



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution

Azad College of Education, Satara

- Name of the Head of the institution

Dr. Vandana Shivaji Nalawade

- Designation

Principal

- Does the institution function from its own campus?

Yes

- Alternate phone No.

02162231257

- Mobile No:

9850609202

- Registered e-mail ID (Principal)

azadcollegesatara@gmail.com

- Alternate Email ID

vandanashivashine@gmail.com

- Address

Camp Satara

- City/Town

Satara

- State/UT

Maharashtra

- Pin Code

415001

2.Institutional status

- Teacher Education/ Special Education/Physical Education:

Teacher Education

- Type of Institution

Co-education

- Location

Urban

• Financial Status

Grants-in aid

• Name of the Affiliating University

Shivaji University, Kolhapur

• Name of the IQAC Co-ordinator/Director

Dr. Sharad Balasaheb Ingawale

• Phone No.

9699827212

• Alternate phone No.(IQAC)

• Mobile (IQAC)

• IQAC e-mail address

sharadbingawale@gmail.com

• Alternate e-mail address (IQAC)

azadcollegesatara@gmail.com**3.Website address**<http://azadcollegesatara.in>

• Web-link of the AQAR: (Previous Academic Year)

http://azadcollegesatara.in/IQAC/AQAR_19-20.pdf**4.Whether Academic Calendar prepared during the year?****Yes**

• if yes, whether it is uploaded in the Institutional website Web link:

<http://azadcollegesatara.in/IQAC/Academic%20Calender%2019-20.pdf>**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	83	2004	04/11/2004	03/11/2009
Cycle 2	A	3.14	2012	10/03/2012	09/03/2017

6.Date of Establishment of IQAC**20/06/2005****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NO DATA	NO DATA	NO DATA	Nil	00

8.Whether composition of IQAC as per latest NAAC guidelines**Yes**

• Upload latest notification of formation of

[View File](#)

IQAC

9.No. of IQAC meetings held during the year **4**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (Please upload, minutes of meetings and action taken report) [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Organization of International e-conference on "Challenges before Higher Education 21st Century" on 19th Sept 2021

Organization of Faculty Development Programme on Pedagogy of Online Teaching Learning on 1st to 7th Nov 20

Organization of Faculty Development Programme on Pedagogy to Develop and Implement Skill based Curriculum : A Faculty Perspective

Organization of National Webinar For Teachers and Parents 'Covid 19 - Challenges before Teachers and Parents' on 12th March 2021

Organization of National Webinar on Intellectual Property Rights 17th April 2021

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Planning the academic activities in tune with the university examination	Academic calendar is prepared and made available on the website
Encourage staff for preparation of subject wise teaching plan and for its effective implementation	Subjectwise and Semeste wise teaching is prepared and implemented for effective curriculum delivery
Enhancement of employability and competitive skills.	Organization of Placement Camp / More than 30 students were selected as a Teacher in different schools.
Planning and Organization of various National Days	Various National Days were celebrated.
Completion of NCTE PAR Report	Performance Appraisal Report was successfully filled on the NCTE portail and emailed to NCTE.
Internship Programme	Internship programme for B.Ed first year and B.Ed second year student-teacher were planned and implemented
TET/TAIT Examination preparation workshop	Teacher Eligibility Test Examination preparation workshop planned and implemented on 1st, 3rd and 10th Dec 2017

13. Whether the AQAR was placed before statutory body? Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Development Committee	21/10/2021

14. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

1.Name of the Institution	Azad College of Education, Satara
• Name of the Head of the institution	Dr. Vandana Shivaji Nalawade
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02162231257
• Mobile No:	9850609202
• Registered e-mail ID (Principal)	azadcollegesatara@gmail.com
• Alternate Email ID	vandanashivashine@gmail.com
• Address	Camp Satara
• City/Town	Satara
• State/UT	Maharashtra
• Pin Code	415001
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban
• Financial Status	Grants-in aid
• Name of the Affiliating University	Shivaji University, Kolhapur

