SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

YASHWANT SHIKSHANSHATRA MAHAVIDYALAYA (B.ED. COLLEGE), KODOLI

NEAR DATTA MATHI A/P - KODOLI TAL. PANHALA DIST. KOLHAPUR PIN - 416114
416114
www.yashwantbedcollege.com

SSR SUBMITTED DATE: 13-07-2024

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Yashwant Shikshanshastra Mahavidyalaya (B.Ed College), Kodoli

Tal - Panhala Dist - Kolhapur

Since - 1990

Vision

To provide competent teacher for the society to meet the challenges of 21st century.

Mission

1) Develop competencies, skills and values among teacher - trainees.

2) Develop the attitude of research and extension service among teacher-trainees

3) Enable teacher-trainees to adopt modern teaching-learning methods. The vision and mission of the university is to develop the capacity of teachers to meet the challenges of the 21st century. For this purpose, developing abilities, skills and values ?

in the trainees, adopting a research attitude and creating a sense of community service. At the same time adopting modern teaching methods.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths-based education involves a process of assessing, teaching, and designing experiential learning activities to help students identify their greatest talents, and to then develop and apply strengths based on those talents in the process of learning, intellectual development, and academic achievement to levels of personal excellence.

Institutional Weakness

Weaknesses of the program were duration of the study, lengthy syllabus, less importance of practice teaching, limited number of practical classes and critical language used in textbooks also identified.

Institutional Opportunity

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education." These precious words by Martin Luther King, Jr. hold truth to date, for education is the sole element that can transfigure personalities. Without education, there are just dark ages; the

ones we had before. During those times, the people across the globe had no intellectual development whatsoever. With the changing times, the need for getting enlightened started rising and new schools started coming to the light. Initially, there weren't enough teachers. There were teachers—that is for sure—but they did not meet the exact demand. As the population grew manifolds, there emerged a need for more teachers to feed the young inquisitive minds. Consequently, to transform the intellects into better teachers, B.Ed. was introduced.

Institutional Challenge

Overload of papers and time restrictions The numbers of papers are more in each semester which consists of core papers as well as practical papers. It has increase the work load instead of reducing it as all of them have to be covered in a particular semester. In each semester some days are also to be allotted to Preliminary School Engagement which further reduces the tuition time in college.

Overlapping of content Overlapping can be seen in the content of various core papers. Many of the topics like genderstereotype, inclusive education etc are repetitive in various papers.

? Lack of Logical sequencing of topics Few of the units of core papers are not in proper sequence which restrict the proper flow of content like in childhood and growing up theories of development are given in first unit whereas their meaning and details are discussed in later units.

? Content lacks demarcation The content given in the syllabus is vague in the sense that topics are not clearly demarked or defined.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- To make the teacher acquire relevant knowledge, skills and attitude in pedagogical methods.
- To prepare teachers to become role models in class rooms to be an instruments for building productive human capital in our country to face the challenges of globalization.
- To enhance the competency of the teachers at upper primary, secondary and higher secondary level of education.
- To create a comprehensive understanding about pedagogical methods in organizing learning experiences for students.
- To strengthen the skills of teachers in classroom and school management.
- To develop new skills required for teachers in organizing instructional methods through novel multimedia approaches

Teaching-learning and Evaluation

In every walk of life the process of evaluation takes place in one or the other form. If the evaluation process is eliminated from human life then perhaps the aim of life may be lost. It is only through evaluation that one can

discriminate between good and bad. The whole cycle of social development revolves around the evaluation process.

Teaching:

Evaluation is concerned with assessing the effectiveness of teaching, teaching strategies, methods and techniques. It provides feedback to the teachers about their teaching and the learners about their learning.

Infrastructure and Learning Resources

The institution ensures adequate availability and optimal utilization of physical infrastructure as it is critically linked to the vision of the college – 'to create an environment of excellence in education' through technologically advanced pedagogical tools.

At the beginning of the academic year need- assessment for replacement /up gradation/addition of the existing infrastructure is carried out based on the suggestions from BOS members, Heads of the departments, lab technicians and system administrator after reviewing course requirements, computer- student ratio, budget constraints, working condition of the existing equipment and also students' grievances. The Time Table committee plans ahead for all requirements regarding classrooms, laboratories, furniture and other equipments.

Student Support and Progression

Revised and updated prospectus is published every academic year and given to the students at the time of admission. It states the vision and mission of the college and gives information about: ? Management and faculty members ? Details of various programmes offered with the fee structure ? Admission process ? General rules ? Examination pattern and rules ? Extra-curricular activities ? Facilities and services available in the institution ? Students' Welfare Services The entire prospectus is also available online on the institutional website. Besides the prospectus, we provide college diary to all staff and students which gives information about various courses offered, academic calendar, student support services, emergency phone numbers and list of holidays. We ensure that the information provided is followed throughout the year.

Governance, Leadership and Management

Understanding and practicing effective sustainability governance starts with developing a foundational background in the key principles and best practices of corporate governance, leadership and management. This chapter provides readers with an introduction to corporate governance and formal governance structures and explores appropriate roles, activities and styles of sustainability leaders and managers.

Institutional Values and Best Practices

Installing Manmade Nests For Birds

Due to increasing urbanization, deforestation, pollution the balance of the environment is deteriorating, it is badly affecting the human life as well as the birds and animals. Increasing numbers of Cement concrete

buildings, lots of cutting of trees and insufficient rainfall these all things are reducing the shelter of the birds as a result the number of birds are also decreasing. Considering the fact that life of the birds and animals has become very difficult, an initiative was taken up in the college for the convenience of bird shelter. The name of the initiative was to install man-made bird nests in the college premises. All the instructions regarding this were given to the students. For that some manmade nests were ordered to a carpenter. These nests were collected and installed in the college premises. It was fixed in the presence of The Principal Dr. V. R. Patil, all the teaching and non teaching staff and students. The nests were placed under the roof of the college building. This initiative was very important in conservation of the environment and environmental eco-system. As soon as the nests were installed, many small birds got attracted to it.

AIDS Awareness Rally

On the occasion of World AIDS Day, with the aim of creating awareness about the dreaded disease AIDS , on behalf of Yashwant Shikshan Shastra College, Kodoli, the college organized an AIDS awareness rally on December 1, 2021, in which the college students made people aware about AIDS. Various awareness boards were prepared and the message to be careful about AIDS was tried to be conveyed to the society through these boards. In this rally, the trainees took out a rally by pasting various awareness messages like Stop AIDS, Say No to AIDS, AIDS has no treatment, Be honest with your Partner, Use Condoms, Condoms are Your Friends. Holding these boards in their hands the students and the teachers went though nearby locality. . In the rally, the trainees made slogans about AIDS.

Research and Outreach Activities

Change Hearing and Teaching Methods,Lead college meeting Student Workshop Poster Presentation Competation National Education Policy Workshop Compus Interview Guidance Guest Lecture Sadbhavana Doud

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	YASHWANT SHIKSHANSHATRA MAHAVIDYALAYA (B.Ed. COLLEGE), KODOLI
Address	Near Datta Mathi A/P - Kodoli Tal. Panhala Dist. Kolhapur Pin - 416114
City	Kodoli
State	Maharashtra
Pin	416114
Website	www.yashwantbedcollege.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Vishwanath Rangrao Patil	02328-224761	9975978073	02328-224146	bedysk1990@gmail.com
IQAC / CIQA coordinator	Gulnas Kamruddin Mujawar	02328-222088	9819052955	-	gulnasmulla@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Shivaji University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	28-08-2015	94	Permanent

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	Near Datta Mathi A/P - Kodoli Tal. Panhala Dist. Kolhapur Pin - 416114	Rural	2.5	1946.87

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,Education	24	Graduation	Marathi	50	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				7			
Recruited	0	0	0	0	0	0	0	0	5	1	0	6
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				9
Recruited	5	0	0	5
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				7
Recruited	5	1	0	6
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

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

Temporary Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	3	0	0	3

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	36	0	0	0	36
	Female	74	0	0	0	74
	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	1	0	0	2
	Female	1	0	4	4
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	1	0
	Others	0	0	0	0
OBC	Male	1	2	1	5
	Female	3	4	1	3
	Others	0	0	0	0
General	Male	7	13	17	11
	Female	37	36	31	30
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		50	55	55	55

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The NEP 2020 embarrass this concept and seeks to strength it at all levels. To this end the NEP outlines stress all major that will help facilitate a multidisciplinary approach in education. Firstly it

	promots interdisciplinary studies across different educational institutions. This inculdes colaboration between universities, colleges, research institutions and other organizations. The NEP encourages the developement of courses and programmes that cover diverse discipline.
2. Academic bank of credits (ABC):	It will be of great help to the students. It will allow students to take courses as per their profession. The university has taken course for academic bank of credit with the help of DHE infosys spring board. Students are trying to take training to built their academic credits
3. Skill development:	The NEP 2020-2020 emphasis on gross enrolment ratio (GER) in our course we try to develop soft skills, knowledge skills etc. The ability to develop something new amount students is difficult work. We develop students, teachers personality. We also develop productive skills, 10 life skills, self management skills, stress management, conflict management, time management, communication skill, intrapersonal skills, leadership skills.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The disciplines and fields of knowledge include logic, Philosophy, language technology and crafts, politics, economy and governance, ethics, sociological orders etc.
5. Focus on Outcome based education (OBE):	Education in which an emphasis is placed on a clearly articulated idea of what students are expected to know and be able to do. Measuring students performance through outcomes provides the opportunity for students to apply their knowledge and skill to nidified problems like those in real life. Greater focus on programmed and course outcomes students cantered teaching and learning activities.
6. Distance education/online education:	During the pandemic situation of covid-19 we started online classes for teaching learning with the help of online teaching we try to give guidance, trainings, workshops. We use zoom, Google Meets, Webex. We clarify different copies successfully by taking the help of distance education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NO
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.	NO
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
110	110	105	100	100
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	55	55	50	50
File Description			Document	
Letter from the authority (NCTE / University / R			[View Document](#)	
Institutional data in prescribed format			[View Document](#)	

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	30	25	25
File Description			Document	
Institutional data in prescribed format			[View Document](#)	
Central / State Govt. reservation policy for adm			[View Document](#)	

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	54	50	48	34

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
55	54	50	48	34

File Description	Document
Institutional data in prescribed format	[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
55	55	55	50	50

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	8	5	6	6

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
9	9	9	9	9
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
395610.0	258258.00	171537.20	293065.28	196176.71
File Description		Document		
Audited Income Expenditure statement year wise d		[View Document](#)		

3.2

Number of Computers in the institution for academic purposes..

