By analysing the results, educators can tailor their teaching approaches to address individual learning needs effectively.
3. **Learning Style Assessments:** Understanding the diverse learning styles of students is crucial for effective teaching. Some students learn better through visual aids, while others prefer auditory or kinaesthetic approaches. By identifying these preferences early on, educators can adapt their teaching methods to accommodate various learning styles, enhancing the overall learning experience.
4. **Cognitive and Non-cognitive Skills Assessment:** Apart from academic knowledge, assessing cognitive skills like critical thinking, problem-solving, and creativity, as well as non-cognitive skills like resilience and emotional intelligence, is equally important. These skills contribute significantly to a student's success in a professional education program and throughout their careers.
5. **Academic Support Services:** Once the assessment process identifies the learning needs of students, academic support services can be put in place. These services may include:
 - **Individualized Education Plans (IEPs):** For students with specific learning challenges, IEPs are created to outline personalized learning goals and strategies to address their needs.
 - **Tutoring and Remedial Classes:** Students who require extra assistance in certain subjects or skills can benefit from individual or group tutoring sessions and remedial classes.
 - **Inclusive Classroom Practices:** Teachers can employ inclusive teaching methods that cater to diverse learning needs, ensuring all students can participate and succeed.
 - **Counselling and Mentoring:** Offering counselling and mentoring services can support students' emotional well-being and help them navigate any personal or academic challenges they may face.

In conclusion, the assessment process at the entry level for professional education programs is a comprehensive and essential procedure to identify the diverse learning needs of students and evaluate their readiness. By implementing targeted academic support services, educational institutions can ensure that all students have equal opportunities to thrive in their educational journey and reach their full potential

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

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

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document
Any other relevant information	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 1

2.2.4.1 Number of mentors in the Institution

Response: 53

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
Any other relevant information	View Document

2.3 Teaching- Learning Process

2.3.1

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

In modern education, the one-size-fits-all approach to teaching has been replaced by a more dynamic and student-centric model that acknowledges the diverse learning styles and preferences of students. The multiple mode approach to teaching-learning encompasses a range of methodologies and techniques, each tailored to suit different courses and programs, fostering an enriched and effective learning experience. Let's explore some of these varied modes of learning and their rationales:

1. Experiential Learning:

Rationale: Experiential learning involves direct hands-on experience, allowing students to actively engage with the subject matter, thereby enhancing their understanding and retention.

1. Participative Learning:

Rationale: Participative learning encourages active involvement of students in the learning process. Through discussions, debates, and group activities, students develop their communication and interpersonal skills, as well as gain diverse perspectives on the topics. This mode is suitable for subjects like B.Ed. Curriculum, where diverse viewpoints and open dialogue are essential for comprehensive learning.

1. Problem-Solving Methodologies:

Rationale: Problem-solving methodologies focus on equipping students with analytical and critical thinking skills to tackle real-world challenges. By presenting practical problems related to the subject matter, students learn to apply theoretical concepts to devise effective solutions.

1. Focused Group Discussion:

Rationale: Focused group discussions allow for a deeper exploration of specific topics or case studies. It encourages peer learning and fosters collaborative skills while promoting a deeper understanding of complex subjects.

Overall, adopting a multiple mode approach to teaching-learning allows educators to cater to the diverse learning needs of students and create engaging and impactful learning experiences. By carefully aligning the learning modes with the objectives of each course, educational institutions can foster a conducive and enriching environment for student learning, leading to better academic outcomes and improved overall student satisfaction. Organization of community outreach activities through the formation of different groups among the students under the guidance and supervision of a teacher as the mentor of a group of students for the said purpose. In the same way every teacher is assigned the task of a mentor for a group of students. Lesson plan practice in different schools in relation to the school internship program under

the guidance and supervision of a teacher educator as the supervisor plays the role of a mentor for this purpose. Participation of faculty members in the orientation programs and refresher courses facilitate them to do their project work may be in the form of seminar presentation / examination under the guidance of a professor as expert acts as the mentor for the faculty member for the said purpose has also bearing on the mentoring arrangements in our institution. Elective courses covering both generic, open and discipline centric are provided to enhance students' knowledge, competencies and research skills. Inter-Semester Break programmes permits developing self-learning skills, civic responsibility through extension services. The experiential learning approach facilitates skills as it is the foundation for higher education. E-learning mode of teaching using blended and flipped learning approaches are in practice. Equity and equality are the core values with special attention to students from below socio-economic strata in developing their capacity towards life skills, providing financial help, psycho-emotional support and techno support to complete the programme successfully. Students are made aware of the vision, mission, code of conduct, professional ethics and exposed to the qualities such as soft skills.

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
Link for additional 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: 100

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
4	4	4	4	4

File Description	Document
Data as per Data Template	View Document
Any other relevant information	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: 100

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: 53

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View 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: A. Any 4 or more of the above

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

2.3.5

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

Response:

In our institution, continual mentoring plays a crucial role in developing professional attributes in students, fostering their personal growth and ensuring their success in both academic and real-world settings. The nature of mentoring efforts encompasses various aspects, each aimed at shaping well-rounded individuals equipped with essential skills and values.

Working in Teams: Mentoring in team collaboration revolves around instilling effective communication, conflict resolution, and leadership skills. Students are encouraged to participate in group projects and assignments, where they learn to leverage their strengths, appreciate diverse perspectives, and collaborate for achieving common goals. Mentors provide guidance on active listening, empathy, and fostering a supportive team environment, emphasizing the importance of shared responsibility and mutual accountability.

Dealing with Student Diversity: Our institution values diversity and inclusivity, and mentoring efforts focus on nurturing a respectful and tolerant culture. Mentors promote understanding and appreciation of diverse backgrounds, experiences, and perspectives. They engage students in discussions and workshops that explore various cultures, beliefs, and traditions, fostering a sense of belonging and acceptance.

Moreover, mentors also address potential conflicts arising from differences, teaching students the value of empathy, open-mindedness, and finding common ground.

Conduct of Self with Colleagues and Authorities: Mentoring in professional conduct emphasizes the significance of professionalism, ethics, and integrity. Students are guided on how to communicate professionally with colleagues and authorities, whether in-person or through digital channels. They learn to respect hierarchy while fostering an open and respectful communication style. Mentors lead by example and encourage students to develop strong work ethics, punctuality, and reliability. They also provide insights on handling workplace challenges with diplomacy and maturity.

Balancing Home and Work Stress: Recognizing the potential for stress and burnout, mentoring in work-life balance is a priority. Students are taught time management skills, prioritization techniques, and self-care strategies. Mentors encourage students to establish boundaries between personal and professional life and help them find healthy outlets to manage stress. Additionally, they provide guidance on seeking support from family, friends, or professional counsellors when needed.

Keeping Oneself Abreast with Recent Developments in Education and Life: Mentoring efforts in this area revolve around fostering a growth mind-set and a commitment to lifelong learning. Students are motivated to stay curious and inquisitive, continuously seeking knowledge and staying updated with the latest trends and developments in their field. Mentors provide access to learning resources, encourage participation in workshops and conferences, and guide students to engage in self-directed learning. Moreover, they emphasize the importance of reading, staying informed about current events, and exploring interdisciplinary knowledge.

Overall, mentoring at our institution is a dynamic and multifaceted process. It involves building strong, supportive relationships between mentors and students, where trust and respect lay the foundation for growth. The mentors serve as role models, guiding students through challenges and celebrating their successes. By addressing teamwork, diversity, professional conduct, work-life balance, and continuous learning, our mentoring efforts aim to shape students into well-rounded, adaptable, and empathetic professionals ready to contribute positively to society

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

2.3.6

Institution provides exposure to students about recent developments in the field of education through

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

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

Students-teachers are acquiring many skills while taking knowledge of the BEd course. It develops various skills like creativity, innovation, intellectual and life skills. In addition to the curriculum in the BEd course, students are taught such skills through new activities. Practical and actual experience gets an important place. Our college tries to inculcate various skills in students through such programs. The experience of teacher-trainer class teaches them many things. Schools, classes, students, teachers, principal all help in acquiring new skills. After visiting the educational places, the experience gained there, the curiosity to learn new things, the various personal information received in various workshops, the students started to get new information and become aware of their responsibility or liability as a citizen in the society. This helps in the continuous development of personality and creative ability in the teacher-trainers.

Creativity: This includes various programs organized at the college level. This helps to develop creativity skills in BEd trainees. Semester Part 1 consists of workshops on making various educational tools by the students prior to classroom teaching prior to the Abhirup Teaching Workshop. It helps children to learn something new. For example, workshops are organized to train various items such as making pointers from paper, caps, calendars, block charts, three-dimensional figures, pylons, clocks, using sustainable materials from waste, and using cardsheet paper. It helps the teacher-trainees to prepare their own taste while completing the classroom teaching hours and take good lessons. By making sky lanterns, kite making houses, making various models, children's creativity skills develop very fast.

Innovation Skills: College level teacher trainers are used to visit different places to imbibe the new things of those places, to create a sense of innovation in them. I went to the nanotechnology department of Shivaji University and got information. Cyrus went to Punawala school and got

information there, went to Dhavali taluka Sangli and got information about that school, got information about making idols from clay, and making replicas from art college. Visiting the Research Center and getting to know the processes there gave the BEd trainees new information which helped them to develop the skills to learn something new.

Life Skills: The ideals of great personalities are set before the students through the programs of festival Utsav Jayanti Punyatithi at the college level and they try to emulate their thinking. How to use it in society? They start absorbing everything like responsibility, help, emotional support. They try to instill this skill in themselves by imbibing things like discipline, responsibility, help, enthusiasm, and affection.