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• Phone No.	9699827212				
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• Mobile (IQAC)					
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• Alternate e-mail address (IQAC)	azadcollegesatara@gmail.com				
3.Website address	http://azadcollegesatara.in				
• Web-link of the AQAR: (Previous Academic Year)	http://azadcollegesatara.in/IQAC/AQAR_19-20.pdf				
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• if yes, whether it is uploaded in the Institutional website Web link:	http://azadcollegesatara.in/IQAC/Academic%20Calender%2019-20.pdf				
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College Development Committee	21/10/2021				

14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2020 -21	28/02/2022

15.Multidisciplinary / interdisciplinary
Our College is Affilaleted to Shivaji University,Kolhapur. We follow the rules & regulations of Goverment of Maharashtra and Shivaji University,Kolhapur .The Goverment of Maharashtra has not adopted NEP 2020 yet. The Government of Maharashtra has appointed Commiitee for taking decision related to Multidisciplinary.
16.Academic bank of credits (ABC):
Our University has prepared Syllubus of Arts,Commerce,Science faculity for as per Academic Bank of Credits.Due to decision about Academic bank of credits is pending form NCTE Which is our Regulatory body.So our university has not decided Academic Bank of Credits for Education Faculty.
17.Skill development:
Our College is Teacher Training College.So our Curriculum is already Skill based.We encourage our students for MOOCS and SWAYAM courses based on diffenent skills required for Teacher Training. Our Institue organises Programmes Spoken English & Personality Development,Skill Development programme based on Life Skills,Value Education,Counseling Skills etc.
18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)
We integrate Indian Knowlege system through curriculum with Practicals and Thory Courses which are prescribed for Teacher Traning Programme by NCTE.Institute conducts various activities for integration of Indian knowledge system viz Guest lectures, visites,Seminars, Competitions. These all actiivities are conducted through Enhancement of Professional Capacities.
19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):
Our Institute Conduets Oriantation & Inducation Programmes regrading Programme Learning Outcomes and Course Learning Outcomes of Teacher Training Programme.We have displayed Outcomes of Teacher Training Programme on our college website.
20.Distance education/online education:
We Conducted our B.Ed. Regular Programme Through online mode due to COVID-19 Pandamic Period for acadamic year 2019-2020,2020-2021. We organised Faculty Development Programmes for studants & Faculty in order to develop E-content.

Our college is study center of Yashwantrao Chavan Maharashtra Open University, Nashik. For B.Ed., D.S.M. Courses on Distance Learning Mode for in-Service Teachers. Our Faculty Work as Councillors for these courses.

Extended Profile

2.Student

2.1	154
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	109
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	55
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	53
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	53
Number of graduating students during the year	

File Description	Documents
Data Template	View File

2.6	101
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

4. Institution

4.1	16.18
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	36
Total number of computers on campus for academic purposes	

5. Teacher

5.1	11
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	12
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Our Principal and our teachers participate in curriculum framing process by sending suggestions to BoS and being member in the committee for revising the syllabus, 1) Every year IQAC meeting and staff meetings are planned and conducted. Time table,

allotment of subjects and allotment of administrative department, academic department to teachers, organization of guest lectures, workshops etc. is planned in the meeting. 2) Academic calendar is prepared... 3) Teachers make a planning of their teaching subjects. . 4) Teachers maintain Academic diary.. 5) Teachers use various methods for curriculum delivery. . 6) The library is enriched with the text books, reference books, journals, periodicals and 'e' resources.. 7) Computer lab, language lab is provided. 8) Internal examinations are conducted as per the curriculum. The feedback program is implemented according to the marks obtained by the students. . 9) The college has a guardian teacher Scheme. 10) Experts from the relevant fields are invited. . 11) A tea time meeting is held daily between the principal and the faculty to track all activities regarding curriculum and suggest solutions to the problems encountered while implementing the course. 12) We collect feedback from our stakeholders .