Response: 35

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

The institution has a mechanism for curriculum transactions and documentation. The syllabus is prepared by the experts at the university level. Our faculty members contributed to preparing the B.Ed. syllabus of two years which was implemented from June 2015. Every year we prepare Annual Calendar which includes all the curricular activities and periods in which these activities will be carried on. Our institute also prepares a Plan of Action which includes the co-curricular, extracurricular, and other activities to be carried on throughout the year. Faculty members prepare an Annual plan for their teaching subjects. Periodical staff meetings and meetings of IQAC, help in taking a review of curriculum transactions from time to time. We have a set of timetables prepared during the academic year to implement various practical and theory parts smoothly. On the basis of the feedback collected from the students at the end of the academic year, we send our suggestions to the university regarding curriculum modification, if any. In the academic year 2020-2021 due to the CORONA Pandemic situation, our University has decided to reduce the B.Ed. curriculum. All faculty members were actively participated in the curriculum reduction process. In order to give a variety of experiences to our students we invite people/experts from the local society to deliver expert lectures. Our institution organizes educational tour, visits to the institution of social and educational significance, field visits, exhibitions, subject club activities, etc. for curriculum transaction which contributes to the effective and timely transaction of the curriculum. Subject clubs organize different curricular activities such as quizzes, poster presentations, exhibitions, expert lectures, subject-related competitions, etc which help the students in getting a wide range of curricular and cocurricular experiences. Our college has four cultural groups of students who organize cultural and extracurricular activities. All the groups are tried to be made homogeneous on the basis of the interview of the newly admitted students conducted at the beginning of the academic year to know any specific characteristics and hidden talent among them. During the academic year 2021-2022 when the COVID-19 Pandemic situation became normal the university again decided to implement the regular syllabus and took its decision back to reduce the syllabus. The institute planned accordingly in line with the university's decision.

File Description	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](#)
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 Progammes offered by the institution, which are stated and communicated to teachers and students through

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: 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](#)

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: 64.1

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
12	13	8	10	7

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
20	15	18	13	12

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](#)

1.2.2

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

Response: 0.2

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[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: 3.05

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
16	0	0	0	0

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document

1.2.4

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

1.2.5

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

Response: 0

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

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

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

1.We have developed a coherent understanding of the teacher education among student teachers through all theory courses, practicums, and, different kinds of activities. Through all pedagogical theory courses, we teach students the responsibilities, roles, qualities, and code of conduct of the teachers. We organized internship programs and field visits to different types of schools. Every year we arranged field visits to different kinds of schools through the practicum. Our studentteachers took the lessons in various schools during the internship program. We organized different curricular and extra-curricular activities through the various cultural groups (KUL).

2.Students study different approaches, methods, techniques, strategies, and skills during the second and third semesters through their pedagogical courses, optional courses (for higher secondary levels), and other teaching skills from different workshops given in the syllabus. Through the pedagogical courses student-teachers learn procedural knowledge. We develop different levels of school education skills through these pedagogical courses and practicum. Our students conducted lessons in Semi-English classes in Marathi medium schools. For that, they need to develop good communication skills in English. We guide our students during the lesson-planning stage. In this way, we created skillful teachers.

3.Student-teachers understand the philosophical, sociological, and psychological base of education and acquire knowledge, competencies, values, and skills through theory courses and practicum. They apply this knowledge and skills during their practice teaching. They apply the knowledge gained from these workshops while preparing lesson plans and in all kinds of teachings. Studentteachers prepared at least two teaching aids as per the training given in the workshop by the expert. Students are supposed to conduct action research during their internship program. Studentteachers administer psychological tests as per the training given during their internship program.

4.Various skills and competencies were developed through Cultural activities –Cultural groups were formed and guided them to conduct various cultural activities to develop various skills and competencies. Sessional Work-Student-teachers were assigned sessional works regarding their theory papers to develop higher-order thinking skills, communication skills, confidence and stage daring, etc. Practicum course-Professional competencies are developed through Enhancing Professional Competencies (EPC) and Language Across the School Curriculum (LASC), General Orientation of Student-Teacher, etc.

Under this students perform group activities, discussions, etc. Some practicums were completed through workshops such as Lesson Planning Workshop, Workshop on Constructivist Approach, 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

1.3.2

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

Response:

Every year we organize different kinds of field visits to the various types of schools affiliated with the different boards. We select various types of schools like girls' schools, co-education schools, etc. from different localities such as urban areas, rural areas, and slum areas for internship programs. It familiarizes students with a variety of school systems. Students compare each school system in terms of the evaluation system, standards, quality of schools, functions of different boards, and the functional differences between them. For the year 2020-21 due to the pandemic situation, we could not organize such kind of field visits to the various schools but completed the internship program through online mode in different types of schools. During the pre-internship program, students visited various schools and collected information about their functioning. Students of semester-I visited different schools in order to complete one of the practicums that are "A-5- School Engagement and Visit to Innovative Centers of Pedagogy and Learning". The studentteachers stay in the schools for three weeks and understand the complete system of the school. Studentteachers are provided with the complete plan of three weeks in printed form. Students collect information on the basis of the printed schedule. Student-teacher collects information and records their observations of daily activities of the school, different departments, curricular and co-curricular activities, time-table, interview of the headmaster, supervisor, senior teacher, etc., information about different committees and their functions, observation of the lessons of senior teachers, etc. Also during the pre-internship program, students visited various schools and collected information about the school's functioning.

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

1.3.3

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

Response:

The B.Ed. syllabus of our university gives ample opportunity to keep our students engage in various learning activities through workshops, lectures, field engagement, internships, sessional works, tutorials, open-book examinations, etc. Whatever knowledge students acquire while performing these activities, they apply in completing various curricular and co-curricular tasks. Students correlate the skills and knowledge acquired during micro-teaching and simulation teaching; in their classroom teaching. We diagnose the different teaching skills among the student-teachers at the beginning of the workshop. Then the students are trained in the micro-skills in which they are lagging behind. Teacher-educators demonstrate each micro skill before the practice of micro-teaching skills and a complete lesson before simulation teaching. It helps the student-teachers in integrating the micro-skills during their practice lessons at school. Student-teacher transfers the knowledge and skills learnt during their micro-teaching and lesson planning workshops in their internship.

Student-teachers also apply the sociological and psychological principles learnt in theory papers during their classroom teaching. Students correlate the skills and knowledge acquired from the various courses; in their internship programme. During internship programme students prepare and conduct unit test of their method subjects.Students are supposed to conduct action research during their internship programme.While completing their Action Research students correlate the skills and knowledge acquired during action research workshop. During the Action Research Workshop students prepare a research proposal duly checked by the guide. Students complete their Action Research of the same proposal prepared during the workshop. Student-teachers are trained on how to use psychological tests in psychological testing workshops. Student-teachers are supposed to use psychological tests on school students during their internship program. Students apply the teaching skills, techniques, maxims, and methods acquired through their pedagogical courses; in their classroom teaching. Students prepare different types of lesson plans during workshops on the constructivist approach and Models of Teaching and apply them in classroom teaching by conducting some lessons based on them. Field Engagement and visits are conducted every year which enrich the student's experience in looking towards the school as a system, the local educational resources available to them,

and a sense of appreciation for our great cultural heritage. Activities conducted through the cultural groups and the subject clubs are vivid and students actively participated in that. It developed among them the skills of planning, organizing, and executing any event/program to achieve certain objectives set for that event. It ultimately helps them in their professional development. All the above-mentioned learning activities conducted by the institute make them ready for the professional field and make them capable to face any problem during their professional life.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant 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: D. Feedback collected

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: 100

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](#)

2.1.2

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

Response: 43.73

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
24	15	11	6	7

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](#)
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: 8.68

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
10	8	5	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:

At the entry level students are assessed through the State Common Entrance Test (CET) which is conducted by the CET Cell, Government of Maharashtra. B.Ed. the entrance test is conducted online.The

entrance test consists of 100 multiple choice questions which include the areas such as Mental Ability, General Knowledge, and Teaching Aptitude skills of the students. The colleges in Maharashtra admit the students according to the merit list of the students along with the allotted college list issued by the Common Entrance Test (CET) Cell of the Government of Maharashtra. B.Ed. Entrance exam guidance classes for the aspirants were conducted by the institution. Last five years we have been conducting one orientation program and one Workshop for the candidates appearing for B.Ed. CET. In the workshop, we guide candidates about the eligibility norms for admission, selection procedure, syllabus, and pattern of examination. At the entry-level, a few lectures are devoted to the syllabus and course orientation, introduction of the staff, and discipline rules of the institution which help the students in coping with the initial problems. Students are provided with books under the book bank facility of the institution. It helps them in their starting learning. At the beginning of the practical course, we send our students in the group to the different schools under the practicum "School Engagement and Visit to the Innovative Center of Pedagogy and Learning". It makes the students familiarize themselves with the school system. Every year at the college entry level we conduct an Interview session for the newly admitted students to know their potential in different areas like hobbies, social activities, sports, cultural activities, accommodation, family economic condition, etc. This interview session gives holistic information about the students which helps us in guiding further throughout the course. At the beginning of the first semester, we conduct a workshop on "Diagnostic and Enriching the Teaching Skills". In this workshop, we divide the student-teachers into 7 to 8 Groups according to their method subjects. Each group is allotted a mentor teacher who guides them throughout the workshop. In this workshop, they are trained in the micro-skills of teaching. Skills to be developed are determined on the basis of the diagnostic test on teaching skills. Students' skills are observed and their performance is recorded through a rating scale. It helps us to know the learning needs of the students for developing their different teaching skills. Accordingly, we select the Micro Teaching skills during the workshop in which they need to be developed. The B.Ed. syllabus has the provision of conducting content knowledge tests in Semester II. We conduct a Content Knowledge Test of 50 marks. It provides us with the necessary data about the learning needs of the student-teacher in their method subjects. After the diagnostic test, the method teacher pays extra attention to those students who are lagging behind in the content knowledge of their method subject.

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

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: Only when students seek support

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](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 18.33

2.2.4.1 **Number of mentors in the Institution**

Response: 6

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

2.3 Teaching- Learning Process

2.3.1

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

Response:

We have been using various learning modes to imbibe the qualities of the teaching profession among the student-teacher. For ensuring effective learning the teacher educators made use of various instructional approaches and provide learning experiences suitable to the student-teacher. Constructivist strategies and methods, experiential learning through Micro-Teaching, Simulation Teaching, Models of Teaching, ICTbased lessons, Internship programs, Field Visits, etc. were used. Brainstorming, seminars, panel discussion, group discussion, supervised study, Problem-Solving methods, Think pair share, In-basket technique, etc. were frequently used by the faculty members. The various learning modes encourage student-teacher to reflect on their preferred ways of learning. Student-teacher feels more confident that leads to more productive learning and improves relationships. Student-teacher gives more responses in these various learning modes. The different approaches to learning help to inculcate life skills, life values, and various dimensions of personality. It also actively engages student-teacher with content and develops their knowledge and skills. In the B.Ed. syllabus there is the provision of the Internship program. The students get firsthand experience of dealing with the students and the various activities in the school. During the COVID-19 Pandemic situation, we switched over to the online mode of teaching, learning, and evaluation through Zoom, etc. Teaching-learning through blogs, websites, YouTube channel e-books, Video recorded lectures, and discussion forums were also used by the teacher educators. Students were given various types of direct and indirect learning experiences during their B.Ed. program. During the year 2021-2022, we adopted MOODLE Learning Management System (LMS) which helped the teachers and the students in experiencing a new and more advanced teaching-learning and evaluation experience. It gave the students an opportunity to learn on their own at their own pace and time. Student-teacher endowed with direct, universal access to information and services for all faculty, and staff. Online mode is more beneficial for student-teacher because it is affordable, a plethora of choices is widely acceptable, Self-paced learning is comfortable, more interactive and flexible, etc. Direct Learning Experiences were given to the students through workshops, practice teaching and classroom teaching, field visits, curricular, and co-curricular activities, celebration of important days etc. Indirect learning experiences were imparted through Classroom lectures, expert lectures, the use of audiovisual aids, the use of ICT, and the use of the library, etc. It helped student-teachers to develop selfconfidence and better social skills, It helps to develop subject-specific and transferable skills, promotes active learning, and link theory to the real world. Increase student's self-esteem, and enhanced studentteacher sense of self-efficacy. A broader view of the school and appreciation of community, insight into their own skills, interest passion, and values, field trip enhances their critical thinking skills

and gives students a chance to think about a topic or theme from a different perspective.