Activities and programs are regularly organized to develop all such skills at the college level.

In conclusion, these two cases demonstrate how the teaching-learning process can effectively nurture creativity, innovativeness, intellectual and thinking skills, empathy, and life skills among students. Both methods provide students with hands-on, interactive experiences that go beyond rote memorization, encouraging them to become critical thinkers, compassionate individuals, and well-rounded problem solvers in the real world

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

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

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

Response: A. Any 8 or more of the above

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

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**

10. Evolving ICT based learning situations**11. Exposure to Braille /Indian languages /Community engagement**

Response: A. Any 8 or more of the above

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

2.4.3

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

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

Response: A. All of the above

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

2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**

- 3.Performance tests**
- 4.Oral assessment**
- 5.Rating Scales**

Response: A. All of the above

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

2.4.5

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

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

Response: A. All of the above

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

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..**Response:**

The institution takes a systematic and thorough approach to organizing its internship programme, ensuring that all necessary preparatory efforts are in place for a successful and enriching experience. Here's a breakdown of how the institution handles each aspect:

1. **Selection/Identification of Schools for Internship:** The institution follows a participative approach in selecting schools for the internship programme. It collaborates with nearby schools and educational institutions, involving them in the decision-making process. Schools are invited to express their interest in participating in the programme, and their alignment with the internship's objectives and learning outcomes is considered. The institution also looks for diversity in school settings, including public and private schools, rural and urban schools, and different educational philosophies, to offer students a well-rounded experience.
2. **Orientation to Students Going for Internship:** The institution places significant importance on preparing the students before they embark on their internships. It organizes comprehensive orientation sessions for the students, where they are briefed about the internship's purpose, learning objectives, and expected outcomes. Students are provided with guidelines on professional behaviour, ethical considerations, and cultural sensitivity to ensure they represent the institution positively during their placements. Additionally, students receive practical information about their host schools, such as the school's background, demographics, and any specific rules or regulations they need to be aware of.
3. **Defining Role of Teachers of the Institution:** The institution's teachers play a pivotal role in the internship programme. They are actively involved in preparing the students for their internships, guiding them through the entire process. Before the internships begin, teachers engage in workshops and training to develop their mentoring and supervision skills. During the internship period, teachers maintain regular communication with the students and the host school teachers to monitor progress and address any challenges that may arise. Moreover, teachers encourage students to reflect on their experiences, helping them draw connections between theory and practice.
4. **Streamlining Mode/s of Assessment of Student Performance:** To ensure fair and objective assessment, the institution streamlines the mode of assessing student performance during their internships. It develops clear and specific assessment criteria aligned with the internship's learning objectives. Assessment methods may include periodic evaluations by host school teachers and institution teachers, self-assessment by students, and feedback from peers. The institution emphasizes the importance of formative assessment, encouraging continuous feedback and improvement throughout the internship period.

In conclusion, the institution's preparatory efforts for organizing the internship programme are comprehensive and focused on creating a valuable learning experience for the students. By involving all stakeholders, providing thorough orientations, defining roles, and streamlining assessment methods, the institution ensures that the internship programme effectively prepares students for their future careers as educators and helps them become well-rounded professionals capable of making a positive impact on the education system.

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

2.4.9

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

Response: 13.25

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

Response: 4

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Effective monitoring mechanisms are essential to ensure the optimal impact of an internship programme in schools. Such monitoring ensures that the interns receive the necessary support, guidance, and feedback during their placement, and that their learning experiences are meaningful and aligned with their professional development goals. Below are the monitoring mechanisms adopted, focusing on the roles of teacher educators, school principals, school teachers, and peers:

- **Teacher Educators:** Teacher educators play a crucial role in overseeing the internship programme. They work closely with the interns and act as mentors and supervisors. To ensure optimal impact, they:
- **Preparation:** Prior to the internship, teacher educators orient the interns about the programme's objectives, expectations, and evaluation criteria. This ensures that interns are aware of what is expected from them during their placement.
- **Regular Check-ins:** Throughout the internship, teacher educators conduct regular check-ins with the interns. These meetings provide opportunities for interns to discuss their experiences, challenges, and progress. Feedback is given to address any issues and enhance their professional growth.
- **Observations and Feedback:** Teacher educators conduct classroom observations to assess interns' teaching practices and interactions with students. They provide constructive feedback to help interns refine their teaching skills and pedagogical approaches.

School Principal: The school principal plays a pivotal role in the success of the internship programme. They set the tone for a supportive learning environment and collaborate with teacher educators to ensure a seamless experience. Their responsibilities include:

- **Orientation:** The principal ensures that the school staff, including teachers and non-teaching personnel, are aware of the internship programme's purpose and the roles they can play in supporting the interns.
- **Resource Allocation:** The principal ensures that interns have access to necessary resources, such as teaching materials, technology, and professional development opportunities.
- **Performance Review:** The principal reviews the interns' progress periodically, discussing their strengths and areas for improvement. This helps in identifying additional support needs and recognizing outstanding performance.

School Teachers: Colleagues in the school also have a significant impact on the interns' learning experiences. To maximize this impact, school teachers:

- **Modeling:** School teachers act as role models for interns, demonstrating effective teaching techniques and classroom management skills.
- **Reflection:** Encouraging interns to engage in reflective practices together helps them gain insights into their teaching approaches and personal growth.
- **Peer Feedback:** Peer feedback sessions, supervised by teacher educators, enable interns to receive constructive criticism and learn from their peers' perspectives.

In conclusion, effective monitoring mechanisms in an internship programme involve the collaborative efforts of teacher educators, school principals, school teachers, and peers. A combination of clear orientation, ongoing support, regular feedback, and opportunities for collaboration and reflection ensures

that the interns' experiences are meaningful, transformative, and ultimately contribute to their growth as future educators. These monitoring mechanisms help build a strong foundation for interns to become competent and confident teachers, positively impacting the quality of education in schools.

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

2.4.12

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

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

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

Response: A. All of the above

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

2.4.13

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality**2.5.1**

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

Response: 66.67

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

2.5.2

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

Response: 50

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

Response: 2

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

2.5.3

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

Response: 3

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

Response: 12

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Teachers are committed to their professional growth and recognize the importance of staying updated with the latest developments in education. To achieve this, they engage in various efforts that foster continuous learning and improvement. Two key ways teachers keep themselves updated professionally are through in-house discussions on current developments and issues in education, as well as by sharing information with colleagues and other institutions on policies and regulations.

1. In-House Discussions on Current Developments and Issues in Education:

In-house discussions play a crucial role in creating a collaborative and supportive learning environment within educational institutions. Teachers often participate in formal and informal meetings, workshops, and professional learning communities to discuss a wide range of topics related to education. These discussions may cover:

1. **Curriculum Updates:** Teachers exchange information about the latest curriculum changes and reforms. They discuss new subject frameworks, learning outcomes, and teaching resources to ensure their instructional strategies align with the updated curriculum.
2. **Teaching Methodologies:** Teachers share effective teaching methodologies and innovative approaches they have successfully implemented in their classrooms. They discuss the outcomes of these methods and brainstorm ways to adapt them to different subjects and student populations.
3. **Assessment Techniques:** Teachers explore various assessment methods and strategies to gauge student learning effectively. They discuss formative and summative assessment approaches, analyse data, and use insights to improve their teaching practices.
4. **Educational Technology Integration:** With the ever-increasing role of technology in education, teachers discuss the integration of educational technology tools into their teaching. They share experiences with digital resources, online platforms, and applications that enhance student engagement and learning outcomes.
5. **Professional Challenges:** Teachers use in-house discussions to seek support and advice from their colleagues when facing challenges in the classroom. These discussions provide an opportunity for problem-solving and the sharing of best practices.

1. **Sharing Information with Colleagues and Other Institutions on Policies and Regulations:**
Teachers actively engage in sharing information with their colleagues within their school and beyond, creating a network of professional support and collaboration. This sharing of information encompasses:

1. **Best Practices:** Teachers share successful teaching strategies, resources, and materials that have proven effective in their classrooms. This sharing of best practices helps raise the overall quality of teaching within the institution.
2. **Professional Development Opportunities:** Teachers inform their colleagues about workshops, conferences, webinars, and other professional development opportunities. By sharing information

about these events, teachers encourage one another to participate in continuous learning experiences.

3. Networking with Other Institutions: Teachers often establish connections with educators from other schools, districts, or organizations through conferences and workshops. These connections facilitate the exchange of information.

In conclusion, teachers' efforts to keep themselves updated professionally through in-house discussions and information sharing are vital for their growth as educators. These efforts foster a culture of continuous learning, collaboration, and support within the education community. By staying updated on current developments and exchanging ideas with colleagues and other institutions, teachers enhance their teaching practices, adapt to changes in education, and ultimately provide the best possible learning experiences for their students.