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year
Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

B. Any 5 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://azadcollegesatara.in/IQAC/Course%20outcomes.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year****12**

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year**3****1.2.2.1 - Number of value-added courses offered during the year****3**

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**156****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****156**

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	No File Uploaded

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

139

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

139

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

. **Variety in the syllabus from demonstrations as well as various units of the Courses provides opportunities for the students to acquire and demonstrate knowledge, skills and attitudes related to various learning areas. Lectures in the form of orientation are kept for the students entering the college to create a background related to the teaching profession, such as 'Teaching as a profession Ethics importance and expectations'. In our institute 8 teaching methods are taught Under the Pedagogy of subject 6aI, 6a II, 6bI , 6b II and course 10 . In that Syllabus teaching methods, techniques, maxims are taught according to the subject as well as secondary and higher secondary level and also knowledge of the role and characteristics of the teacher is obtained.**

Following workshops are conducted for implementation of curriculum.1. Content cum methodology,2. lesson planning 3. Demonstration and simulated teaching .4. Constructivist approach 5. Models of teaching. 6. Teaching aids

. In this way trainees to acquire and demonstrate knowledge, skills related to teaching profession

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	No File Uploaded

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

Practicals in 4 semester of two year B.Ed. degree Course curriculum are designed to give student teachers the opportunity to learn about the school system by visiting schools in person and also through fieldwork.

Student teachers get information about school system working as a teacher in school. These are the Practicals

Sem I-(A-5) school Engagement and visit to innovative centres of Pedagogy and learning.

Sem II-(B-2)Field engagement

(B-3) -Internship

Sem III(C-1) School Internship

Sem IV School engagement and visit to innovative centres of Pedagogy and learning.

Under the A5 demonstration, all the students are divided into groups the schools are divided into these groups and mentoring

Faculty are assigned.

Under B2, B3 and C1 practicals ,student teachers are assigned schools according to their preference, where they are given the opportunity to conduct actual teaching, conduct examinations and

evaluate and carry out various school activities.

Under the practical of B1, Schools like Navodaya Vidyalaya ,Public School, Sainik School, CBSE Curriculum School, English medium school etc are selected. Groups of student teachers and related guiding Faculty visit these schools to get information about the nature of the school, teaching-learning methods, evaluation method etc.

Institution familiarized students with the diversity in School system.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

In our college practicals are carried out in a syllabus and an academic calendar is prepared for it.

Due to the Covid 19 epidemic since March 2020, necessary changes were also made in the schedule of the college. Faculties conducted online lectures using apps like zoom, Google meet, Google classroom . Also created videos, ppts and shared with them as well as shared you tube video links. Various guest lectures were also organised for the students in the form of online webinars .The school internship practical was also conducted online . Also online faculty development programme conducted.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File
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 Students Teachers Employers Alumni Practice Teaching Schools/TEI	All of the above
File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
101	
2.1.1.1 - Number of students enrolled during the year	

101

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

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

51

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

51

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

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

7

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

7

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

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

1) Interviews

The faculty takes interview of enrolled student teachers. Interviews are related to personal information, academic achievement, interest area, attitude, family background, computer awareness, other activities, creativity etc.

According to interview, the teacher educator provide guidance and counseling to students to help them to built a good career in teaching and also opportunities for progress in future.

2) Content knowledge Test (CKT)

The CKT prepared by the faculty based on entire school syllabus is administered to assess the students content knowledge in the subjects he/she selected as a teaching methodology.

After the CKT, to enrich the content knowledge of the students in their respective subject the remedial programme of each subject is organized.

3) Skill Diagnostic Programme

The institute organizes five minutes teaching programme for skill diagnosis of each student. Visual feedback (through watching a video recorded lesson) has been found to provide one of the most

effective means of evaluating teaching strengths and identifying areas of improvement. The teacher educator suggests the appropriate skills through Skill Diagnostic Programme. Skills and behaviors have been identified as essential to the development of effective teaching. Through microteaching, one can identify and improve these observable teaching skills and behaviors.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

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

Six/Five of the above

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

2.2.3 - There are institutional provisions for catering to differential student needs;

All of the above

Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	No File Uploaded
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

13-1

2.2.4.1 - Number of mentors in the Institution

12

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

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

The institution emphasizes interactive teaching-learning to a greater extent.

The topic to be taught is put at the centre and students are encouraged to think about all dimensions of the topic providing certain clues. They collect and review the information provided and form generalizations, draw some inferences or sometimes interpret the concepts in their own words.