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

2.3.2

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

Response: 12.9

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
1	1	1	1	0

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

2.3.3

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

Response: 90.91

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: 100

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)

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](#)

2.3.5

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

Response:

Students are regularly mentored by the teacher-educators. The relationship between mentee and mentor is both professional and interpersonal. The mentoring process is important for the teaching profession where experience is important. A Mentor is a person who systematically develops another person's abilities through intensive tutoring, coaching, and guidance.

The teacher educator has to play a role of a teacher, sponsor, counselor, developer of skills and intellect, host guide, exemplar, and most importantly supporter and facilitator in various teaching-learning activities, especially for the practicum carried in the groups. Students are divided into various groups of 6-8 students for the activities like micro-teaching, simulation teaching, internship, teaching aid workshop, field engagement, Internship, health and physical education workshop project related to community experience, etc. Each group is monitored by a teacher educator who takes the responsibility of completing the work under his/her guidance.

Teacher educator keeps records of attendance, academic performance, and student participation in different activities. The teacher educator helps the students in every step of the student-teacher teaching and learning process and provides feedback to them. We are conducting practice lessons in different secondary schools. Mentors have been giving guidance for preparing lesson plans. The mentor observes students' lessons and gives feedback to them. This feedback helps Student-teacher to enhance their undeveloped skills, and abilities and overcome the shortcomings in their lessons. The mentor teacher and student-teacher review assessments and discuss together the effectiveness of lessons. Micro teaching, simulation teaching, models of teaching, ICT-based lessons, internship program, field visits educational tours, etc. are attended for developing the teaching skill of student-teacher under the guidance of the mentor or guide.

We also have Cultural Groups (Kul) in which students are assigned on the basis of the interview taken at the beginning of the academic session in which diversity among the students is taken into account. These groups are guided by mentor teachers. Each group elects its group leader who leads the group and reports to the mentor teacher. All the co-curricular, extracurricular, and cultural activities are carried on by these cultural groups.

We also have the subject clubs which are monitored by the respective subject teachers. Students' performance in method subjects is assessed through various tests, assignments, sessional works, and internal examinations. Students perform through these subject clubs; various curricular and extracurricular activities related to their pedagogy of school subjects (Methods). The institution develops among the student-teachers the skill of working with a team. Students are divided into groups of 6-8. Each group works as a team under the guidance of a mentor teacher. They develop the ability to respect the ideas of others, cooperate, be responsible for the accomplishment of tasks, have leadership qualities, and work hard to achieve the goals of the team. Subject teachers work as mentors for the group of their respective subjects. The teachers provide mentorship to these students in completing their sessional work, presenting seminars, and conducting other subject-related activities.

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

2.3.6

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

1. **Special lectures by experts**

2. **'Book reading' & discussion on it**

3. **Discussion on recent policies & regulations**

4. **Teacher presented seminars for benefit of teachers & students**

5.   **Use of media for various aspects of education**

6.   **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

File Description	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](#)

2.3.7

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

Response:

The teaching-learning process of the institution tries to nurture creativity, innovativeness, intellectual and thinking skills, life skills, etc. among students in the following manner.

Creativity – Students-teacher are exposed to various types of direct and indirect teaching-learning experiences for nurturing creativity among them. The B.Ed. course has plenty of opportunities to develop creativity among the students as its curriculum has various workshops and another practicum to be completed during their course. Students have to complete various sessional work in their theory papers. This sessional work includes

We nurture creativity among student-teacher through different workshops included in the curriculum such as Diagnostic and enriching the Teaching Skills (Micro-teaching), Simulation Teaching workshops, Teaching Aid workshops, Models of Teaching workshops and constructivist workshops, Action Research workshops, etc. In the teaching aid workshop, an expert is called from outside for training the students about the preparation of various types of instructional materials. Studentteachers prepare two teaching aids in this workshop. This workshop immensely helps to nurture creativity among the students. In the Models of Teaching workshop teacher educators deliver lectures and a demonstration lesson based on various teaching models. Student-teachers are given the freedom to select any two models of teaching from six models. They prepare their lesson plans according to them and apply them to classroom teaching. During the Constructivist workshop; student-teachers prepare different kinds of lesson plans according to Constructivist Approach and apply them to the classroom. They also analyze textbooks and curricula according to the constructivist approach.

Preparation of different types of lesson plans for different content requires creativity on the part of the students. We organize poster presentation competitions, essay writing competitions, elocution competitions, etc. Through these activities, we nurture creativity among the students. We also nurture creativity through classroom lectures, expert lectures, the use of audio-visual aids, the use of ICT, and the

use of the library among students.

During the Action Research workshop students prepare a research proposal and complete their research project during their internship program. Completion of Action Research requires

a lot of creativity in each step. The cultural group of the college conducts different types of curricular, co-curricular, and cultural activities which are planned, organized, and executed by the students. They use their ideas and creativity to organize these activities. Subject Clubs organize various subject-related activities. Activities under Enhancing Professional Capacities (EPC) such as Writing based on the text-Summary of the scene, extrapolation of story, and converting a situation into a dialogue also develop creativity among students. Students are supposed to identify major concepts and ideas involved and make notes, schematic form-flow diagrams, tree diagrams, and mind maps, explaining the gist of the text/topic to others, writing a review or a summary of the text, with comments and opinions require a lot of creative tasks. All the teachers use innovative strategies in their day-to-day teaching which motivated the students to use them during their internship program. Students make use of ICT in completing their practicums and conducting lessons in schools where they use their own creativity to make their teaching more effective and interesting. Life Skills-Topics related to life skills are included in the B.Ed. curriculum. Apart from theory courses practicums like Enhancing Professional Capacities (EPC), Language Across School Curriculum, Project Related to the Community Experience, General Orientation of Student Teacher, etc. have ample opportunity for the development of Life Skills among the student-teachers. Language Across School Curriculum helps the students in understanding the nature of classroom discourse and developing strategies for using oral language in the classroom which is a very important skill for a teacher. Under EPC 3 which is Critical Understanding of ICT, the students develop the ability the use various ICT resources for teaching which is the most important skill nowadays for a teacher. They also develop the use of computers in education. We nurture self-awareness, intra-personal skills & Thinking skill through classroom lectures, expert lectures, the use of ICT and audio-visual aids, and the use of the library among student-teachers. The institution took efforts for Life Skill Development through lectures, various workshops, field engagement, action research, etc. Students' hidden capabilities were brought out by different cocurricular, extracurricular, and cultural activities organized by the Cultural groups, Subject Clubs, etc. Our college has the status of Lead College in the Shivaji University Kolhapur. Every year we organize various activities related to life skill development through lead college activities. This year we conducted seven days workshop on "Enhancing Soft Skills among the Student-teachers" under Lead College Program. Moodle LMS Training Program for Student-teachers, Workshop on Use of E-resources, Workshop on Handwriting and Blackboard Writing Skills for the student-teachers are also proved to be helpful for the skill development among the students. We celebrate Yoga Day and organize Lectures on Yoga and Lifestyle. Experts are called to practice yoga with the students which helps them in understanding the skills of yoga. Apart from that we also organize the Workshop on Physical and Health Education where we conduct sessions for yoga. An expert from

outside the area of physical education is called every year during this workshop. He/she presents all the theoretical background of sports, its value, and its importance in life. After that, we conduct a physical efficiency test of all the students. It all helps the students in acquiring yoga and physical fitness in their life. In order to complete their sessional work of theory papers students frequently visit many places such as various schools, orchids, fruit gardens, cold storage, special schools, etc.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant 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
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant 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: B. Any 6 or 7 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](#)

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](#)

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: B. Any 4 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](#)

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: B. Any 4 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: B. Any 3 of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Institutions' preparatory efforts for organizing internship programs are -

1.Selection of Schools- Schools are selected for the internship program from different localities. Schools from urban areas, rural areas, slum areas, boys' schools, girls' schools, and co-education institutions are selected just to expose the students to schools of different types and levels. We inform the schools well in advance of the suitable dates of the internship so that they can also plan their school activities accordingly.

2.Before every internship, we call a meeting of the Headmasters and the Nodal Teachers to discuss the suitable period, duties of the school and their teachers, the role of the nodal teacher to be played during the internship, etc. Every issue is discussed and sorted out well before the internship. Nodal teachers appointed by the practicing schools work as a coordinator who coordinates between the college and the school. The headmasters and the Nodal Teachers are also oriented on the activities given in the syllabus and which the students are supposed to complete during the internship.

3.A block (group) of 08 to 09 students accompanied by a teacher-educator go to the assigned school where the student-teachers perform the activities given in the syllabus. The lesson department of the institution gives all instructions regarding internship to the students and faculties. Group guides (Teachers) conduct meetings of their respective groups and orient the students regarding the activities to be carried out during the internship program. Students are oriented about all sorts of planning such as timetable, assignment of the department, planning of the activities, preparation of the calendar of the activities, etc. before the internship, and all this planning are getting done during their pre-internship program.

4.Defining the role of teachers of the institute – The teacher works as a mentor and guide for the group of students he/she is assigned for. He/she performs various roles such as helping the student-teachers in preparing the time-table, observing the lessons conducted by the studentteachers, keeping records of the work accomplished by the internees, sorting out the problem if any related to the internship, conducting periodical meetings with the students and the school,discussing with the students regarding their progress in teaching and other activities, etc. the teacher gets the internship completed according to the guidelines given in the curriculum.

5.Students performance are assessed through observations, rating scale, checklist, discussion, meetings with the students and schools during the internship, etc. Students keep a record of their work in a diary and prepare files of the activities which help in their continuous assessment.

6.Exposure to a variety of school setups – The students visit the different departments of the school like the library, staff room, laboratories, computer lab, office, etc., and interact with them. They get to understand the different setups in the internship school. The students participate and contribute to various activities such as parent meetings, cultural programs, annual functions, etc. The students also work as an invigilator of the examination and help the school with other examination-related work.

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

2.4.9

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

Response: 27.5

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

Response: 2

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
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](#)

2.4.10

Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

File Description	Document
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:

Monitoring mechanism of the institution during the internship programme

The institution has a sound monitoring mechanism during the internship programme. A group of 13-14 students are assigned to the schools under the mentorship of a teacher-educator who monitors the activities carried out by them

The internship school appoints a senior teacher as a nodal teacher for the internship programme as a mediator. He looks after the problem if any faced by the students and monitors the activity carried on by them.

For the smooth execution of the internship programme teacher-educator conducts meetings with the school headmaster and nodal teacher to discuss the problems faced during the internship. In this meeting, a review is taken of the work completed and planning of the work to be done next is discussed.

The students prepare a calendar which indicated the different activities to be conducted during the internship with the period allotted for each activity. The teacher-educator (Mentor) monitors the internship programme according to the calendar.

Time table is prepared by the students which are approved by the school authority during the preinternship programme. It helps the teacher-educator to monitor the students' lessons and other activities properly. Students also prepare their individual time-table and class-wise timetable to get more clarity about the lessons to be completed by them.