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

2.6 Evaluation Process

2.6.1

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

Response:

Continuous Internal Evaluation (CIE) is a comprehensive assessment system that is an integral part of the educational process in the institution. It aims to evaluate students' progress, understanding, and learning outcomes continuously throughout the academic year. CIE is designed to be formative in nature, meaning it provides ongoing feedback to both students and teachers, allowing for timely adjustments to teaching and learning strategies. Here are the major components of the Continuous Internal Evaluation in the institution:

1. **Regular Formative Assessments:** Throughout the academic year, students undergo regular formative assessments in the form of quizzes, class tests, assignments, projects, and group discussions. These assessments are spread across various topics and concepts covered in the curriculum. Formative assessments help teachers identify students' strengths and weaknesses, enabling them to provide timely interventions and support to improve learning outcomes.
2. **Class Participation and Discussion:** Active class participation and discussions are an essential component of the CIE process. Teachers encourage students to engage in discussions, ask questions, and express their thoughts during class sessions. Class participation helps assess students' comprehension, critical thinking, and communication skills. It also fosters a positive and interactive learning environment.
3. **Continuous Feedback:** Teachers provide ongoing feedback to students on their academic performance. This feedback is both verbal and written, addressing areas where students excel and areas that need improvement. Regular feedback helps students understand their progress and identify areas they need to focus on for improvement.
4. **Practical and Hands-on Assessments:** Depending on the nature of the subjects and courses, the institution includes practical assessments as part of the CIE. Practical assessments evaluate students' skills in performing experiments, conducting research, and applying theoretical knowledge to real-world situations.
5. **Continuous Internal Tests (CIT):** The institution conducts regular Continuous Internal Tests (CIT) that assess students' understanding of concepts and topics covered in the curriculum. CITs are usually conducted at fixed intervals, allowing teachers to monitor students' progress and adjust teaching strategies accordingly.
6. **Self-assessment and Reflection:** The CIE process includes encouraging students to engage in self-assessment and reflection. Students are encouraged to assess their own learning progress, set goals for improvement, and reflect on their learning experiences. This practice fosters self-awareness, self-regulation, and ownership of their learning journey.
7. **Performance Analysis and Reporting:** Teachers analyse the results of formative assessments, CITs, and other evaluation components to gain insights into students' performance. The analysis helps identify overall class trends, individual learning gaps, and areas where instructional adjustments are needed. Teachers use this analysis to prepare comprehensive performance reports for each student and communicate the findings to parents or guardians.

In conclusion, the Continuous Internal Evaluation (CIE) system in the institution is a comprehensive and formative assessment approach. It emphasizes ongoing feedback, active student engagement, and holistic development. By incorporating a variety of assessment methods, the CIE process provides a clear understanding of students' progress and enables educators to tailor their teaching strategies to meet individual learning needs

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.2

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

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

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document
Link for additional information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The mechanism for grievance redressal related to examinations is a critical aspect of maintaining transparency, fairness, and accountability in the evaluation process. It ensures that students and stakeholders have a platform to address their concerns or complaints regarding examination-related matters. The operational effectiveness of this mechanism is essential to provide timely resolutions and uphold the credibility of the examination process. Here's a detailed description of the mechanism and procedure for grievance redressal related to examination:

1. Establishment of Grievance Redressal Cell: The institution sets up a dedicated Grievance Redressal Cell (GRC) specifically for handling examination-related grievances. The GRC is headed by a senior faculty member known for their integrity and impartiality. The cell comprises representatives from various departments to ensure a diverse and comprehensive approach to grievance resolution.
2. Transparency and Accessibility: The institution ensures that students and stakeholders are well aware of the existence and functioning of the GRC. Information about the GRC, including its purpose, contact details, and the procedure for filing grievances, is readily available on the institution's website and notice boards. This transparency promotes trust and encourages individuals to come forward with their concerns.
3. Timely Resolution: The GRC follows a strict timeline for addressing grievances. Upon receiving a complaint, the GRC initiates an investigation promptly. The timeline for resolution is communicated to the complainant, along with regular updates on the progress of the inquiry.
4. Confidentiality and Impartiality: The GRC ensures that all grievances are treated with the utmost confidentiality, and the identity of the complainant is not disclosed without their consent. The GRC members conduct the investigation with complete impartiality, ensuring that all parties involved are given a fair opportunity to present their perspectives.
5. Detailed Investigation: The GRC conducts a thorough investigation into the grievance, seeking

relevant documents and conducting interviews with concerned parties, including faculty members and examination staff. If necessary, the GRC may also consult subject experts or external authorities to ensure a comprehensive assessment of the issue.

6. **Inclusive Approach:** The GRC encourages students and stakeholders to provide supporting evidence or witnesses, if any, to substantiate their grievances. Additionally, the GRC considers any relevant policies, guidelines, or rules governing examinations to ensure a fair evaluation of the complaint.
7. **Feedback Mechanism:** After the resolution, the GRC seeks feedback from the complainant on their satisfaction with the redressal process. This feedback helps the institution continually improve and strengthen its grievance redressal mechanism.

In conclusion, an operationally effective mechanism for grievance redressal related to examinations is essential for maintaining the credibility and integrity of the evaluation process. The institution's Grievance Redressal Cell, with its transparent, accessible, and timely approach to resolving grievances, ensures that students and stakeholders have a fair platform to voice their concerns and seek resolutions. By upholding confidentiality, impartiality, and inclusivity, the mechanism reinforces the institution's commitment to fairness and accountability in the examination system.

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

2.6.4

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

Response:

Adhering to the academic calendar for the conduct of Internal Evaluation is crucial to maintain the smooth functioning of the educational process, ensure timely assessments, and facilitate effective teaching and learning. The institution follows a well-structured mechanism to adhere to the academic calendar, emphasizing coordination, planning, and communication among all stakeholders. Here's a detailed description of the mechanism:

1. **Preparing a Detailed Academic Calendar:** At the beginning of each academic year, the institution's academic committee, in consultation with faculty members and administrative staff, prepares a comprehensive academic calendar. This calendar includes the dates for the start and end of each semester, the duration of breaks, internal assessment schedules, examination dates, and submission deadlines for projects and assignments.
2. **Review and Approval:** The proposed academic calendar is reviewed and approved by the higher authorities of the institution, such as the Principal or the Academic Council. Any necessary revisions are made to ensure that the calendar aligns with the overall academic goals and complies with the guidelines set by the university or educational board.
3. **Communication and Dissemination:** Once the academic calendar is finalized, it is communicated to all stakeholders, including students, faculty members, non-teaching staff, and parents or guardians. The calendar is made accessible through the institution's website, notice boards, and email notifications. This ensures that everyone involved is aware of the important dates and can plan their activities accordingly.
4. **Coordinating with Departments:** The institution's academic administration works closely with each department to plan and coordinate the Internal Evaluation schedule. Department heads collaborate with faculty members to decide the dates for quizzes, tests, assignments, and presentations based on the content and progression of the curriculum.
5. **Monitoring and Review:** The academic calendar and the Internal Evaluation schedule are periodically reviewed by the academic administration to ensure compliance. Any changes or adjustments necessitated by unforeseen circumstances, such as weather disruptions or public holidays, are communicated in a timely manner to all stakeholders.
6. **Proactive Interventions:** The institution takes proactive measures to avoid any potential delays or disruptions in the Internal Evaluation process. Faculty members are encouraged to plan their teaching and assessments in advance, and regular follow-ups are conducted to ensure that the evaluation activities are progressing as per the schedule.
7. **Flexibility with Reasonable Justifications:** While adhering to the academic calendar is a priority, the institution recognizes that unforeseen events or genuine reasons may require some flexibility. In such cases, faculty members or students are required to provide reasonable justifications, and the institution endeavors to accommodate these requests within the constraints of the overall academic schedule.

In conclusion, the institution's mechanism for adhering to the academic calendar for the conduct of Internal Evaluation is characterized by careful planning, coordination, and effective communication. By following a structured approach and collaborating with all stakeholders, the institution ensures that Internal Evaluation is conducted in a timely and organized manner, contributing to the overall

effectiveness of the teaching-learning process and promoting academic excellence

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	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:

Ensuring alignment between the stated Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) with the teaching-learning process is essential to achieve the educational goals of the institution effectively. When PLOs and CLOs are well-aligned, it fosters a coherent and meaningful learning experience for students. Here's how the institution ensures this alignment:

1. Curriculum Design and Review: The institution begins by designing a comprehensive and well-structured curriculum that reflects the stated PLOs. The curriculum development process involves input from subject matter experts, faculty members, and educational experts.

2. Mapping PLOs to CLOs: The institution maps each PLO to specific CLOs across different courses. This process involves identifying which specific courses and learning experiences contribute to the achievement of each PLO. The mapping ensures that the content, activities, and assessments within each course directly address the intended learning outcomes.
3. Faculty Development: The institution invests in continuous faculty development programs to empower educators with the necessary knowledge and skills to align their teaching practices with the stated PLOs and CLOs. Workshops, seminars, and training sessions are conducted to equip faculty members with instructional strategies that promote active learning and meaningful engagement with the learning outcomes.
4. Pedagogical Strategies: Faculty members employ a range of pedagogical strategies to ensure alignment with the intended learning outcomes. These strategies may include active learning techniques, problem-based learning, group discussions, case studies, and real-world projects. The focus is on creating a dynamic and learner-centred environment that supports the achievement of PLOs and CLOs.
5. Authentic Assessments: The institution designs assessment methods that authentically evaluate students' achievement of CLOs and, by extension, PLOs. These assessments are aligned with the content and objectives of the courses, providing students with opportunities to demonstrate their knowledge, skills, and competencies in relevant contexts.
6. Continuous Monitoring and Feedback: The institution engages in continuous monitoring and assessment of the teaching-learning process. Faculty members regularly evaluate students' progress and provide constructive feedback to enhance their learning experiences. Likewise, institutional leaders assess the effectiveness of the alignment efforts and make necessary adjustments as needed.
7. Student Support and Guidance: The institution provides academic and career counselling to students, helping them understand the connections between their learning experiences, the stated PLOs, and their future career aspirations. Such support encourages students to be more engaged and motivated in achieving the intended learning outcomes.