The teacher educator analyses the unit, identifies areas of discussion, frames certain tasks, enlists topics for group discussions, makes arrangement for presentation of reports based on group activities, project work serves the discussion in classroom.

While designing the curriculum for the involvement of the learner in teaching learning process learner- centered methods are emphasized. Student-teachers are well acquainted with the theory of learner-centered methods in the syllabus of methodology of school subjects. Teacher educators demonstrate and encourage the use of these methods.

The following learner-centered methods are practically used.

1. Group Discussion

1. Case-study
2. Role playing
3. Project method
4. Brain storming
5. Simulation
6. Seminar
7. Field survey
8. Symposium
9. Communicative Approach
10. Team-teaching
11. Co-operative Learning

The teacher educator selects appropriate learner-centered method suitable for content and enhance the students learning.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

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

6

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://drive.google.com/file/d/1L4d3Ro4X1KMUDY0pZTzPhSizU5elcUAP/view https://drive.google.com/file/d/1XsT6euUoV35wHI_8uLeycu_f4ZisLK1Xw/view?usp=sharing https://youtu.be/vspzxUnSxMQ https://youtu.be/C00auWapJvk https://youtu.be/KojCGVX6SkQ https://youtu.be/Xub0jpoKcwQ https://youtu.be/srq9oVszTt0 https://youtu.be/-LICKz9VNZk https://youtu.be/oeFEHd_-p-U https://youtu.be/uh5abGrLJdg https://youtu.be/dRMpmVQvw_M https://youtu.be/B3TRLiAUKSU https://youtu.be/jISQRZxmek4 https://youtu.be/Yf0HJ9iMs-c https://youtu.be/2N_KfFN-hyE https://youtu.be/xPHMmUYKnU https://www.youtube.com/watch?v=UfXeJDaD0j8 https://www.youtube.com/watch?v=wg5cwVpu7ak&t=6s https://www.youtube.com/watch?v=KHvjx63MUv8&t=118s https://www.youtube.com/watch?v=IIIV5Dq2zGcA&t=77s https://www.youtube.com/watch?v=0aUGTiIAqA4&t=43s https://www.youtube.com/watch?v=N0vT6cRLkoU&t=52s https://www.youtube.com/watch?v=8RiJmcImM0I&t=25s https://www.youtube.com/watch?v=k-LIcMtgmSI&t=780s https://www.youtube.com/watch?v=DC2vddJ_-NA&t=46s https://www.youtube.com/watch?v=00czl2xMWRg&t=268s https://www.youtube.com/watch?v=wy4dhLymav4&t=18s https://www.youtube.com/watch?v=v3YIBxzgGts&t=21s https://www.youtube.com/watch?v=qEZjPX8F7jo&t=13s https://www.youtube.com/watch?v=ep6hM4zaGMI&t=14s https://www.youtube.com/watch?v=-oxYe7Nd1KY&t=14s

	https://youtu.be/YURXyZvxJC0 https://youtu.be/2tDaj9fDviA https://www.youtube.com/watch?v=CVP2NxiWC90&t=2s https://www.youtube.com/watch?v=H-HcE3HLpzo&t=463s https://www.youtube.com/watch?v=UFoXHpyWpFA&t=5s https://www.youtube.com/watch?v=UFybjNJINYU&t=479s https://www.youtube.com/watch?v=-2W1WNSur20&t=102s https://www.youtube.com/watch?v=zrcKL0vyp_o&t=1s https://www.youtube.com/watch?v=7s0XxBb7h6k&t=116s https://www.youtube.com/watch?v=VUJritzgw6A https://www.youtube.com/watch?v=BYXvyr0rn54 https://www.youtube.com/watch?v=9YV3QMITfB4&t=65s https://www.youtube.com/watch?v=yRDcW2agcME&t=153s
Any other relevant information	No File Uploaded