Students get their lesson plans checked well in advance. After conducting each lesson they record the same in a printed paper developed by the institution. It helps the teacher-educator to monitor the completion of the teaching work of the students.

Students' lessons are minutely observed by the teacher-educators and their performance is rated on a 20 points rating scale which comprises the different aspects of teaching skills. After the observation, the teacher-educator discusses with the students and gives them feedback for each lesson.

Students' lessons are also monitored by the school teachers as their lessons are also observed by the school teachers. They give their expert advice regarding further improvement in teaching. We also have peer observation of the students which helps in monitoring the lessons in many fold. All the interns maintain a diary where they write their daily activities and the experience they gain during the internship.

Apart from that every teacher educator conducts periodic meetings with internees at the school and takes a review of the work done and the work to be completed. During the internship programme, our students in each group participate in the meetings organized by the school such as staff meetings, parent meetings etc., At the end of every week, the group leader(simulated headmaster) conducts the meeting of the group of students.

In the meeting, they discuss various programs organized in the schools and they plan different activities/program for the coming week in accordance with the calendar they have prepared earlier.

Our principal gives surprise visits to different schools. He also takes review of the internship proram in periodic meeting.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any additional information	[View Document](#)

2.4.12

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

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

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

Response: C. Any 2 or 3 of the above

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

2.4.13

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

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

Response: C. Any 3 of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 68.89

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](#)

2.5.2

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

Response: 0

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

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

2.5.3

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

Response: 14.28

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

Response: 85.7

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Various programs are organized in the college to keep the teachers updated, benefiting both the student teachers and students. These programs include

Participation in Seminars and Workshops: Faculty members actively participate in conferences and workshops conducted by various colleges. They engage in academic audits, study synchronous and asynchronous learning, digital management, Provisional Accreditation for Colleges, and topics like the New Education Policy, E-Skill India, Start-Up India etc.

Attainding of Webinars: Faculty members actively participate in Webinars

School principal – As per institute request he permits to conduct the Internship. School principal made available there teachres as a contact person. He explains duties and respansbilities of Head of the School to Student-Teacher

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)

2.6 Evaluation Process

2.6.1

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

Response:

The B.Ed. syllabus of Shivaji University is designed in such a way that it gives ample opportunity for Continuous Internal Evaluation (CIE). The college adopted the following Continuous Internal Evaluation System to assess students' development in all four semesters.

At the beginning of every semester we devote some periods for giving Syllabus Orientation to the student-teachers. We orient them about theory courses, practicum to be completed, and assessment processes both internal as well as external. Exam department informs the students about the examination pattern, schedule, and regulations,etc. Theory courses are continuously assessed through tutorials, open book examinations, sessional work, field visits, and end semester internal exam by the college and Viva-voce and semester end exam by the University.

Results of Internal Examinations are analyzed by the respective subject teachers. According to analysis reports teacher-educators make necessary changes if needed. We conduct various workshops to complete the practicum throughout all four semesters. At the beginning of the first semester, we conduct a workshop on "Diagnostic and Enriching the Teaching Skills". In this workshop, we divide the student-teachers into 7 to 8 Groups according to their method subjects. Each group is allotted a mentor teacher who guides them throughout the workshop. In this workshop, they are trained in the micro-skills of teaching. Students' skills are observed and their performance is recorded through a rating scale. The student's internal evaluation is done on the basis of their teaching and re-teaching of various micro-skills and the report they submit at the end of the workshop. Internal evaluation is also done on the basis of the peer evaluation that the students do during micro-teaching, simulation teaching, and practice lessons in the schools during their internship. The feedback provided by their peers helps them in their continuous development. Under the Enhancing Professional Capacities (EPC) students are assessed on the basis of the presentation in the form of seminars, group discussions, projects, assignments, etc. Students' performance is also evaluated based on the artistic performance they exhibit while performing the cultural activities under Drama and Arts in Education (EPC-2). We conduct a Content Knowledge Test of 50 marks for each method subjesubjectprovides us with the necessary data about the learning needs of the student teacher in their method subjects. In this Programme, we conduct a diagnostic test to check the

subject knowledge of student teachers and prepare the remedial teaching program to enhance content knowledge, teaching-learning ability, communication Skill, etc. At various stages student receives feedback from different stakeholders such as teacher-educators, school teachers, Headmasters, peers, etc. The principal conducts review meetings to give necessary feedback for the improvement of students' performance. Whenever necessary, the college calls the parent for a discussion about the Student's performance. Practicum courses are assessed through continuous observations and records are kept in the form of reports, rating scales, and observation schedules. Continuous assessment is also done through group discussions, seminars, assignments and written tests which help to know the performance of the students and to take remedial measures needed.

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

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Examination Committee

All the grievances related to the examination are sorted out by the Examination Committee of the institution. The function of the committee is to look into the complaints lodged by any student and judge their merit. In case the person is unwilling to appear in self, grievances may be dropped in writing at the suggestion box kept for all types of grievances.

Objectives To conduct the examination work both internally and externally smoothly. To develop a responsive and accountable attitude among the teachers and students regarding examination. Encouraging the Students to express their grievances / problems freely and frankly, without any fear of being victimized. To solve the grievances problems of the students if any regarding the internal and university examination.

Grievances are mainly related toTimely issuing of the admit card – The Examination Committee make an inquiry to the university if the students do not get their admit card timely. Mistakes in hall tickets and mark sheets regarding name, course name, etc. Rechecking, copy viewing, and re-evaluation - Guidance was also given to the students about rechecking and re-evaluation schedule and process. As per its system, the university provides photocopies of the answer papers. Students take this copy to the concerned teacher whoguides whether the answers are worthy of re-evaluation, rechecking or redressal.

Procedure for lodging complaint The students may feel free to put up a grievance in writing to the Examination Committee or to put the grievance in the complaint/suggestion box. The committee will assure that the grievance has been properly solved within a stipulated time limit

Mechanism to deal with examination-related grievances The mechanism to deal with examination-related grievances is transparent, time-bound, and efficient.

College Level:

At the beginning of the semester, faculty members inform the students about the various components of the assessment process during the semester. The internal assessment test schedules are prepared and communicated to the students well in advance. The corrected answer papers of the students are distributed to them for verification and any grievance is redressed immediately. Any corrections in the total of marks or assessment of answer books as identified by students are immediately done by the faculty members. The marks obtained by the students in internal assessment tests and practicum are displayed on the notice board and uploaded on the university web portal. If a student is not able to appear for internal examination due to medical or any genuine reasonsexamination is conducted for that student as per norms, provided that he/she submits the application with proper documents.

University level:

With reference to evaluation, if the student scores less mark than expected, he/she can apply for revaluation of his/her answer script after paying the prescribed fee.University provides the photocopy of answer sheets to students regarding any grievances with reference to evaluation. Student can apply for

revaluation if he/she feels that the evaluation is not correct .

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)

2.6.4

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

Response:

Our institution prepares semester-wise academic calendar through IQAC at the beginning of every academic year. This calendar shows teaching dates, examination dates, practicum dates and, dates of remedial teaching. While preparing the academic calendar

we take care of the academic sessions declared by the university and the list of holidays declared by Shivaji University, Kolhapur, and the Government of Maharashtra.

We conduct staff meetings to plan each and every activity according to the academic calendar. The academic calendar is thoroughly discussed in the staff meeting and gets it approved for implementation. After the finalization of it,

we provide it to the teachers, published it on the notice board, and also made it available on the college Website. The effectiveness of the process is maintained and monitored by the Principal through periodical staff meetings. We try to give sufficient space between theory and practicum in every semester. It is only because to complete our internal assessment of the practicum conducted.

We also have mapping the academic calendar to understand the periods and activities at a glance. The mapping shows the weekly period for the activities mentioned in the calendar. We try to implement internal examination, Viva-voce, according to the period assigned in the academic calendar.

Some of the aspects of the internal evaluation such as tutorials, sessional works, open book exams, etc. are completed according to the completion of the theory part up to some extent. In that way, these activity continues throughout the semester.

We plan an Internship program as per the academic calendar. For this, we give prior intimation to the School Headmasters, Nodal teachers, and student-teacher. Before every internship, we call a meeting of the Headmasters and the Nodal Teachers to discuss the suitable period, duties of the school and their teachers, the role of the nodal teacher to be played during the internship, etc. There may be a slight change in the internship program schedule depending on the school's suitability.

We try to adhere to the period allotted for a particular activity and complete it on time. Sometimes we have to adjust and be flexible in conducting various activities such as internalexaminations, tutorials, sessional work, etc. due to various reasons like late admission, flood situation, pandemic situation, etc. Practicums such as Teaching Aids Workshop, Health and Physical Education Workshop, Drama and Art in Education, etc. require the expert from the outside to be invited as mentioned in the syllabus. Sometimes we have to conduct these workshops according to the availability of the experts and hence there is a possibility to change in actual timing specified for the workshops in the academic calendar.

File Description	Document
Any other relevant information	[View Document](#)
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

Institution follows the outcome-based education; hence the Program Learning outcomes (PLOs) and Course Learning outcomes (CLOs) are aligned with the vision and mission of Yashwant Shikshanshastra Mahavidhyalaya (B.Ed College), Kodoli MCE focuses on development of student-teacher by imparting quality Education and discipline. Students would get opportunities to participate in various co-curricular activities in the campus.

Programme Learning outcomes and Course Learning Outcomes:

The student teachers will be able to

1.To promote capabilities for including national values and goals as enshrined in the constitution of India. 2.To prepare professionally competent teacher to perform their roles as a teacher at secondary and higher secondary stage. 3.Develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds. 4.Appreciate that all teaching is directed at learning, and that the learner is at the heart of teaching. 5.Analyse teaching in diverse classroom. 6.Be familiar with theoretical issues, and to develop competence in analysing current school practices and coming up with appropriate alternatives. 7.Reflect on the nature and role of disciplinary knowledge in the school curriculum. 8.Understand the epistemological and pedagogical bases of their own chosen school subject. 9. Identify various dimensions of the curriculum and their relationship with the aims of Education 10.Explore diverse methods and tools of assessing an array of learning performance outcomes of diverse learners. 11.Bring about an understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school. 12.Interpret and adapt ICTs in line with educational aims and principles. 13.Gain

experience with the child, the community and the school through the school engagement and school internship programme. 14.To Scope with national and international demands in the school Contex

CLO's are developed in student-teacher through all courses.

Such as

1.Apply constructivist and co-operative learning principles for teaching-learning process. 2.Analyze contexts and the relationship between school curriculum, policy and learning. 3.Apply knowledge of the cultures, policies and practices that need to create an inclusive schoolCourse-9 4.Use information and communication technology for enhancing learning-teaching process- EPC- 3 5.Use drama and art for development of personality of learners- EPC-2 6.Relate knowledge about gender, school and society with learning- Course-8 7.Develop professional attitude towards teaching.