In conclusion, the institution ensures alignment between the stated PLOs and CLOs with the teaching-learning process through careful curriculum design, transparent communication, faculty development, and pedagogical strategies. By continually monitoring and assessing the effectiveness of these efforts, the institution ensures that students receive a holistic and meaningful education that prepares them to achieve the desired learning outcomes and succeed in their future endeavours. Along with the instructional treatment of the topics like class room management, equity and equality in education in different papers under theory component, the activities under the purview of practicum, school internship and sessional activities – teaching peers, group activity, school initiation program, Psychological practical, Community outreach activity, fieldtrip / community living camp, action research projects etc are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process

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

2.7.2**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
53	55	51	36	49

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

2.7.3

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

Response:

Monitoring and recording student progress on learning tasks, including both cognitive and professional attributes, is crucial for assessing their development and alignment with the stated Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). The institution adopts a comprehensive approach to record and reflect the students' academic and personal growth in their transcripts. Here's how this is achieved:

1. Assessment of Professional Attributes:

- **Professional Skills Evaluation:** In addition to cognitive attributes, the institution also evaluates students' professional attributes, such as communication skills, teamwork, problem-solving, and ethical conduct. These attributes are often assessed through project evaluations, presentations, practical assessments, and peer reviews.
- **Rubrics and Qualitative Feedback:** To provide a comprehensive evaluation of professional attributes, rubrics and qualitative feedback are often used. Rubrics define the criteria for assessing specific professional skills and behaviours, while qualitative feedback offers personalized insights into students' strengths and areas for improvement.
- **Co-curricular and Extra-curricular Activities:** The institution recognizes the significance of co-curricular and extra-curricular activities in developing professional attributes. Participation and achievements in activities like internships, community service, leadership roles, and workshops are recorded on the transcript as evidence of a well-rounded educational experience.

2. Personal Attributes and Soft Skills:

- **Personal Development:** The institution acknowledges the importance of nurturing personal attributes and soft skills in students. These attributes include self-motivation, adaptability, resilience, and emotional intelligence. Assessment of personal attributes may involve self-assessment surveys, reflective journals, and feedback from mentors or counsellors.
- **Special Recognition:** The transcript may highlight any special recognition or awards received by the student for exceptional achievements or contributions to the institution or the community. This recognition reinforces the value of personal attributes in a student's profile.

3. Individualized Academic Plan:

- The institution may also create an individualized academic plan for students, outlining their progress towards meeting specific PLOs and CLOs. This plan serves as a roadmap for students, guiding them in achieving their academic and professional goals.

4. Graduation Portfolio:

- Some institutions maintain a graduation portfolio for each student, which includes evidence of their academic achievements, projects, extracurricular activities, and personal development. This portfolio serves as a comprehensive record of the student's growth and is often presented during job interviews or further studies.

In conclusion, the transcript reflects both cognitive and professional attributes by utilizing a grading system for academic performance, evaluating professional skills through rubrics and feedback, acknowledging personal attributes and soft skills, and maintaining an individualized academic plan. The institution's comprehensive approach to recording student progress ensures that their development aligns with the stated PLOs and CLOs. This recorded progress serves as a valuable tool for further improvements in the teaching-learning process and enhances the institution's commitment to fostering holistic development in students. The Course outcomes facilitate in clear understanding about the course expectations and also support the process of learning. The Course outcomes also present a clear picture of employability, skill development and entrepreneurship prospects of the course. Further the outcomes help to understand the various cross cutting issues pertaining to gender, environment, values and professional ethics.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 98.11

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

Response: 52

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

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

The performance of students on various assessment tasks is a crucial indicator of how well their initially identified learning needs have been catered to during the teaching-learning process. Effective assessment tasks should align with the identified learning needs and measure students' progress in acquiring the intended knowledge, skills, and competencies. Here are some examples of how the assessment tasks and student performance can reflect their learning needs:

1. Example: Identifying Learning Needs Related to B.Ed subject : Improvement in understanding mathematical concepts and problem-solving skills. Assessment Task: A math quiz that includes questions covering various mathematical concepts and problem-solving scenarios. Student Performance: Students who have shown improvement in their understanding of mathematical concepts and problem-solving skills demonstrate this in their quiz scores. They may achieve higher scores, answer questions correctly, and apply appropriate problem-solving strategies.
2. Example: Identifying Learning Needs in Language Skills Learning Need: Enhancing communication and language proficiency, particularly in writing. Assessment Task: An essay writing assignment that requires students to express their thoughts and ideas coherently in a structured format. Student Performance: Students who have improved their language skills show better essay writing with improved grammar, vocabulary usage, and overall clarity of expression. Their performance demonstrates the progress made in addressing the identified learning need.
3. Example: Identifying Learning Needs in Science Learning Need: Developing practical and experimental skills. Assessment Task: A laboratory experiment where students are required to conduct hands-on experiments and record observations. Student Performance: Students who have honed their practical and experimental skills will exhibit accurate observations, precise measurements, and the ability to follow experimental procedures effectively. Their performance indicates progress in meeting the identified learning needs.
4. Example: Identifying Learning Needs in Social Skills Learning Need: Enhancing collaboration

and teamwork abilities. Assessment Task: A group project that necessitates collaboration and effective teamwork to achieve a common objective. Student Performance: Students who have improved their social skills will demonstrate better collaboration, active participation, and mutual support within their group. They will show the ability to work together cohesively, leading to successful project outcomes.

In conclusion, the alignment between assessment tasks and students' performance is essential for gauging how effectively their initially identified learning needs are catered to. Examples of various assessment tasks, such as quizzes, writing assignments, laboratory experiments, case studies, group projects, and creative exhibitions, demonstrate how they reflect students' growth in meeting their learning needs. When assessment tasks are designed to address specific learning needs, student performance becomes a valuable indicator of the success of the teaching-learning process in fostering holistic development and achieving the intended learning outcomes. To make students aware about different course outcomes, each classroom has a separate board assigned where the course outcomes are displayed for the ready reference of the students. At the same time, suitable teaching methods and materials and other curricular activities such as live projects and industrial visits, etc. are planned.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

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](#)

Any other relevant information

[View Document](#)

Link for additional information

[View Document](#)

3.1.2

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

Response: 0

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

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

File Description	Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Link for additional information	View Document

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: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.4

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

- 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed**

innovations

2. Encouragement to novel ideas

3. Official approval and support for innovative try-outs

4. Material and procedural supports

Response: B. Any 3 of the above

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

3.2 Research Publications

3.2.1

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

Response: 3.75

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
6	5	4	0	0

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

3.2.2

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

Response: 0.25

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	01	0	0	0

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
Any additional information	View Document
Link for additional information	View Document

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..**Response:** 5.2**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
10	10	4	2	0

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

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 10.66**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
10	10	4	2	0

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

3.3.3

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	55	51	36	49

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

3.3.4

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

Response:

An outreach program in learning institute aims to help, uplift, and support those who are deprived of few services and rights. It involves giving teaching as well as learning, social planning, health and hygiene support for their welfare. Any program must be organized to use resources and aid to fulfill a goal. Successful community outreach programs must plan projects to be carried out. The leaders take charge of promoting, searching for donors and volunteers and recording details about the outreach. Planning programs for the community service can help the B.Ed students to help to solve a greater need of social issues. Although main purpose is to help achieve a goal for the greater good. This is done by choosing a specific group or community place, analyzing their needs on various issues and then building a program to help them in learning, recovering or becoming self-sufficient as far as possible. In this context, college conducted different activities like yoga, talks by Doctor for students regarding health issues, women's Day calibration, talk on financial issues, talk on Alternative therapy - the key to relax and reduce stress, etc The programme sensitizes the students as they get to know the real life situation experiences through online mode. All these activities help teacher trainees become better at community outreach programme. By learning the importance of community outreach and how it can

improve the lives of individuals and entire communities, B.Ed trainees become better advocates for people who are in need. But last two years due to Pandemic (COVID 19) Institution remained closed. There was complete lockdown. Students were safe at their homes and were working from home. Everything Lectures,

Internships were online. It was risky to ask students to invite for any such Outreach activities in the community in terms of Infusing and sensitizing students to social issues and contribute to community development. Still few students during their IV Internship tried to develop awareness among people about care to be taken for (COVID 19). Organization of Group Activity for personality development through group discussions and mock interviews, conduction of school internship, organization of community outreach activity, participation in the seminar – cum – workshop on micro –teaching skills, pedagogical analysis, lesson planning etc.

envisioned in the B. Ed. curriculum create learning environments that foster positive social interaction, active engagement in learning and self - motivation. The institute practices various methodologies to give excellent management education. Working outside the college campus gave avenues for students to reflect and learn, gain self-confidence, autonomy, respect and appreciation for others, to develop competency in community work and to be adaptive which help to become able leaders and morally conscientious citizens.