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

88

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://youtu.be/vspzxUnSxMQ https://youtu.be/C00auWapJvk https://youtu.be/t_HAk_ocBlg https://youtu.be/KojCGVX6SkQ https://youtu.be/Xub0jpoKcwQ https://youtu.be/3FN0zCyGAzA https://youtu.be/srq9oVszTt0 https://youtu.be/-LICKz9VNZk https://youtu.be/oeFEHd_-p-U https://drive.google.com/file/d/1L4d3Ro4X1KMUDY0pZTzPhSizU5elcUAP/view https://drive.google.com/file/d/1XsT6euUoV35wHI_8uLeycuf4ZisLK1Xw/view?usp=sharing https://youtu.be/uh5abGrLJdg https://youtu.be/dRMpmVQvw_M https://youtu.be/B3TRLiAUKSU https://youtu.be/jISQRZxmek4 https://youtu.be/Yf0HJ9iMs-c https://youtu.be/2N_KfFN-hyE https://youtu.be/xPHMmUYKnXU https://www.youtube.com/watch?v=UfXeJDaD0j8 https://www.youtube.com/watch?v=wg5cwVpu7ak&t=6s https://www.youtube.com/watch?v=KHvjx63MUv8&t=118s https://www.youtube.com/watch?v=IIV5Dq2zGcA&t=77s https://www.youtube.com/watch?v=0aUGTiIAqA4&t=43s https://www.youtube.com/watch?v=N0vT6cRLkoU&t=52s https://www.youtube.com/watch?v=8RiJmcImMOI&t=25s https://www.youtube.com/watch?v=k-LIcMtgmSI&t=780s https://www.youtube.com/watch?v=DC2vddJ_-NA&t=46s https://www.youtube.com/watch?v=00czl2xMWRg&t=268s https://www.youtube.com/watch?v=wy4dhLymav4&t=18s https://www.youtube.com/watch?v=v3YIBxzgGts&t=21s https://www.youtube.com/watch?v=qE

[ZjPX8F7jo&t=13s https://www.youtube.com/watch?v=ep6hM4zaGMI&t=14s](https://www.youtube.com/watch?v=ep6hM4zaGMI&t=14s)
<https://youtu.be/aU4sd4-xz7c>
<https://youtu.be/jtn5UcSVJ40>
<https://youtu.be/CYnDHmx0Z3Y>
<https://youtu.be/EWKZTiMGNRI> <https://www.earningclassesonline.com/2020/10/contemporary-india-and-education.html> <https://onlinestudypoints.com/tag/%E0%A4%B8%E0%A4%AE%E0%A4%95%E0%A4%BE%E0%A4%B2%E0%A5%80%E0%A4%A8-%E0%A4%AD%E0%A4%BE%E0%A4%B0%E0%A4%A4-%E0%A4%86%E0%A4%A3%E0%A4%BF-%E0%A4%B6%E0%A4%BF%E0%A4%95%E0%A5%8D%E0%A4%B7%E0%A4%A3-pdf-%E0%A4%AE/> <https://www.youtube.com/watch?v=-oxYe7Nd1KY&t=14s>
<https://youtu.be/aU4sd4-xz7c>
<https://youtu.be/1sGywgimHAE>
<https://youtu.be/1sGywgimHAE>
<https://youtu.be/jJDHm2SY8qo>
<https://youtu.be/Mwnm8y70x4g>
<https://youtu.be/YURXyZvxJC0>
<https://youtu.be/2tDaj9fDviA> <https://www.youtube.com/watch?v=CVP2NxiWC90&t=2s> <https://www.youtube.com/watch?v=H-HcE3HLpzo&t=463s> <https://www.youtube.com/watch?v=UFoXHpyWpFA&t=5s> <https://www.youtube.com/watch?v=UFybjNJINYU&t=479s> <https://www.youtube.com/watch?v=-2W1WNSur20&t=102s> <https://www.youtube.com/watch?v=zrcKL0vypo&t=1s> <https://www.youtube.com/watch?v=7s0XxBb7h6k&t=116s>
<https://www.youtube.com/watch?v=VUJritzgw6A> <https://youtu.be/0QIRC6WTo7o>
<https://youtu.be/8US5SoFam64>
https://www.youtube.com/watch?v=xTRar_dHzR4 <https://youtu.be/x0AAf5r0bm4>
<https://www.youtube.com/watch?v=BYXvyr0rn54> <https://www.youtube.com/watch?v=9YV3QMITfB4&t=65s> <https://www.youtube.com/watch?v=yRDcW2agcME&t=153s>
<https://youtu.be/9lRJABE2eXc> <https://mr.vikaspedia.in/health/child-health/92c93e93294d92f93e93593894d92593e-935-92c93e93293890291794b92a928-1>
https://youtu.be/15Bmo_bdTEc