Yashwant Shikshanshastra Mahavidhyalaya (B.Ed College), Kodoli   framework for the Program Learning Outcome (PLOs) and Course Learning Outcome (CLOs)

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

2.7.2

Average pass percentage of students during the last five years

Response: 109.96

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
55	55	55	50	50

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[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:

College adopted Continuous Internal Evaluation (CIE) System to monitor and record the students performance and used for further development in all four semesters. Theory courses are continuously assessed through tutorials, open book examinations, sessional work, internal exams by the college, and Viva-voce and semester-end exams by the University. All these are assessed by the teacher-educators and the students are given feedback which helps them in their further improvement. Results of Internal Examinations are analyzed by the respective subject teachers and displayed on the notice board. Accordingly, the students are given Remedial Teaching. Marks along with the feedback in the written form for tutorials, sessional work, open book exams, and internal exams are given to the students. The same is submitted to the examination department. Practicum courses are assessed through continuous observations and feedback is given time to time for improvement of student-teacher. Records are kept in the form of reports, rating scales, observation schedules, etc. Students' lessons are observed and performance is recorded by using a rating scale. Each lesson is observed on a 5 points rating scale of 20 items carrying 100 marks for each lesson. Marks for each lesson are recorded in the lesson register. Students are also given feedback in written form mentioning the remarkable points, and shortcomings in the lesson and instructions for further improvement. Students' performance in theory and practicum is duly discussed with them for further improvement. Mentor teachers keep them informed regarding their performance and necessary improvements are ensured. We also keep records of the students' performance in the form of videos, rating scales, observation charts, checklist, and observation schedules. Students are accordingly guided for further devevopment. The students' performance are also assessed and recorded through the written projects and report that they submit at the end of every workshop.Internal evaluation is also done on the basis of the peer evaluation that the students do during micro-teaching, simulation teaching, and practice lessons in the schools during their internship. The feedback provided by their peers helps them in their continuous development. Under the Enhancing Professional Capacities (EPC) students are assessed on the basis of the presentation in the form of seminars, group discussions, projects, assignments, etc. Students' performance is also evaluated based on the artistic performance they exhibit while performing the cultural activities under Drama and Arts in Education (EPC-2). We conduct a Content Knowledge Test of 50 marks for each method subject. It is a diagnostic test to check the subject knowledge of students and prepare remedial teaching program for further development in content knowledge. Feedback- At various stages, the student receives feedback from different stakeholders such as teacher-educators, school teachers, Headmasters, peers etc. The principal conducts review meetings to give necessary feedback for the improvement of students' performance. Whenever necessary, the college calls the parent for a discussion about the Student's performance.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View Document](#)

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 55

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

2.7.5

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

Response:

At the beginning of the B.Ed. programme we specially conduct interviews of all admitted students.The purpose of this interview is to identify the learning needs of B.Ed. students. The prime focus of this interview is to identify the hidden talent, hobbies, and achievements of the students in various fields. We form the cultural groups according to the data collected in this interview. We conduct all practicals in groups and give guidance to the students. We conduct a Content Knowledge Test of 50 marks for each method subject. It provides us with the necessary data about the learning needs of the student teacher in their method subjects. In this Program, we conduct a diagnostic test to check the subject knowledge of the student-teacher and prepare the remedial teaching program to enhance the teaching-learning ability, communication skills, Personality, creativity, and presentation skill of the student-teacher. Accordingly, we try to develop content knowledge among the students. At the beginning of the first semester we conduct a workshop on "Diagnostic and Enriching the Teaching Skills". In this workshop, we divide the student-teachers into 7 to 8 Groups according to their method subjects. In this workshop, they are trained in the micro-skills of teaching. Skills to be developed are determined on the basis of the diagnostic test on teaching skills. Students' skills are observed and their performance is recorded through a rating scale. At the end of this workshop, students are put in a situation where they take a lesson of 15-20 minutes. This is called Bridge Lesson in which all the skills taught during the micro-teaching sessions are integrated into one lesson. The student's internal evaluation is done on the basis of their teaching and reteaching of various micro-skills and the report they submit at the end of the workshop. After the micro-teaching we conduct the Simulation Teaching Workshop where the students are supposed to take a complete lesson of 30-35 minutes in a simulated situation by following the demonstration presented by the teachers. These all are the preparatory stage of the students before putting them into real classroom teaching. Assessments are done accordingly and their depth and dimensions are increased based on the identified learning needs of the students. Students' lessons are observed and performance is recorded by using a rating scale. Each lesson is observed on a 5 points rating scale of 20 items carrying 100 marks for each lesson. These marks are recorded in the lesson register. We observe students' lessons and give

written feedback to them on their lesson plans. Students make necessary changes in their future lessons. Under the Enhancing Professional Capacities (EPC) students are assessed on the basis of the presentation in the form of seminars, group discussions, projects, assignments the artistic performance they exhibit while performing the cultural activities under Drama and Arts in Education. Continuous assessment is also done through group discussions, seminars, assignments, and periodical written tests which help to know the performance of the students and to take remedial measures if needed.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Any 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](#)

3.1.2

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

Response: 0

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

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

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Response: E. None of the above

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

3.1.4

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

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

Response: E. None of the above

3.2 Research Publications

3.2.1

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

Response: 0

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

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

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

3.2.2

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

Response: 0

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

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

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

3.3 Outreach Activities

3.3.1

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

Response: 1.8

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
1	2	2	2	2

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

3.3.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
110	110	105	100	100

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](#)

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: 97.52

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
101	110	101	95	105

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)

3.3.4

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

Response:

Since last five years our institution has been conducting many outreach activities. They were conducted at college level as well as with the help of practicing schools. Outreach programs sensitize students towards their duties and responsibilities within the society and community. The aim of these activities was to make the student- teachers aware about the social issues and to help them in contributing to the society.

The student-teacher of our institution actively participates in social outreach activities in the community. It helps the student-teachers in leading to their overall development. The outreach activities conducted by the institution includes Environmental Awareness, Democracy Fortnight Programme, B.Ed. CET Orientation Program, Collection of E-Garbage and Plastic Garbage, Blood Donation Camp, Health Check- up Camp etc. Following are the Year wise outreach activities conducted by the institution

the institution Collection of Electronic and Plastic Garbage, Blood Donation Camp on the Occasion of 75th Year of Independence in Collaboration with Yashwant Highschool Kodoli, Four Days Workshop on TET/NET/SET,Educational Trip, Sanitization Campaign, One day workshop on how to face B.Ed. CET.

These activities helped to inculcate ethical behaviour among the students. Community activities are divers, fun, and provide a wide range of opportunities for social skill development. Meeting people, maintaining conversations, collaborating with peers, following directions, and problem solving are a few social skills to practice in a community setting. Our college always prompt for community engagement program. All these mentioned activities had put positive impact on the student-teachers and it developed their relationship with community, environmental awareness, and emotional, intellectual, social, and interpersonal development, awareness about health, leadership, interpersonal skills, and leadership skills. These activities also spreaded awareness on social, cultural and religious issues, facilitate community development, social sensitisation and holistic development.

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

3.3.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document]

3.4 Collaboration and Linkages

3.4.1

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

Response: 0.2

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

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

File Description	Document
Report of each linkage along with videos/ photographs	[View Document]
Data as per Data Template	[View Document]

3.4.2

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

Response: 0

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**

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)

3.4.3

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

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

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

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 physical facilities are provided by the institution to facilitate effective academic progress. The institution has adequate facilities for teaching-learning as per NCTE norms. The campus is equipped with modern facilities and learning resources to achieve the vision and objectives of the institution.

Adequate physical facilities in the institution are as follows:

Classrooms are very spacious with proper ventilation and light. The classrooms are furnished with comfortable furniture, green board, flannel board and can accommodate at least 50 students. The classrooms are utilized for lectures, mentor group meetings, micro teaching, simulated teaching, seminar cum paper presentation, association activities, conduction of written and practical examinations etc.

Computer cum Language Lab having 15 computers with internet connectivity to develop ICT and communication skills among the student teachers.

Science and Math Room is equipped with the science apparatus, specimens, chart and models and other teaching learning material of math and science and is utilized to conduct practical demonstrations.

Library is partially automated using used by student teachers and faculty members for referencing, reading and supervised self-study. It also serves as a venue for optional papers lectures, mentor and research group meetings. Library provides access journals and regular newspapers, magazines

Art and Craft cum Music Resource Centre is used for musical rehearsals different art and craft activities, as well as to store and display of items prepared.

Multi-Purpose and Seminar Hall (an ICT enabled) are utilized for organizing Special Lectures, Conferences and Seminars, Morning Assembly, Celebration of Special Days, Festivals, Alumni Meets, Conduction of Examinations and other co-curricular activities.

Sports Resource Room is equipped with sports paraphernalia. The college provides adequate space, sporting equipment and infrastructural facilities for sports to conduct indoor and outdoor games for students. The college has well maintained playgrounds for Basketball, Volley Ball, Cricket ground & Kho-Kho, and for indoor games college provides material and equipment like carom board, chess, skipping rope and table tennis, Badminton Court etc. Indoor - Outdoor open gym and Yoga activities are the additional features of the sports paraphernalia.

Hence the college is equipped with modern and functional workspace and creates an excellent atmosphere for teaching and learning.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	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: 16.67

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

Response: 1

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

Response: 6

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document

4.1.3

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

Response: 8.75

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
51545	22578	12320	13708	14886

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Currently we don't have any software so as we don't have digital library we will get software as soon as possible

Other facilities in the library

1. There is a computer in the library

2. If you open online monthly subscription on the computer

3. The same computer is available for use by Mulana

4.2.2

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

Response:

Currently we don't have any software so as we don't have digital library we are sending ebook links to kids on whatsapp group and we will get software as soon as possible

2019-2020:

he Library was closed during the Kovid-19 pandemic. Lectures to provide information for their users. The library tried to provide educational information Students using various media such as website, blog, WhatsApp etc.

File Description	Document
Details of users and details of visits/downloads	[View Document](#)
Any other relevant information	[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: B. Any 3 of the above

File Description	Document
Data as per Data template	[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: 0.8

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
01	01	00	01	01

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)

4.2.5

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

Response: 8.06

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: 160

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: 200

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: 190

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: 205

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: 180

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](#)

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](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The campus is equipped with ICT facilities to achieve the vision and objectives of the institution. Multipurpose halls are smart Projector, audio system and internet facility. Headphone almost all administrative work and communication with Govt, University, NCTE and other agencies are made paperless using ICT. There are various necessary information and links Provided to students through college website. Main cabin, administrative office, library and Staff room equipped with computer, internet facility and other related equipment

Computers, Antivirus, internet connectivity, Projectors, Printers and scanners are the some basic facilities which are updated, maintained and augmented regularly.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)
Any additional information	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 3.14

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

4.3.4

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	[View Document](#)
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: 26.19

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
344250	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Any 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 institute keeps adequate budget for maintenance and development of physical and academic facilities. Provision of and maintenance of physical and academic facilities.

According to guidelines of UGC and NCTE the institute frame the policies for infrastructure development and its maintenance. The Principal and College Development Committee along with IQAC, CDC decide the guidelines for overall development. IQAC policy deals with Curriculum planning, teacher quality, Research culture and innovation, Institutional ambience, Student performance, and Leadership and strategy development. Purchase 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. The institute has enough sports facilities for both outdoor and indoor games. Policy of Internal Complaint Committee looks after the issues related to discrimination and sexual harassment against women, by promoting gender amity among students and employees to provide better academic support..

Class room facilities:

1. The cleanliness of classroom are ensured by the supporting staff (peon) of the college.
2. At the beginning of the each semester it is ensured that all the classrooms have adequate facilities necessary for teaching-learning process.