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

3.3.5

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

Response: 14

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
4	4	6	0	0

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 0.4

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
02	0	0	0	0

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

3.4.2

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

Response: 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
Copies of the MoUs with institution / industry/ corporate houses	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: A. All of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered

Response:

Adequate Facilities:-

The institution has adequate facilities for Teaching – Learning is an important aspect of educational institutions. The institution has a built up area covering 4800 sq. feet of its academic campus. The built up area includes:

1. A multipurpose hall with latest ICT facilities for conducting workshop, seminars and training programmes with a seating capacity of more than 100 persons.
2. Classrooms with LCD and Wi-Fi connections.
3. Well-furnished principal office, Administrative office and staff room with Wi-Fi connections.
4. Library covering area of 402.96 sq. feet, has attached reading room with seating capacity for 25 persons with Wi-Fi connection and internet facility.
5. Curriculum laboratories such as psychology lab, science lab.
6. Separate common room and toilet facility is available for female students.
7. Art & Craft resource centre, store rooms and visitor room.
8. Fire extinguishers, drinking water, bore well facility, adequate parking space are available.
9. A canteen is shared with a school which is in the same campus.
10. The computer lab has 07 computers with 100 Mbps optical fiber bandwidth.
11. Health and physical education resources center with adequate equipments and facilities.
12. Multipurpose playground shared with rent.
13. Educational Institutions should have access to modern technological tools such as computers, projectors, audio-visual aids and internet connectivity to facilitate digital learning. The use of technology can enhance the quality of education and make learning interactive.
14. The availability of learning resources such as textbooks, reference books.

The institution has adequacy of facilities for teaching and learning. Adequate physical and technological infrastructure, learning resources and access to modern technological tools are essential for effective teaching and learning. The institutions should prioritize the development and maintenance of these facilities to ensure that all students have access to quality education. The institutions to promote equal opportunities for all students. The existing facilities were upgraded based on the redesigned curriculum, considering the NCTE framework. The learning environment is conducive for collaborative work, practical work, presentations and teaching sessions.

Aspects related to facilities for effective teaching and learning:

1. Classrooms:

- Adequate Space: Ensure classrooms are spacious enough to accommodate the number of students and allow for easy movement.
- Comfortable Seating: Provide comfortable and ergonomic seating arrangements conducive to long periods of learning.
- Technology Integration: Equip classrooms with audio-visual aids, projectors, and other technological tools to enhance the learning experience.

2.Laboratories:

- Well-Equipped: Ensure laboratories are well-equipped with modern tools and instruments relevant to the subjects being taught.
- Safety Measures: Implement safety measures and protocols for laboratory activities.

3.Library:

- Diverse Collection: Maintain a diverse and up-to-date collection of books, journals, and digital resources.
- Quiet Study Areas: Provide quiet study areas for individual and group study sessions.

4.Technology Infrastructure:

- High-Speed Internet: Ensure a reliable and high-speed internet connection for research, online learning, and collaborative projects.
- Computer Labs: Maintain computer labs with updated hardware and software for practical training.

5.Recreational Spaces:

- Common Areas: Create common areas or lounges for students to relax and engage in informal discussions.
- Outdoor Spaces: If possible, provide outdoor spaces for recreational activities.

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

4.1.2

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

Response: 100

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: 2

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

4.1.3

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

Response: 100

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
1	1	1	1	1

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
Link for additional information	View Document

4.2 Library as a Learning Resource

4.2.1

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

Library is the prime resource of learning and it is automated using Integrated Library Management System (ILMS). In the year 2023, NEWGENLIB Software was installed for library management. This is Open source Software having. Acquisition Circulation, Cataloguing, Periodical Management Stock Verification, Report, OPAC. Online Public Access catalogue etc. The college library has good number of books, Journals. Magazines and periodical. Reprographic Facilities available for the students and the staff. Acquisition, OPAC etc. is computerized for easy access of information.

- o Name of ILMS Software=NEWGENLIB
- o Nature of automation (Fully or Partially)= Partially
- o Version= 3.1.2.
- o Year of Automation = May 2023

? Library Automation:-

The work of retro conversion of library active collection is completed using library software. The bibliographic information about the collection is made available through library OPAC System: Almost all the in-house library work is partially computerized.

? NEWGENLIB LIBRARY SOFTWARE is an integrated multi-user multi-lingual package, which computerizes all the in-house operations of Library. This package is user friendly and can be handled / operated by the staff vis-a-vis the beneficiaries of the System without any prior knowledge of computers.

? OPAC: - These deal with the catalogues and search, the Books present in the Library and can be searched on basis of various criteria like. Title Author subject, Place of publishing, publisher year of publishing, Classification Number, ISBN No. Editor with the books present in Library. It also provides the combinational and words in title search.

? OPAC is available for users on college internet (Local Server)

? One computer is available in the library for this Purpose.

? Total No. of Computers-02.

? Electronic Resource-

In House/ remote access to e-publications available through Shodhganga free-e-journals. Since sept 2023 we have started DELNET Library Consortium.

components commonly found in an Integrated Library Management System:

1. Cataloging and Classification:

- Database Management: Store and organize bibliographic information, including details about books, journals, multimedia, and other materials.
 - Standardized Classification: Support standard classification systems like Dewey Decimal Classification or Library of Congress Classification.
2. Acquisition and Procurement:
- Ordering: Streamline the process of ordering new materials for the library.
 - Budget Management: Track and manage the budget allocated for acquiring new resources.
3. Circulation Management:
- Check-In and Check-Out: Automate the check-in and check-out of library materials.
 - User Accounts: Manage user accounts, including borrower information and borrowing history.
 - Fine Management: Keep track of fines for overdue items and manage fine payments.
4. Reservation and Holds:
- Reservation System: Allow users to reserve items that are currently checked out.
 - Hold Requests: Enable users to place holds on items that are in high demand.
5. User Management:
- User Profiles: Maintain detailed profiles for library users, including students, faculty, and other members.
 - Access Control: Define user roles and permissions to control access to certain features or data.
6. Search and Discovery:
- OPAC (Online Public Access Catalog): Provide a user-friendly online catalog for users to search and discover library resources.
 - Advanced Search: Offer advanced search capabilities, including filters and sorting options.
7. Reporting and Analytics:
- Usage Statistics: Generate reports on the usage of library resources, circulation patterns, and user behavior.
 - Collection Analysis: Assess the relevance and popularity of different items in the collection.
8. Interlibrary Loan Management:
- Resource Sharing: Facilitate borrowing and lending of materials between different libraries.
 - Request Handling: Manage requests for materials not available within the library's collection.

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

4.2.2

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

Response:

1. All library electronic resources are accessible remotely by MBED faculty and students via the library cloud access server library users with a valid email id and password may access from of Campus a variety of library subscribed resources including e-journals databases, e-books etc. Listed in the library catalogue and library homepage. In order to access the library students can access easily with help of computer, Smartphone and tablet with the internet connection. It's extensively helpful during pandemic. Also subscribe DELNET databases and renewed annually.

Wi-Fi:

The LAN connection is a provided in the premises for 24*7 utilization for the enhancement in the infrastructure like high speed network, Wi-Fi in the campus and also in department can be prepared to improved the practice effectively.

E-resource center:

E-resource center is a most widely used for accessing online journals e-book , e-database accessing internet. E-resources are created in file format like text, audio, video and images. It is available 24 hours of the day. Inter library learn services is available on a limited basis. MBED library is a member of the DELNET program since September 2023 and providing remote access to the e-resources under the DELNET program. Registered user from a college can log on to on the DELNET homepage for accessing DELNET E-resources. Once logged-in in successfully the list of e-resources subscribed under the DELNET are displayed users can access remotely from anywhere through individual register under ID and password.

Further, library delivers services like e-syllabus, previous year question papers and links to open access educational resources and study material through

<http://mbed.ac.in/MahilaEducation/Library.aspx>

Open access E-Resources

Sr.No.	Name of the title	URL / Link
1.	Shodhganga	https://shodhganga.inflibnet.ac.in/
2.	NDL Resources	https://ndl.iitkgp.ac.in/

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

4.2.3

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

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

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4

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

Response: 0.15

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
0.29	0.18	0.055	0.022	0.221

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
Any additional information	View Document
Link for additional information	View Document

4.2.5

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

Response: 13.61

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: 98

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: 130

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: 163

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: 193

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: 192

File Description**Document**

Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal

[View Document](#)

Any other relevant information

[View Document](#)

Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution

[View Document](#)**4.2.6**

Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

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

Response: A. All of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Institute is equipped with Wi-Fi with 100 Mbps of high speed internet facility. Classrooms equipped with computer and LCD projector and the multipurpose hall with LCD projector, audio system and internet facility. Almost all the administrative work and communication with government, university, NCTE and other agencies are done paperless by using ICT, various essential information and links are provided to the students through the college website. The library has internet and Wi-Fi connection and has subscribed to N-List to provide sources to faculties and students. The library has its own college website.

The institute regularly updates the ICT facilities such as software and hardware's CCTV, Wi-Fi, etc. by the experts on paid basis. ICT facilities Date Nature of Updation Computer 15/06/2022 bought one hardisk of one TB CCTV 28/11/2022 DVR configuration for online view on mobile system. Desktop repair computer 14/03/2019 changed the entire computer cable. Computer Desktop servicing pen drive computer brought a new desktop with keyboard and mouse. Computer brought a BSNL Router Wi-Fi 14/03/2019 monthly updator. Our goal is to standardize all multimedia equipment in every lecture hall to allow faculty. Wifi facility is made available to all faculty members and students inside the campus (Internet Speed off Wi-Fi 100 MBPS)

UPDATES on Hardware –

Year 2018-2019 –

- 1) Projector
- 2) Computer Speaker
- 3) Pen-drive
- 4) Desktop
- 5) T.V.