	https://youtu.be/XD_AHuLtIaQ https://youtu.be/JF5jIoRNe50 https://youtu.be/-lz1kycp4uM https://youtu.be/X3RANyaGYtg https://youtu.be/NgFTrD_dfUM https://youtu.be/bskh8kt4JA0 https://youtu.be/bskh8kt4JA0 https://youtu.be/bskh8kt4JA0
Any other relevant information	No File Uploaded

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

The mentoring aims at addressing the needs of the student and to foster a better rapport between the students and the teachers at academic and personal levels.

The Institution has Guardian Teacher committee. The committee has allotted specific number of mentees in order to their roll numbers to each teacher. The last period of each Saturday is reserved for mentoring session.

For this mentoring purpose the institute designed a diary for mentees. The teachers are also accessible on phone and email to answer queries of mentees.

The responsibilities of the teacher as a Mentor, as a friend and as a role model to support, encourage and guide a student in his/her academic and personal growth.

Self-evaluation has become a core practice and done in the form of SWOT Analysis.

Institute use online informal evaluation as well. Student participation in social media groups are closely observed.

The class teacher works as a mentor for the class. The principal and chairman of committee gives necessary instructions to the mentors in meeting. Also they review and evaluate the mentoring activity of mentors.

Institute provides mentorship to students by organizing extracurricular activities and programmes included a talk by

motivational speaker, psychologist.

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

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

Five/Six of the above

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

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

Celebration of various days -

The institute celebrates various national and international days. Celebrating these days has become integral part of students learning. For this the institute organized various activities. The aim of organizing these activities is to holistic development of student teachers as well as to inculcate the various skill and qualities in student teachers. Students perform and participate in the different activities. For the students it is great way of teaching and learning to inculcate different qualities. These

activities contribute to nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

Seminars and workshops-

The institute organize the different seminars and workshop for student teachers.

Seminars and workshops hold great importance to students. These are platforms to learn new aspects, others perspectives and latest information.

Institute gives opportunity to student teachers to listening the prominent personalities. It helps the students to gain information about their way of work, to acquirement of knowledge in a particular field, new discoveries in their field, encouragement and motivation. Institute organize the seminars related to education. It provides essential platform to the student to become confident, self reliant, nurtures creativity, innovativeness, intellectual and thinking skills etc. among students.

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

2.4 - Competency and Skill Development

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

All of the above

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

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

Ten/All of the above

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

2.4.3 - Competency of effective communication is developed in students

All of the above

through several activities such as Workshop sessions for effective communication
 Simulated sessions for practicing communication in different situations
 Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'
 Classroom teaching learning situations along with teacher and peer feedback

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

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

All of the above

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive

All of the above

devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	View File

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

All of the above

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

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

1) Selection of Schools for internship

Internship programme is organized in the different practicing schools. The programme is chalked out in consultation with the Head Masters. There is choice to the student teacher to select the school.

2) Orientation to school principal/teachers -

The school college forum conducts a meeting at the beginning of the academic year. In the meeting the school principals were oriented about the internship programme. After that the school principals arrange the meeting with their teachers.

■ Orientation to students going for internship-

The orientation programme includes pre Internship, internship and post internship Programme activates, report Writing and monitoring mechanism of the internship programme.

■ Defining role of teachers of the institution

- Planning of the internship schedule , activities and time table
- To allot the unit, content to student teachers

- To provide lesson guidance
- To observe the lesson, activities and give feedback
- Streamlining mode/s of assessment of student performance

The mode of assessment of students teachers in internship programme are formative and summative assessment .

- Exposure to variety of school set ups

For internship program 40 practicing schools are available. Out of these schools some are located in urban and some are in rural area.