Support facilities: Water facility, Medical Check-up, Rest Room

1. A water purifier, generator and Vacuum cleaner are available and maintained regularly.
2. A fire extinguisher facility is available. Refilling is regularly done

3. Boys and Girls rest rooms are available.

4. Annual Medical Check-up is conducted for all students.

IT infrastructure:

1. IT facilities are maintained by the external expert on the basis of AMC contract.

2. Computers are updated regularly with anti-virus software.

Sports:

1. Practical session are held as per the syllabus.

2. The college authority purchases the sport equipment by calling quotations from the

reputed sport outlets.

Laboratory:

1. The maintenance of the laboratory is managed by the faculty and office bearer's.

2. The laboratory equipment, specimens and other necessary chemicals are purchased as per the

requirement of the syllabus.

3. Annual stock checking and withdrawal is done regularly.

Library Committee:

1. Library shall help its users to locate, select and acquire the information needed.

2. Alumni and external users can avail the library service by following the formalities and paying the stipulated fees of the library.

3. Stock taking of the library books has been conducted regularly

File Description	Document
Any 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: B. Any 4 or 5 of the above

File Description	Document
Upload any additional information	[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](#)

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.3

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)

5.1.4

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

1. Monetary help from external sources such as banks

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

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

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

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 3.32

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
2	1	1	2	2

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)

5.2.2

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

Response: 54.55

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

Response: 30

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.**

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.2.3

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

Response: 1.24

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	1	2	0

File Description	Document
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response:

Our college alumni is registered in the year 2023-2024 before that it was working but not registered

Apart from the student council there were other committees in the college in which student participation were secured. Student council acted very well to fulfill all the requirements of the activities.

In the meeting they had given a chance to express their views, ideas and thoughts. They had given various opportunities to invite skillful resource persons for the various activities and to experience leadership by organizing activities.

They acted as a representative of the student body of the college. They also solved problems of students that creates healthy atmosphere in the campus. The role of the student council is to discuss the problems of the students if any to the college management and find out the solution.

The institution organizes the important days of social and national significance, celebrates the birth and death anniversary of the personalities of national importance, expert lectures, subject related activities etc. where members of student council and the cultural group were represented in the planning and execution of the programme. Their suggestions and advice were considered in planning the activities.

Cultural programmes are celebrated by the Student Council and the cultural groups of the institution. Student Council also played its important role in organizing the Convocation ceremony at the college level by the university.

The representatives of the students in various committees helped to develop their decision making ability, problem solving skills, leadership ability and to develop attitude towards the society. It helped to run the institute smoothly and enhance the quality of education.

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

5.3.2

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

Response: 1.2

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

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

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](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni Association of the college is functional since 2000 which helps in financial contribution,advice for the placement, motivation for student-teachers,students mentoring etc.Our Alumni Association is not yet registered but the process is going on.Advocate Shivtej shinde is working as a legal adviser for registration of Alumni Association.Core committee of Alumni Association is established for smooth working and execution of activities. Alumni always take part for motivating newly enrolled students and suggest the name ofother alumni to conduct different activity for enhancing professional capacities among the student-teacher. Following are the two functional aspects in which the alumni have contributed significantly.

Registration-

Alumni of Yashwant Shikshanshastra Mahavidhyalaya (B.Ed College), Kodoli 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 the process of registration has started and very soon we shall have a registered alumni association.

Contribution of alumni - Alumni visits to institution and they give guidance on various issues. If we talk about participation and decentralization positions of the college, we have one representative of MCE alumni group in Internal Quality Assurance Cell (IQAC) as a member, this member can express their views in the meetings and make suggestions in the functioning of the college. They continuously evolve

as resource person in workshops, in orientation programme of newly admitted students.

Discussion on new trends in education - Alumni gives information about new trends in education. Institution organizes special guest lecture of alumni for students. Information of competitive exam-There are competitive exams like TET, CTET and TAIT. Alumni aware students about these competitive exams with the help of institution.

Advice For Placement - Alumni recommends various vacancies for student teacher via what's app. In this way alumni helps institution in many ways.

File Description	Document
Upload any additional information	View Document
Certificate of registration of Alumni Association, if registered	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: B. Any 4 or 5 of the above

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

5.4.3

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

Response: 6

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	2	1	1	1

File Description	Document
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)

5.4.4

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

Response:

Responsibilities of the student council is to promote the interest of students among the institute administration and to identify and help to solve problems conducted by students in the institute.

The student council has its own tasks and responsibilities which include role modeling to other students, promote college culture maintain discipline standards attend to school activities and represent in meeting as required. MCE develop committee per each year and students are selected from House on following criteria - Student who is goal oriented, Honest, Hardworking willing to serve others, A good listener, A good communicator, A good decision maker, Encouraging Student have active representation on academic and administrative bodies and committees of the institute

1) Student Representative and their role - He arrange meeting as per need and schedule Chairman of the committee and selected assistant professor helps him in function. He is coordinator of each department and keeps Healthy Environment

The student council encourage Alumni Association to take part in the college development.

2) Head of department of sports - Under the guidance of student council organization various indoor and outdoor games. Under the guidance of Head of department of sports, student organize Sport competition is Internship.

3) Head of department of social service - Under the department of social service guidance of the student council, Representative take decision about social service. Where is need? What is the need of Society ? What is the awareness program are needed for the society? above Question are discussed and take decision about Social service.

4) Head of department of Cultural activities –Under the department of Cultural activities planned the annual activities, allowed in groups. He monitored all activities and Writes report. Activities suggested by University or government are also arranged in proper way.

5) Head of department of Discipline - Under the guidance of student Council and IQAC Head aware others to other professional ethics, He Monitors and helps in grievance redressed Cells of college.

6) Trip Organizer - Head plants and organized trip with the discussion of the whole class.

7) Student Council - All the members of student council Plans the Event like Webinar Co-ordinate each other organize the events, evaluate the events, gives feedback to IQAC.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	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:

The Moto of the institution is "Shilam Param Bhushanam" which means that **character is the utmost virtue**.. The Moto assures that the education should be morally positive and grow as a good human being. Mission of the institution is, "To train student teachers become dedicated, committed, intellectually well developed, socially concerned, morally upright and spiritually oriented teachers". Vision of the institute are

To provide a better value proposition in terms of educational quality, cost and service.

To provide a secular, discipline and caring environment for all learners.

To be in the forefront of the education to satisfy the local, national and global needs.

To shape, sensitize and inculcate in the prospective teachers a desire for excellence combined with right attitudes, values and ideologies.

To achieve academic excellence through hard work, critical thinking and effective decision making.

To facilitate learning among their pupils through appropriate skills and methodologies and to exercise responsible leadership and render selfless service to the community.

The above stated vision and mission are made known to various stakeholders through the various activities in the college, through the prospectus, digital board, management- teacher meeting, principalstudent meeting and meeting with the heads of the various practicing schools and the meeting with alumni association. The vision and mission of the institution reflects the needs of the ever changing society, inculcation of Indian culture, tradition and values. Our vision and mission pay proper attention to the all-round development of the students. Vision and mission of the institute reflect the value of becoming a dedicated and committed teacher who are concerned about the various social issues and select the path of solving the academic and social problems which is morally right. Our vision is to prepare such a teacher who can value the local as well as national and global needs of the society. We try to develop right attitudes, values and ideologies among the student-teachers. Our vision is to facilitate learning among the pupils through appropriate skills and methodologies. For this we organize various workshops and other curricular and co-curricular activities.The principal as the head of the college:

Interact with the teaching and non- teaching staff for academic and administrative work. Periodic staff meetings are held to review of the activities completed and plan and execute the curricular, co-curricular

and extra-curricular activities for the next period.

Encourage the staff for improvement in academic efficiency with emphasis on accountability.

Motivates for faculty to participate in national and international events and to carry on research work.

Ensure team spirit and dedication among all the stakeholders.

Students are given proper representation in the decision making process by including them in the different committees formed in the institute.

It emphasizes the democratic process of decision making in the institute.

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

6.1.2

Institution practices decentralization and participative management

Response:

The administration of the college is decentralized. All the activities of the institution are conducted with great transparency. The institution recognizes the abilities of its faculty and believes in decentralization of tasks. Following are the two practices of decentralization and participative management of the institution.

1.The Management of the institution i.e., **Yashwant Shikshan Prasarak Manadal Kodoli.** is the overall in charge and looks after the functioning of the institution. The Principal leads the institution towards its goals, by planning the activities of the institution, forming committees and allows the committees to work freely. The principal communicates all significant information to all the stakeholders and maintains records of all the functions of the institution. Decisions about the budget, maintaining the accounts of all expenditure and preparing the audit report annually with the help of the accountant and the administrative staff is also accomplished by the Principal. For purchasing of books and other equipment we have a

separate purchase committee which decides and gives final decision about the purchasing. The principal communicates all the GRs and othernotices/information received by the Government, UGC, Director of Higher Education, university etc. immediately.

2.The Faculty members enjoy considerable autonomy in carrying out the academic activities. There are various committees formed by the principal for smooth transaction of academic activities in which faculties are included as the secretary and the members. These committees' works independently under the guidance of the Principal to plan and execute the different curricular activities. Four cultural groups of the students under the guidance of a mentor teacher for each group are formed and given freedom to organize co-curricular and extracurricular activities. After the completion of activities mentor and students prepared the reports of the activities with geo-tag photos and submit to the Head of the cultural department with the sign of principal in digital as well as hard copy. The faculty in charge of each committee has to submit to the Principal a term wise written report of the academic and non-academic activities conducted. On the basis of these reports the institution make necessary corrective measures if needed, for the future activities.

3.All the activities in the institute are planned collectively at the beginning of the academic year. Periodic staff meetings are called by the principal to look after the execution of the activities according to the plan. What is done and planning and execution of what is to be done in that period are discussed in the meeting and final decisions are taken collectively.

4.Students, alumni and other stakeholders are the members of the different committees formed by the college for its smooth functioning. They have their own voice and ideas which are always given due respect in the decision making process regarding the areas for which they have appointed as a member of the committee.

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

6.1.3

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

Response:

The Institution maintains high level of transparency in its financial, academic, and administrative and other functions in the following ways

Financial Transparency All types of financial activities such as daily ledger, bank balance, balance sheet, income-expenditure, receipt payment and other financial transactions are maintained by using this Account Software.

The accounts of the college are audited regularly. The college has Statutory Auditors who conduct audit every year which involves scrutiny of fees, vouchers, cash book, ledger and grants received, disbursement of funds, salary payment, payment of allowances such as DA, HRA, CLA, and TA payments made to the staff as per Government Resolution and other expenditure incurred. There is no pending audit, objection raised or dropped. The auditors also check various circulars and important Government Resolutions pertaining to accounts and arrears, bills, UGC grants and utilization certificates in order to ensure complete transparency in the financial procedures followed in the institution. Every year the copy of the audit report duly sealed and signed by the auditor (C.A.) is sent to the Management, Government Senior Auditor, Joint Director, Higher Education, Kolhapur Region, and Accounts General, Mumbai. All the Examination bills are maintained properly and the copy of utilization duly sealed and signed by the auditor (C.A.) is sent to the Shivaji University, Kolhapur.

Academic Transparency Our institution exercises transparency in academic functions as in staff meeting work distribution was disseminated and discussed, in which each faculty was assigned his/her work. Utmost care is taken to the equal distribution of the work to each faculty. Academic decisions are collectively taken in the staff meeting. Academic calendar is prepared by all the faculty members in cooperative manner. Academic calendar consists all the curricular activities conducted in each semester. Students are informed about the syllabus in the beginning of each semester through syllabus orientation. Marks distribution of each curricular activity is discussed with the students and accordingly their expected roles for completion of those activities are also informed to them well in advance.