Year 2019-2020

- 1) Head Phone
- 2) Printer

Year 2020-2021

- 1) Speaker
- 2) Head Phone

Year 2021-2022

- 1) CCTV Camera
- 2) Hard Disk
- 3) Battery Back up

Year 2022-23

- 1) Laser / Jet Printer
- 2) CCTV Camera
- 3) UPS Battery

Updates on Software –

Year 2018-19

- 1) Word
- 2) Excel
- 3) Power point

Year 2019-20

- 1) Word
- 2) Excel
- 3) Power point

Year 2020-21

- 1) SMS service
- 2) NEWGENILIB Software
- 3) Antivirus

Year 2021-22

- 1) SMS service
- 2) NEWGENILIB Software
- 3) Antivirus

Year 2022-23

- 1) SMS service
- 2) Educare Software

Wi-Fi facility is made available to all students inside the college campus.

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

4.3.2**Student – Computer ratio for last completed academic year****Response:** 5.3

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

4.3.3**Internet bandwidth available in the institution****Response:** 100**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS****Response:** 100

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

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

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

Response: D. Any 1 of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 0

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	0	0	0

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
Link for additional information	View Document

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

The organization gets adequate budget for maintenance and development of infrastructure which helps in improving the quality of education and provides maximum facilities to the faculty and students. According to the needs of the students and faculties and the curriculum requirements, college provides academic and support facilities like laboratories, library, sports, complexes, computer lab, classrooms, reading room, seminar hall, ladies common room and teaching learning aids. Fire Safety equipment is maintained in college as a precautionary measure. The college has extensive IT Infrastructure provision of AMC (Annual Maintenance Contract) is available for repair and maintenance of computers and electronic devices for all major computers related issues, a service provider is hired, computers are updated regularly with anti-virus software to protect from any viruses. Maintenance of computers (Hardware and Software), Updating software related to administrative and overall maintenance of campus infrastructure. Annual maintenance for computers, printers, Software, CCTV, Fire extinguisher, garden and Security are in place.

According to guidelines of UGC and NCTE institute frame the policies for maintenance and infrastructure development⁵. The principal and College Development Committee decide the guidelines for overall development. Purchase committee and IQAC committee take decision on the purchase of equipment for the institution. The decision is finalized on the basis of quotations. The library advisory committee formulates policies and procedures for effective functioning of the library and for purchase of library resources. The college has made sports sessions mandatory to encourage students in the context of sports.

Care of Library Books

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

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: A. All of the above

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

5.1.2

Available student support facilities in the institution are:

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

9. Canteen
10. Toilets for girls

Response: B. Any 7 of the above

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

5.1.3

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

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

Response: B. Any 5 of the above

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

5.1.4

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

- 1. Monetary help from external sources such as banks**

2. Outside accommodation on reasonable rent on shared or individual basis**3. Dean student welfare is appointed and takes care of student welfare****4. Placement Officer is appointed and takes care of the Placement Cell****5. Concession in tuition fees/hostel fees****6. Group insurance (Health/Accident)**

Response: A. Any 5 or more of the above

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

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators**

Response: 0

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
0	0	0	0	0

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

5.2.2

Percentage of student progression to higher education during the last completed academic year**Response:** 1.89**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.****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: 1

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
Paste link for additional information	View Document

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 0**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
0	0	0	0	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	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 duly elects a student council which is formed in a democratic manner and executes its works in a justified manner under the guidance of college Head. The student council organizes different programs and plays an active role in academic and co-curricular activities.

Composition of students council: It comprises of – a) President

b) Secretary

Election of president and secretary- The president and the secretary are directly elected by the students of the college, who, on the date of the notification of the election process, are on the college rolls or as decided by the college. The election is conducted through secret ballot on the plurality, principle and majority of valid votes cast is the basis of the elections.

Eligibility for president and secretary- The eligibility for contesting for the post of the president and the secretary is as follows:

- A) 75% attendance in the last academic session attended.
- B) Good conduct in the college as per college records.
- C) No essential repeat in the previous University Examination (No Backlog of papers)

Eligibility for members-

- A) The first year students shall be eligible to get nominations.
- B) Good conduct in the college and active participation in the departmental activities.

The students are selected for the committee in a predefined ratio to ensure that impartial representation is maintained from all students. The council members are closely monitored by the appointed co-ordinators (faculty member) to keep the council running in an organized manner. The members of student council are part of various committees like library, anti-ragging, sports and cultural committee.

During this academic year (2020-2021), we could not establish student council as per Maharashtra Public University Act – 2016, due to delay of admission process and policies laid down by the Shivaji University, Kolhapur for COVID-19 pandemic situation, but as the institutional level, we formed student council by following the guidelines laid down by Shivaji University, Kolhapur for planning and execution of various activities in the college. Due to pandemic situation, curricular and extracurricular activities were organized by using online mode. The activities organized by the student council are

represented in planning and execution of the programme. Their suggestions and advice were considered in planning the activities. The activities are as follows,

1. Independence day celebration
2. Teacher's day
3. Science day
4. Birth and Death Anniversary of eminent personalities
5. Sports day

A lecture was organized on the occasion of women's day. They had been given various opportunities to invite skillful resource persons for the orientation programme.

Role of students council is evident through-

Cultural programs and sports events:- Students are divided into from respective cell providing guidance to the students for sports and cultural activities.

Women Empowerment:- The members organize various programs (International women's day) for empowerment of women.

Students Welfare:- Students council members are the part of students welfare cell and play an active role to organize activities and welfare related events for the students.

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
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2

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

Response: 9.6**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
17	7	5	10	9

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

5.4 Alumni Engagement**5.4.1**

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

Response:

Alumni Association always takes part for motivating the freshly enrolled students. It suggests the name of some alumni to conduct different activity. Our alumni is always ready to work as a resource person. They guided the students-teachers in Enhancing Professional Capabilities (EPC) and Art and Drama, placement activity, yoga day and art and drama programme, etc.

21st June was celebrated as yoga day. This year our Alumni motivate student-teacher to different yoga Asans and Pranayama. Every year, Alumni of our college take part in campus activity. This year due to corona pandemic situation and government rules, college was unable to organize campus activity.

Our Alumni Association was registered with charity commissioner officer on 24/04/2023.

Alumni serve many valuable roles, they help build and grow an institute's brand through their work strength and word-of mouth about the institute. An alumni group or alumnae association is an association of graduates or more broadly, of former students (alumni). Additionally, such groups often support new alumni and provide a forum to create new friendship and develop business relationships with people of similar background.

Alumni are well placed in various fields like teaching education, professional fields, academic and social work. The college has an active alumni group, this group is not registered yet but process of registration has started and very soon we shall have a registered alumni association.

The objectives of Alumni group are:-

- 1) Maintaining the updates and current information of all alumni.
- 2) Sustained sense of belonging to the Aluma mater.
- 3) Provide financial help to Aluma mater.
- 4) Participate in teaching practices and internship.
- 5) Provide opportunities in placement and growing institute brand.

Alumni group contributed significantly through various activities during the last five years:-

- Motivating new students.
- Organizing various activities.
- They support in online teaching and learning.
- They support in placements.
- They support in internship programmes.
- Some of our Alumni are associated with NGOS to counsel and help under privileged kids.
- Alumni are active members of IQAC & CDC
- Time to time they deliver guest lectures.
- Planning for college development.

Two significant contributions by Alumni:-

1) Placement & Internship- The role of the alumni group has been significant towards the development of the college. Alumni group has been actively maintaining relationships with its aluma mater. With the help of this group the college has been able to get various internships and placement opportunities for the students.

2) To motivate new students- On the other hand, alumni group has been boosting the confidence of current students and fostering their morale to try out possible avenues and appear for possible available opportunities.

With the help of different seminars and alumni meet, the group motivates the current students and also enlightens them with current trends going on in the industry and what are the skills that a fresh graduate should have before joining the corporate world.

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

5.4.2

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

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

Response: A. Any 6 or more of the above

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

5.4.3

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

Response: 7

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
1	1	1	2	2

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
Paste link for additional information	View Document

5.4.4

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

Alumni Association always act as support system to the college. Every year at least one or two meetings were conducted by Alumni Association. Every year they guide the fresh students. The following contribution are made by Alumni.

- 1.Enhancing Professional Capacity (EPC): our expert alumni put their contribution in guiding the students is performing dance, art and craft.
- 2.CET & CTET guidance and expert webinar for second year students.
- 3.Campus placement
- 4.Workshop for faculty and students on preparation for different events
- 5.Workshop for different events
- 6.Interaction of the Alumni with current batch students to clarify their doubts and initiate smooth transition of the new students to the course
- 7.Alumni contribute in policy making by their representation in the statutory and academic committee such as IQAC, standing committee, etc.

Alumni of the college take active part in the above activities as a resource person and expert. They motivate student teachers and help in nurturing and furthering special talents.