Administrative Transparency Our institution exercises transparency in administrative functions also. Leave applications of teaching and non-teaching staff are accepted and granted. All the faculty members and non-teaching staffs are involved in decision making process.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Books play a very significant role in enhancing the students learning. We have Book bank facility since the establishment of our college. Students come from different economical background. Many students are not capable of buying the various reference books required throughout their course. Also most of the books are not easily available in the market. B.Ed. course is of two years consisting four semesters. Students have to study so many theory courses as well as complete various practicums. It requires so many reference books to study & to complete the practicum. students and teacher take benefit of all these

schemes. they use librarary reading room also.

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

The organogram of the institution clearly indicates institutional administrative setup. The highest authority is the mother institution and different stakeholders are involved in administrative setup. The management policy is to provide material and moral support to create ambience for excellence. The Principal as the head of the institute coordinates all the human resources and interacts with the teaching and non-teaching staff for academic and administrative work.

The Principal encourage the staff for improvement in academic efficiency with emphasis on accountability. Proper motivation to the faculties are given for participating in national and international events and to carry on research work. Teachers are encouraged to acquire further qualifications & necessary skills. Team spirit and dedication among all the stakeholders are ensured by the management. In the institutional functioning all the stakeholders actively involved. Participatory mechanism are at work at every stage to ensure the quality lift. For the purpose of effective and efficient transaction of teaching and learning processes, the institution has different committees such as IQAC, Library Committee, College Development Committee, Internal Complaint Committee, and Purchase Committee etc. which have given power to take decisions by their own. Decision making process has been decentralized by the institute. All sorts of academic and administrative decisions are taken collectively. All the policies and decisions are discussed with the students, teachers, parents, through the meetings of the different committees.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	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
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Annual e-governance report	[View Document](#)

6.2.4

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

Response:

The institute has setup various committees/cells for the smooth functioning of academic, administrative and other works to insure democratic way of work system. All the decisions are taken collectively by the members in the meetings of the various committees/cells. Every members are having their own voice and freely share their views regarding the issues raised in the meeting. According to the guidelines laid down in Maharashtra Public University Act, 2016 College Development Committee (CDC) has been established in the institution. . The committee also discussmany issues regadring college development and students quality education. Many committees take involvement in different decision making process.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)

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 effectively implements the welfare schemes for the teaching and non- teaching faculties. A) EPF-as per EPF SchemeKeeping in view the future safety of employees. The institute contributes specific amount towards EPF of an employee as per EPF Scheme. B) InsuranceAs per Shivaji University rules, welfare fund scheme facility is available in the college. C) Maternity leave- Under humanitarian ground Institute provides maternity leaves to all female employees. D) Financially Support1) Staff attend workshops, conference and seminar at the national and international level.

E) Salary timely credited to bank account of employee- In each month the employee gets the salary on time through bank accounts only.

F) Material benefits1) Staffroom with separate cubical available in the campus. 2) Wi-Fi facility to the staff inside in the college campus. 3) Two sets of uniforms provided to peons every year. 4) Separate study facilities are available in the library for faculty. 5) The facility of principal rest room is available in the institute. 6) Computer with printer and scanner.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 1

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	1	0	0

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

6.3.4

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

Response: 0

6.3.4.1 **Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

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

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

6.3.5

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

Response:

The institution has a well-developed appraisal system for the teaching staff. The institution adopted the Performa of appraisal system developed by Shivaji University, Kolhapur. The university had introduced the different performas time to time. there are different performas for the Assistant Professor, Associate Professor and Professor. The new performa of ASAR of the teachers consists part A and Part B. Part A is about the general information, academic qualification, research/training programme, experience, and details of Orientation/Refresher/Faculty Development Programme. All the teaching staff submit their self-appraisal at the end of every academic year. The IQAC headed by the Principal verify self-appraisal score of the faculty .

File Description	Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Institution conducts internal or/and external financial audit regularly Response: The Institution has established a mechanism for conducting an external audit on the financial transactions every year to ensure financial compliance. External audit is conducted once in every year by Government approved Chartered accountant. Process of the external audit: The accounts of the college are audited by chartered accountant regularly as per the government rules. The auditor ensures that all payments are duly authorized after the audit, the report is sent to the management for review. Any queries, in the process of audit would be attended immediately along with the supporting documents within the prescribed time limits. Any query or explanation asked by the CA are explained. There are no objections reflected as such in the report yet. The audited statement is duly signed by the authorities of the management and chartered accountant.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

6.4.2

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

Response: 0

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

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

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

6.4.3

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

Response:

Mobilization of Funds: Institute utilizes mobilized funds optimally as follows. The funds are used for Salary provisions for Teaching and Non Teaching Staff. Utilization of funds for various needs of infrastructure Maintenance and up gradation of classroom For AMC and maintenance expenses. To enable continuous supply of utilities like water and electricity Fees demanded affiliating University SPPU against affiliation continuation Purchase of subscriptions . Provision for various students participation in curricular, co-curricular, extra-curricular and extension activities for student development Organizing various annual events such as Cultural Fest, Cultural week, Annual Gathering, Social events, sports day, Educational Trip, Field visits etc. The Institute also makes adequate provision for staff development and recreation activities. Repair and Maintenance: a considerable amount of funds is utilized on repair and maintenance of on-going wear and tear in the building

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Our institute has a well-functioning IQAC which looks after the quality improvement of the institute. At the beginning of the academic year IQAC prepares the annual calendar for curricular activities. The calendar includes all the academic activities given in the syllabus for a certain semester. The calendar shows the theory and practicum to be completed in a particular semester with expected period and days. The institute tries to accomplish all these activities according to the plan in the calendar.

IQAC chalk out the Plan of Action (POA) in the beginning of the academic year. This POA includes the co-curricular and extracurricular activities such as outreach activities, value added activities, research and other faculty development activities, formation of mentoring groups and assigned the periods for each group to carry forward different activities, skill development activities etc.

IQAC also tries to establish linkages and collaborations with the other agencies and organize activities for the students

Various issues regarding the quality improvement of the institute are discussed in the Meetings of IQAC. At the end of the academic year IQAC takes a review regarding the activities mentioned in the POA and then prepares an Action Taken Report (ATR).

Apart from that the Principal regularly conducts staff meeting and takes review of the different curricular and co-curricular activities. It helps and motivates in effective and timely execution of these activities.

There are other committees in the college such as College Development Committee, Standing Committee, Research Committee, Library Committee, Internal Complaint Committee, NCTEPAR Committee, Feedback Committee, Placement Cell, Purchase Committee, Lead College Working Committee etc. also conducts their periodical meetings and suggest measures for the qualitative development of the institution.

Our institute has Kul System (Group System) of the students. Students are divided into four cultural groups under the mentorship/guidance of a teacher-educator on the basis of their skills and capabilities. Each group is allotted specific period for the conduct of various activities. Thesecultural groups plan and execute various curricular and co-curricular activities necessary for the qualitative improvement.

The institution has a well-developed appraisal system for the teaching staff, librarian and for the non-teaching staff. All the teaching staff submit their self-appraisal at the end of every academic year. The IQAC headed by the Principal, verify self-appraisal score and assigned grades as good, satisfactory, and not satisfactory on the basis of the marks he/she obtained. These grades are duly considered for their further placement/promotion. The principal rate the performance of the non-teaching staff on a Performa developed by the institution itself and show to the concern staff and discuss their performance based on the ratings. Their strength and weaknesses are discussed personally and proper suggestions and encouragement are given for further improvement.

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

6.5.2

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

Response:

IQAC of the institution prepares the annual calendar and reviews the teaching-learning process accordingly. Agendas related to teaching-learning are always put in the periodic meetings of IQAC. After every meeting, IQAC prepares Action Taken Report based on the resolutions passed in the meeting. This Action Taken Report is presented in the next meeting of IQAC so that all the members can know about the completion of the work decided in the last meeting.

General Time-tables of the institution is prepared by the coordinator of IQAC. Time-tables of the various practicums are prepared by the concerned faculties after the consultation of IQAC. IQAC make sure that all the teaching-learning activities related to a particular workshop or practicum are reflected in the time-table

In the beginning of the academic year the principal allot the departments, teaching subjects, practicums to the faculty members. Work load of the faculties are distributed by the principal and periodic review is taken by him.

The Principal reviews the entire teaching-learning activities by conducting periodic staff meetings; at least one in every month. In this meeting a comprehensive review is done. Faculty members present the completion of their departmental work assigned to them. Minutes of the lastmeeting are read by the staff secretary. The principal review the completion of theory as well as practicum which were decided to be completed in the previous meeting.

The principal was reviewing the teaching-learning process on the basis of the record kept by the teachers and recorded in the Academic Diary issued by the Shivaji University, Kolhapur. Principal himself visit to the class in between and observes the teaching of the faculty and gives his feedback accordingly. Faculty members have to submit the reports of the innovative methods/strategies used in the classroom to the principal. Through the report the review is done by the principal. We organise meetings and have effective communication with the nodal teachers and the headmasters of the practicing schools before and during internship programme to know about the successful completion of the internship. After completion of the internship student-teachers present a comprehensive report of what they have done during the internship, what problems they have faced and how they have come out of that. In the beginning of the session the institute conducts diagnostic tests on teaching skills and content knowledge. Apart from that; Students are also guided according to their performance in tutorial, open book examination, internal examinations and sessional work completed by them

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](#)

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: 4.8

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
7	6	1	5	5

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](#)

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: B. Any 3 of the above

File Description	Document
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[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:

Yashwant Shikashanshastra Mahavidhyalaya (B.Ed. College), Kodoli provides facilities and IQAC department conduct programs related to teaching learning process.

A) Academic domains –IQAC committee organizes programs for student teacher and teacher educator.

1) Academic calendar - institution has an academic calendar. All work include in each semester is done by this calendar all over the year.

2) Bridge course -- Institution organizes Bridge course. This course gives information about semester pattern and how one semester is related to other. IQAC monitors this course.

3) Value added courses- institution organizes value added courses. Institution motivate students to take part in online as well as offline courses.

4) Mentor -mentee - Student attend the meeting regularly as informed during the schedule by the mentor. Mentor provide the right information regarding the academic and non -academic activities. Mentee seek guidance whenever required.

5) Online teaching - institution provides online teaching when necessary student use Google meet and zoom app for online mode.

6) Outrage programs-Outreach programs are arranged institution. Social awareness is developed in students. E.g. E-vehicle, solar, rainwater harvesting, waste management, tree plantation etc.

7) Co-curricular activities- There are extra co-curricular activities in institution. Students are engaged in

activities.

8) Internet facilities- institution provides internet facilities like Wi-Fi student use mobile and computers for study they used different websites and YouTube videos for references.

9) Library- Institution has a library. There are various books in the library. Student prepares Seminar paper and write notes related to course.

10) Laboratory- there are science lab, psychological lab ICT lab art and craft lab for students student uses these laboratories for test in proper manner.

11) Reading room for teachers -there is reading room for teachers when teachers have empty time they read books in reading room for references.

12) Student Centre methods - there are various methods for teaching and learning submitted for students entered method such as blended learning, multimedia and e-Learning method etc.

13) Action research - With the help of action research student understand different problems of learners and their improve their teaching with multimedia.