In every meeting of Alumni a talk is arranged on a certain aspect by the alumni for the students related to the field. The topics on which these discussions and talks have been arranged are:

Guidelines for improving communication skills, experience sharing regarding importance of participation in co-curricular activities, motivational words for how to become a good teacher, sharing of ideas related

to constructivist approach, discussion of challenges in teaching profession, discussion on SWOT analysis, guidelines for how to face an interview, ICT based learning, Talk on how to be creative, lecture on innovations in teaching methods, talk on enhancing teaching skills, lecture on professional ethics, all these talks and discussions are done with the students in regards to motivating the students and nurturing their talents to do their best in this novel profession of teaching. The remedial measure includes conducting remedial courses for slow learners. From the first semester, students are identified and categorized as slow learner, moderate learner and fast learners based on their academic performance and on communication skills. Career counseling, soft skill development .The institution prepares the academic calendar every year in advance. The coverage of academic calendar covers the list of examination dates, seminars, conferences, guest lectures, workshops and industrial visits holidays, vacation dates, festivals, etc. Academic calendar provides the total effective working days available in a given semester. Then the director and senior colleagues prepare the time table by correlating the working days available and coverage of curriculum of the subjects. Thus the academic calendar monitors the effective delivery of the program with academic and business inputs. In the academic committee meeting, feedback obtained from the faculty and the principal regarding the transaction of the curriculum would have been discussed. In order to strengthen the feedback analysis system, feedback sessions with the students by the principal

File Description	Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

Mahila College of education has formed a various committee like IQAC committee,UGC committee,ICC committee ,B.C.Cell ,Placement Cell, Purchase Committee. The B.Ed. Program has such courses which make them independent and confident for Audit course like Understanding of ICT prepare them for upcoming advance education system, also various functions and activities provide opportunities to students to check their talent and enhance it. appropriate guidance and encouragement is given by Teachers, this process is continuous and ongoing which help us to keep vision in focus. We train intellectually well developed teachers focusing on the vision of this college. Objective regarding the vision and mission for the period This two year B.Ed program has Semester –I including Childhood And growing up ,Contemporary India & Education ,Understanding the self theory papers and one EPC-1 Reading and reflecting on texts. The practicum containing Diagnostisc and Enriching the teaching skills ,Lesson Planning workshop & Demonstration lesson,Simulated aids workshop,School Engagement and visit to innovative centres of pedagogy and learning ,In the syllabus Internal Examination and viva for first semester goal satisfaction. As ours is teachers training Programme the entire programme is based on participatory mechanism. From day one students are trained to participate in Paripath (daily prayers) which slowly induce confidenceAll statutory bodies assign and decentralize the quality benchmarks create an intellectual climate by providing opportunities for creative, reflective thinking, analytical thinking and pro-active thinking. The intellectual inputs like classroom discourses, project compilation and showcasing, field studies, in-depth research in novel areas, in-house exposure and school based internships programmes, seminar presentations, participation in seminars/ workshops/ webinars, learning through add on courses and through co-scholastic activities.The students will be able to promote capabilities for including national values and goals as enshrined in constitution of India.To accomplish this mission we focus on developing leadership and managerial skill which they will be needed in their future through various practicum part. During paripath entire group come forward and they present different aspects of paripath. There is rotation so that every student gets opportunity to handle every aspect and this induces confidence among students. This entire thing is planned before,hence they get chance to practice and prepare. many cocurricular activities are carried out throughout the year and those activities are shouldered by students only.they plan,communicate ,coordinate and execute entire activity.Educationists and Psychologists are incorporated to evolve the socio-emotional approach for enhancing pedagogical practices. Students positive attitudes are internalised towards social issues, environmental concerns, emerging global and local challenges. Deriving at students emotional stability is the prime vision of this institution which transforms the student teachers as a holistic person. Code of professional ethics is an integral aspect of the institution which commences from entry to the summative level of the programme.The environment is wired through explicitly demonstrated model for imbibing these ethical principles.Being a missionary college, the spiritual quotient is developed through inter-faith

meetings, spiritual retreats, reflective readings on spiritual quotes in regular assembly, celebrations of all festivals to understand the core-value of spiritualism.

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 signature of the Principal	View Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Our women's college has many tools and practices illustrated in these experiences have been designed to respond to the obstacles mentioned earlier, that women face. Often, these practices are drawn from other similar experiences, but in the process of contextualizing and adapting them they are innovated in important ways, introducing new methods, ideas or approaches. It discusses staff's constructive suggestions for desirable changes in the following academic sessions. Co-ordinator of IQAC, with the support of faculty compiles the Annual Quality Assurance Report every year for easy and quick compilation of necessary documents. All faculty members participate in debate on emerging areas before they design the curriculum. The freedom and flexibility is given to the staff for bringing changes

and re-designing of projects, practical activities or assessment strategies. Faculty disseminates the rubrics to collect feedback from stakeholders, students, Principals of the schools, alumni and analyse them to formulate an action plan for quality improvement. Functioning debates happen on inclusion of new areas takes decisions regarding revision of curriculum and suggests new projects. Gives suggestions to revise and add subunits and enhance practical activities and review examination patterns. The Institutional administration is participatory and decentralised. First of all, the administrative work and Teaching Workload is distributed among all the staff members Senior staff member gets Important folio. Generally, this distribution of work is done for two semesters, the teachers are appointed as the members of these committees/work by taking into account their interests and abilities. Every faculty member handles given folio under the able guidance of Principal. This is how administrative work is carried out in decentralized manner . Another decentralization is at students level. Being teacher training institute our objective is to enable students to play various roles in school, or college and society. Apart from teaching they will be organizing various programs, conducting exams, part of administrative work, inculcating values among their students, preparing their students for compititative exams, considering all possible roles we try to give similar experience through various programs conducted through students active participation, for this we have Student Council. Student council is very strong and active in our Institute, all Major Decisions are taken by taking student Council into confidence. Planning of convocation, changes in time table, picnic, annual gathering are decided in council meeting and Council members shoulder major responsibility.

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

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

For practicum part also faculty members observe students lessons, make other students to observe each other's lessons, and every day there is discussions about lacunas, or drawbacks, in lessons. The academic calendar and the syllabus is prepared yearly. An induction program is conducted to familiarize the students with academic rules and regulations. The college discharges its functions through an elaborate system of various committees and bodies. Multiple modes of internal assessment and evaluated internal answer sheets are shared with the students. Remedial sessions for improvement are in place. Provision for re-evaluation of answer scripts at the semester end examinations is available. In the beginning of year academic workload is distributed among all the faculty members equally, again it is open and transparent, changes can be made on demand of faculty members. Every task, activity has its own objectives and are checked at the end of it. Assignments, Essay papers, Class test papers are shown to the students and, reasoning for getting less marks is explained or discussed in the class also guidance for betterment is also given.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

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

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

6.2.2

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

They are informed their role and responsibilities. Chairperson of the committee explain rules and procedure. For most of the Committees no separate appointments are made, available administrative setup is provided. College Development Committee The College Development Committee. College Development Committee is the policy making body which monitors the entire academic and administrative functioning of the college on behalf of Governing body. It is also a grievance redressal body. The issues related to functions of various bodies, service rules, procedures, recruitment, promotional policies, etc. are deliberated through CDC as per Maharashtra University Act 2016 and directions of the State Government. The College Development Committee (CDC) also works as a Grievance Redresal Cell as and when necessary. As per provisions of Maharashtra University Act 2016, the college constituted CDC Grievance redresal mechanism: College has separate redressal committee. Issues related to rules ,Procedures ,or even behavioral ,examination related matters are taken care by this committee discussed and solved. The College has Internal Complaint Committee as per State Government directions we have this committee. Generally, in our training institute we rarely have any complaints but we have those committees and we tell students about its functioning and significance. Women Development Committee is very active in our college.We organise programmes,lectures through this cell also we celebrate Women's Day.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	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: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

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

Response:

There are many academic and administrative bodies, committees functioning in our institution. Some Administrative committee are named as Internal Quality Assurance Cell (IQAC) , College Development Committee (CDC),Grievance Redressal cell, Women Development cell, Anti Ragging Committee, BC Cell , Health and Hygiene committee, Writing off Committee etc all these committees have at least one meeting in a year. Along with these,there are few academic committee like Student Council ,Planning is

done Issues are discussed and resolved and minutes are kept. decisions are conveyed and implementation is done accordingly. As ours is a small unit same people, faculty members are there in different committees, hence it becomes easy to communicate each other and implement decisions successfully. Every three years, the syllabus of both programs is revisited to align with contemporary changes and announced through state/ central directives or in the public domain. Contributions are solicited from concerned lecturers and collated. Thereafter, the academic staff collectively go through the suggested revision and finalize a draft of the revised curriculum to be put forward to the statutory boards.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution invites experts from different fields to conduct workshops, guest lectures, seminars, symposiums and conferences. Extension lectures on research methodology and in house elaborate study on NEP 2020 and attending the same conducted by NAAC, UGC . Staff members are encouraged to participate and present and publish papers in the seminars which are organized in other colleges and universities for professional mobility. Travelling allowance, duty leave for attending seminars, workshops, etc. are sanctioned by the college. The college has well-furnished staffrooms, drinking water facility in the staffroom and air coolers. Staff are provided with separate cupboards and

washrooms. The staff are allowed and assigned to attend honorary paid duties like judging competitions, external examiners, resource persons, educational consultants and trainers. Provision of medical and maternity leave is in place. Staff is granted sabbatical leave to pursue higher education or research work. Advisory committee comprising of senior members give constructive suggestions and recommendations to principal for the smooth conduct of activities of the college. Teachers' day is celebrated to boost the professional morale of teachers.

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
Any additional information	View Document
Link for additional information	View Document

6.3.2

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

Response: 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
Institutional Policy document on providing financial support to teachers	View Document
Data as per Data Template	View Document
Link for additional information	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
Brochures / Reports along with Photographs with date and caption	View Document
Link for additional information	View Document

6.3.4

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

Response: 30

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
2	2	1	0	1

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

6.3.5

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

Response:

The College has a systematic general process to assess both its teaching and non-teaching staff's job performance and productivity in accordance with the College's program educational objectives. In addition to the actual performance, other aspects such as citizenship behavior, potential for future improvement, strengths and weakness are also factored into the appraisal. Every year the management assesses the performance through self-appraisal method. This is one mechanism used by the management to motivate and inform the staff about their performance and required areas for development. The management appreciates and gives increments for genuine contributions towards the welfare of the institution.