14) Different committees- there are various cavities like IQAC, innovation and incubation, grievance redressal committee, student council committee etc. With help of these committees students' problems are solved. Committee motivate students for development.

B) Administrative domains -

1) Admission process-State government by online web portal mode.

2) Affiliation- online

3) Eligibility - online

4) Exam form - online

5) SRPD - University exams.

6) Shikshan skulk proposal - online

7) Scholarship form - online portal

8) Paperless office

9) Facilities for SRPD.

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

The energy policy of Yashwant Shikshanshastra Mahavidyalya (B.Ed college), Kodoli is to manage energy in such a systematic way so as to minimize its impact on the environment. The policy implies to explore the renewable energy resources to reduce the burden on the conventional sources of energy and to find out substitute natural resources as solutions to the energy crises.

Also to reduce the energy usage institution has installed LED bulbs and tube lights throughout the campus. Institution has made a policy regarding the energy conservation. All the stake holders follow the path shown by the institution.

Apart from this our institution has taken initiative to reduce the consumption of energy. All the faculties, non-teaching staff and students are well oriented and they are in habit and very conscious about putting off the light and fan when they leave the place. They unplug the electrical appliances which are not in use. As a primary power backup source inverter facility is available for office work which helps the office work continue uninterruptedly. Apart from that we have a generator which is being shared by the school adjacent to our college in the same premises and is used as alternate source of energy for meeting power requirements in case of load shedding and sudden power off.

These initiatives were taken by our institution to limit the energy usage.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)

7.1.2

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

Response:

Waste management is an important element of environmental protection. Our institution is committed towards the protection of environment. Hence we have a proper mechanism related to waste management. As a part of our policy we are marching ahead towards the paperless office by reducing the use of papers. Instead of using hard copies of various documents; we are using soft copies for documentation. Also one sided used papers are reused if possible. But still some used papers and news

papers turn in to waste papers after the specific time. Also electronic devices like computersand its supportive devices may turn in to waste material. Our mother institution that is SangliShikshanSanstha has a policy to collect the waste materials such as papers, e-material, plastic, steel waste etc.from the different branches run by it. At the end of every academic year the mother institution informs to its all branches to keep the waste material ready to be collected by them. We segregate the waste papers, e-waste, plastic etc. and store it separately throughout the year and at the end of the year we give these materials to the mother institution. They collect the segregated waste and send it for recycling process. In return they give us the bill of the collected material. This way we work through proper channel regarding the waste management. Apart from this Solid waste generated in the classroom is segregated in the classroom itself. Dustbinsare kept in each classroom for the same purpose. Every day the vehicle called "Ghantagaadi" come door to door in the Kodoli city to collect the garbage. The vehicle has two blocks one each for dry waste and wet waste. We segregate the waste accordingly. The organic waste like leftover food, leaves of the plants, fruit peels are given to the municipality for the proper disposal. Proper pipelines facility is made available to flow the waste water directly to the garden areas in the campus where this water is used for watering the plants. In that way we ensure the maximum reuse of water and minimize the water wastage.

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

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Any 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: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)

7.1.5

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

Response:

Our campus is situated in a clean and peaceful area. It is mostly pollution free as it is surrounded by plenty of trees. The college building is very specious and there is no problem of ventilation. There is no any other industrial set up nearby the college campus. Entire campus is filled up with the plants and trees which makes the campus green.

Institution has put forth its sincere efforts to maintain cleanliness & sanitation. Institution has a proper mechanism for cleanliness and sanitation of the campus.We have our own peons to look after the cleanliness of the entire campus. Cleanliness work is equally distributed among them. Every corner of the institution is cleaned every day.

Sufficient equipment like brooms, wipers are made available to use for the cleanliness work. Dustbins are kept in each classroom, office, staff cabins, library, language lab, passages etc.

To sanitize the washrooms (toilets); disinfectants are made available by the institution. One maidservant is appointed to clean the toilets. All the washrooms are cleaned every day. To maintain the cleanliness in the washrooms; sufficient water supply is made available. Sweeping, washing, watering the plants, drawing rangoli are the part of daily routine. Maintaining cleanliness in the library is a tough task because insects such as bookworms or silver fish can damage books. So to prevent from this all the cupboards are cleaned frequently usingvacuum cleaner.Naphthalene balls are kept in each shelf to prevent from insects. Computers, key boards, mouse and other accessories related to the electronic devices are cleaned delicately by using brush to prevent from damage. The material kept in the science lab, psychology lab, sports room and musical instruments are cleaned regularly by our peons so that students can make use of it whenever required. We have three water tanks for the daily use of water which are regularly cleaned by the expert person hired from outside. Also we have hired an expert from

outside for regular cleaning of the solar panels. Water purifiers are maintained by availing the scheme of Annual MaintenanceCharge (AMC). For this we have adopted this scheme from Eureka Forbes on annual basis. Apart from this all staff members and the students are committed for maintaining the cleanliness in the campus. To maintain the cleanliness in the corridor and in the classrooms, Shoe Stands are kept in the corridor. All students, Faculty members and non teaching staff remove their Shoes before entering the classroom.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)
Any additional information	[View Document](#)

7.1.7

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

Response: 0.1

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
350	200	350	200	150

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)

7.1.8

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

Response:

The institution puts forth efforts leveraging local environment through various practices in following waysAs a part of B.Ed. curriculum students have to visit to the private orchards and cold storage unit to complete their sessional work given in course-3 'Understanding Disciplines and Subjects'. So it has been decided that students will visit nearby orchards and cold storage units to get the information required. Every year institution provides them letter regarding the permission and help for the students. Students prepare a questionnaire to collect the necessary information regarding the above mentioned places. Accordingly they collect the valuable information related to orchards and cold storages. In the academic year 2018-2019 our institution has planned various expert lectures on different occasions such as International Yoga Day, Quantum Physics, Organ Donation, Hindi Day etc. Also a workshop was organized by History Club. Through the expert lectures they got valuable information regarding the respective topics. The resource persons were of local areas. In the academic year 2019-2020 expert lectures and other programmes were organized such as, Teacher's Day, Garbage Management, Consumer Awareness and Financial Literacy Programme, National Mathematics Day Programme, World Marathi Language Appreciation Day, International Women's Day. In the academic year 2020-2021 our institution has organized various workshops and training programmes such as Warana Milk Dairy visit, National Mathematics Day Programme,World Marathi Language Appreciation Day, International Women's Day. In the academic year 2021-2022 our institution has organized various workshops,webinar and training programmes such as Hindi Day, Vigilance Awareness Week, and World Book Day, Marathi language Promotion fortnight. In the academic year 2022-2023 our institution has planned a visit to Incubation center at Atal Tinkering Lab situated in City High School Sangli. Throughout the year our institution has planned various expert lectures on different occasions such as Constitution Day,

Mathematics Day, Cybernetics and Security, World Water Day, Pasayadan, Relationship between student and teacher, Birth Anniversary of Mahatma Phule, International Women's Day etc. On the occasion of International Women's Day, seven days lecture series was organized. Seven women working in different fields were invited for the lecture series as resource person. Videos of their lectures were uploaded on the You-Tube channel of the library. Apart from this nine women working in various fields were invited as a guest to celebrate Women's Day. Each guest gave a talk on the ups and downs of their lives and guided all the students by sharing their own experience. Also Bridge course, Lecture series, and workshops were arranged for which we reached out to the experts available in the local area. Health and Eye checkup Camps were organized. ForHealth Checkup Camp a team of well-known doctors and their technicians from Kodoli city had given medical and technical support.

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

7.1.9

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

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

Response: B. Any 3 of the above

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

7.2 Best Practices

7.2.1

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

Response:

For the academic year 2022-2023 we have written two best practices one is "Providing Book bank and Elearning resources" and another is "Social Value Development Programs" and Student-Teacher Adoptive Parent Scheme.

We have Book bank facility since the establishment of our college. Supplementary question setting activities and continuous practice test activities So every year we repeat this as our best practice. This year our institution has planned and executed different social value development programs useful for the community, environment and our students. Hence we have written "Social Value Development Programs" as another best practice. As the system is not accepting if answer of a qualitative matrix is more than 500 words. It is practically impossible to write two best practices in the format given by NAAC in only 500 words. That's why we are giving here the link of our best practices. We kindly request you to please visit the following link to see the two best practices of our college.

http://www.yashwantbedcollege.com/YBC/SSR/4_1.pdf

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any 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:

VISION To provide competent teacher for the society to meet the challenges of 21st century.

MISSION 1) Develop competencies, skills and values among teacher - trainees. 2) Develop the attitude of research and extension service among teacher-trainees. 3) Enable teacher-trainees to adopt modern teaching-learning methods. The vision and mission of the university is to develop the capacity of teachers to meet the challenges of the 21st century. For this purpose, developing abilities, skills and values ??in the trainees, adopting a research attitude and creating a sense of community service. At the same time adopting modern teaching methods.

For this the following best actions were taken in the college. 1. Value added courses- ICT workshop One-

day ICT workshop was organized in the college for ICT lessons and use of ICT in teaching.

2. Research Paper Writing Workshop- Research Paper Writing workshop was organized to develop research attitude and research paper writing skills among the trainees. In internship psychological test based research paper prepared by student-teachers.

3. Induction Programme-

1. Vision, Mission and objectivies are introduced student-teachers.

2. The information of rules, regulations, evaluation methods of Shivaji University is given in the programme.

3. The trainees are aware about the committees functioning in the College

4. Mentor- Mentee Scheme- Attend the meeting regularly as informed during the schedule by the mentor. Mentor provide the

right information regarding the academic and non -academic activities. Mentee seek guidance whenever required

5. Developing creativity through Art and Craft- Institution has an Art and craft lab. There is material related to art and craft. Student makes various things in that lab. E.g. making paper bags, making chalks, making candles etc.

6. Student centered methodology. Teacher trainees use the following teaching methods in teaching theoretical subjects. 1) Co-operative Study 2) Seminar 3) Group Discussion 4) Brainstorming 5) ICT based teaching 6) Mobile Learning, 7) Empirical studies 8) Blended Learning

7.Under the Central Government ' s Millets Initiative , free millets were provided to primary school children, As per the challenge of the central government , the Har Ghar Tiranga initiative was implemented, Alumnus Anil Kamble was felicitated with a citation for receiving the award in the context of use at the international level, Alumni who have passed the TET exam and those who have been appointed to positions of authority were felicitated, Bhumiputra Balasaheb Ladgaonkar was felicitated by Yashwantrao Chavan Maharashtra Open University for being elected as the Divisional Director of Kolhapur, Certificates were given to the student teachers who won in the production of educational tools, Differently - abled youth from the community were honoured with certificates .

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

5. CONCLUSION

Additional Information :

Though institute has not going to first cycle of NAAC, it established IQAC cell for planning, mentoring and evaluation of various functions of various committees of the institute.

Concluding Remarks :

Institute decided vision, mission and objectives. Centralize these vision, mission institute tries it's best to gain. As there are some weaknesses, institution is trying to give qualitative education to students. Institute develop values, skills, competencies among student teachers as the need of 21st century education. Institute promote students to carry out outreach programs and innovations. Institute conduct self-evaluation by other colleges, evaluation by University and NCTE also. Institute get NOC from government and affiliation from Shivaji University. Fee is approved from fees regulating authorities. Mother institute support in organization administration and management.