The College undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The College accords appropriate weightage for these contributions in their overall assessment. Head of the institution gives personal feedback to the staff in the areas required to be improved upon teaching, attitude and research

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

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

File Description	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
Link for additional information	View Document

6.4.2

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

Response: 0

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

6.4.3

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

Response:

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

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

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

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

6.5.2

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

Response:

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

process.

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

6.5.3

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

Response: 0.6

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
1	1	1	0	0

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: A. Any 4 or more of the above

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

6.5.5

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

Response:

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

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Link for additional information	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:

Institution Has A Stated Energy Policy Streamlining Ways Of Energy Conservation, Use Of Alternate Source Of Energy For Meeting Its Power Requirement.

1. The Institution Makes Effort For Energy Conservation By Reducing The Consumption Of Energy And Using Less Of An Energy Service
2. Modern LED Bulbs Can Offer A Powerful Option For Lighting At A Fraction Of The Electrical Cost.
3. Switching The Lights Off When The Students Leave The Classroom.
4. Switching The Lights, Fan, Computer, When All Staff Leave The Office At 05:30 PM.
5. In Our College We Use Tube Light LED Bulb. Whenever Lights Are Needed We Use Light When College Time Is Over We Switched All The Buttons Of Lights. We have anti sexual harassment and grievance handling committee which ensures absence of any kind of dissatisfaction among stakeholders and promote equality in all spheres. This very motive of the institute is supported by the required infrastructure like counseling and common rooms etc. The institute practices various methodologies to give excellent management education through experiential learning, effective mentorship program, Value based management education which reflects transparency, global inputs provided, outreach programs, immersion programs. Our priority is to believe in making a student fathom the granularities of the corporate world. With a distinctive vision of imparting "Value Based Education" and creating future corporate leaders.

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

7.1.2

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

Response:

Signboards for water conservation have been placed near the water taps to sensitize students to adopt conservation practices.

- Maintenance is done regularly to detect and stop water wastage.
- The non-hazardous waste in laboratories is drained after reasonable dilution.

Compliance with Regulations: The College ensures compliance with all waste management regulations and keeps a vigilant eye on potential changes in legislation to adapt proactively.

? Minimization at Source: Mahila Shikshanshastra Mahavidyaly encourages its college community to minimize waste at the source. This includes adopting practices to reduce waste generation and increase reuse and recycling efforts.

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

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

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

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

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

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

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

7.1.3**Institution waste management practices include**

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.4**Institution has water management and conservation initiatives in the form of**

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: C. Any 2 of the above

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

7.1.5

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

Response:

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

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

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: C. Any 3 of the above

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

7.1.7

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

Response: 0

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

7.1.8

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

Response:

This institution has an advantage of being centrally located. Banking sectors, health care centers, hospitals, cooperating and model schools, temples of worship, railway and metro-stations surround the college within a radius of 1 kilometer. Bakery, stationery shops, pharmacies are at our disposal. On the call doctors are available across the road. The campus environment, practice of mentoring and monitoring progress of the students, support and enhance the effectiveness of the faculty and students. Developing leadership qualities through real worksituation among the students is another feature. Academic and administrative planning is inter-tuned. Every individual employee contributes towards institutional development and goal attainment. Certain Information remains in public domain but some facts are furnished on demand. Resource management practices support and encourage performance improvement, planning and implementation strategies. The financial resources are Judiciously allocated and effectively utilized. Budgeting and auditing procedures are regular and standardized. The internal quality management systems, inclusive practices and excellent relationship with stakeholders and thus nourishes real academic institutional culture. To develop emerging values among the student teachers in order to meet the social, cultural, economic and environmental realities ranging from local to global levels with emphasis on co-operation and mutual understanding in a multi-diversified country like India.

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

7.1.9

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

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

Response: A. All of the above

File Description	Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Any additional information	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 PRACTICES (B)*

2022-2023

1) Title of the practice

To create an effective and excellent teacher conducting internship programs.

•Objectives of School Internship

1) Understanding the school environment

2) To develop teaching learning resources.

3) Formulation of all lesson plans.

4) Participating in various activities.

S) Conducting various guest lectures and visits.

•Context

School internship program will be split up to two semesters. In semester 2 students participate in school internship for stray lesson and in semester 3 students participate in internship program for eleven weeks.

During the internship student teacher shall as a regular teacher and participate in all the important activities of school, including planning. Teaching and assessment, interact with school and Teacher, community members and children's. The institute wants to provide an opportunity to understand context of teaching in the school

•The practice

Students teacher are to be actively engaged in teaching at two level namely upper primary and secondary for each students teacher, internship should be conducted preferably in one school for the entire fifteen weeks.

They should provide opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in school is to be done for a minimum duration of initial phase of one week for observing a regular classroom with a regular teacher and also include peers observation, teacher's observation and observation of intern lesson by faculty.

* Evidence of Success

During the internship a student teacher shall work as a regular teacher and participate in all the school activities before teaching in a classroom the student teacher's will observe the school and its classroom for a week to understand the schools it's philosophy and aims of organization and management.

The life of a teacher needs of the physical, mental, emotional development of children aspects of curriculum and its quality transection and assessment of teaching learning. An internship is on must student's minds an opportunity to jumpstart their professional career. Internship benefits both the students and employee. On the job training reinforces what you in classroom and teacher invaluable skills like time management, communication, interaction, working with staff, problem solving related to students and most importantly the willingness to learn.

Programs encountered and resources required

1. Conducting the school internship program by our college in the urban (city) school. The students and staff going on traffic problem.
2. Hence make the students and staff to reach in the school early.
3. Students uses bikes and others transport tool.
4. Some students are shy by nature

Outcome

1. With the school internship program opportunities students acquired excellent teaching.
2. To learn, to teach, and acquire all necessary skills attitude and appreciation in a real school situation.
3. With this internship students try to develop her teaching skills as excellent teaching, school management. etc.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Mahila Shikshanshastra Mahavidhyala was established in the year 2006. It is affiliated to Shivaji University Kolhapur.

Our college functions with the Moto of "Sa Vidhya Ya Umuktaye" and logo is Goddess of Sarasvati. Mahila Shikshanshastra Mahavidhyala is one of the two women's college in the Kolhapur district and it is the only one college in the Kolhapur city. Our college founder is respected MP Dr. Nivedita Mane Vainisaheb who created this college for the rural and urban women's. Many Women's have completed B.Ed. course in our college and they are working as excellent teacher in various schools and colleges. Our college provides teaching opportunity to the students and develop various skills in the students.

1) Developing the employable skills of the students-

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

2) Developing the cultural heritage of the students

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

3) Developing a sense of respect towards moral values

- The college strives to offer value based education through the EPC. 1.2.3.4 by including moral values like truth, sincerely hard work and generosity in every activity performed.
- College provide various visits to students i.e . visits to Arts and dram college Mathoshri vardhashram, ITC Department of Shivaji University etc.

4) Developing the sense of social responsibility among students.

- The college is quite active throughout the year organizing various outreach programs like Arogya shibhir camp, Rakkhi bandhan program, international postal day, Jestha nagarik din, International Environment day, Birth anniversaries etc.
- Our college conducts special guest lecturers for students i.e.- laws and articles for women's and health issues, women's empowerment.
- College gives opportunity to students to celebrate various program etc.
- Through various practical works college try to develop sense of social responsibility among students. I.e. - school internship program, field engagement, study tour, some visits etc.

5) Developing the Leadership Skills

- Leadership is the art of influencing other to work to their best abilities to accomplish the desired goals and objectives.
- Our college conducts multitude of activities to develop the students and making them a socially responsible citizen.
- Effective communication skills, enthusiasm and interest, focused towards goals, knowing other individuals, identification of responsibilities and accepting responsibility, concealing and guidance. etc.

Teaching–Learning and Evaluation processes are in tune with current trends interlinked and with all possible facilities. The admission process is transparent and the adopted criteria are equitably applied. Aspirants get clear information about admission including financial aspects and student support services, beforehand.

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

5. CONCLUSION

Additional Information :

For fulfilling the educational aims and objectives the institution draws up an Academic Plan for each session. The plan is formulated keeping in mind the guidelines of the affiliating University. This plan is made for each semester and has a detailed outline of the theory and practical classes to be held, the internal and external exams to be conducted, the dates of assignment submission, the date of excursion and co-curricular activities and sports, the distribution of syllabus among teachers and how they should adapt the curriculum to fit the local needs. The activities indicated in prescribed curriculum are also adjusted according to needs of local students and practice teaching schools. The communication of all decisions are done through meetings where the Principal, teaching faculty, and headmasters of practice teaching schools are present.

Concluding Remarks :

Empowering our SC/ST and women students to thrive in a more globalized and competitive environment. Competition with private colleges offering fees reduction and flexible college hours To get government scholarships for all deserving students. Ever growing Competitiveness of various private colleges around. Women education is very important for the development of a country. It is necessary to provide women with proper resources so that they can get educated. women have the potential to contribute to the economic development of their countries. They can also play an important role in the development of their families. The mission of the College of Education is to provide quality learning experiences to develop the holistic personality of the women teacher-trainees. The college strives to inculcate among the teacher –trainees the desirable values, attitudes, to develop the skills & creative potentialities.