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

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

2.4.9.1 - Number of final year students during the academic year

52

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

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment

Nine/All of the above

of student learning – home assignments & tests
Organizing academic and cultural events
Maintaining documents
Administrative responsibilities-
experience/exposure
Preparation of progress reports

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

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

Role of teacher educator

Teacher Educator observes the each activity and different types of lesson of students in the internship programme . Observations of activities and lessons are noted in the form of strengths and weaknesses. According to theses observation the teacher educator give feedback to students.

Teacher educator use online informal monitoring as well in internship.

Role of school principal-

The internship programme is chalked out in consultation with the school principal. The school principal oriented the school teachers on the internship programme. School principal assess the each student and activity done during the internship and give the feedback.

Role of school teachers -

School teacher evaluation is a mandatory aspect for lessons and internship as well. School teachers of the particular subjects observe the lessons of students and give feedback. School teacher monitor each activity done by students and give the feedback.

Role of peers -

Institute utilize peer evaluation as an integral component regarding internship assessment. Students are prepared for peer evaluation with respect to internship. Peers observe the lessons of each other's and gave important feedback. They share their experiences in group and more attention to their peer's remarks.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File

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

All of the above

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job

Five of the above

readiness	
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded
2.5 - Teacher Profile and Quality	
2.5.1 - Number of fulltime teachers against sanctioned posts during the year	
11	
File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded
2.5.2 - Number of fulltime teachers with Ph. D. degree during the year	
9	
File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded
2.5.3 - Number of teaching experience of full time teachers for the during the year	
17.55	
2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic	

year	
17.55	
File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

The teachers put-forth efforts to keep themselves updated professionally by -

1. Conducting major and minor researches
2. Involvement in workshops and Seminars organised by GOs and Educational Institutions
3. Presentation of papers in Seminars and conferences
4. Participation in orientation and refresher courses
5. Visit to educational institutes, libraries and research centers
6. Organisation of training programmes by Extension Services Center
7. Participate in Seminars, workshops and Conferences
8. Complete Ph. D. research work.
9. Write and Publish papers, articles and books
10. Develop self library
11. Participate in the programmes organized by Karmveer Vidya Prabodhini, Rayat Shikshan Sanstha (Parent institute), Satara.
12. Represent in University Bodies.
13. Develop the Self Instructional Material (SIM) of distance education.
14. Design the Curriculum
15. Participate in Staff academy activities
16. Participate in Orientation and refresher courses
17. Give advantage of the lectures organized by Parent Institution of eminent persons

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	View File

2.6 - Evaluation Process

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

1. Peer Evaluation:

peer evaluation as an integral component regarding practice lesson assessment. Students are prepared for peer evaluation with respect to practice teaching.

2. Self-Evaluation:

Self-evaluation has done almost for each workshop in the form of SWOT Analysis.

3. Online Informal Evaluation:

College have various social media groups. Student participation, sharing of knowledge, comments is closely observed.

4. School Teacher Evaluation:

School teacher evaluation is a mandatory aspect for practice teaching lessons and internship .

5. Pre-Tutorial:

Institute conduct per-tutorial practice for students as per syllabus. They need to prepare answers for tutorial questions and it is assessed by the concerned subject teacher.

6. Preparatory Exam per Semester:

Institute conduct preparatory exam per semester. This also allows us to diagnose their knowledge and organize personal guidance for the students if necessary.

7. Diagnostic and Remedial Measures:

Institute provide diagnostic and remedial measures across many theoretical as well as practicals.

8. Personal Mentoring per teaching performance:

It is done per teaching performance of students. This enables the student to strengthen his/her strengths and improve upon the areas of weakness.

9. Online tests/ quizzes:

Teachers also do continuous evaluation of students of their courses taught by using online tests/ quizzes.

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination

Five of the above

Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

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

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

Orientation Programme:

The newly admitted students are oriented with the Evaluation Mechanism as per the University syllabus.

Examination Department :

The Examination department conducts timely examinations as per the exam calendar.

Publication of Internals marks:

The marks awarded and the answer scripts are showed to the students. The published marks are displayed on the students notice board.

Grievances related to university examination:

Grievance related to the university examinations have to be submitted to the university.

The grievances related to problem in submission of online examination forms and queries related to hall tickets, and mark sheets are resolved promptly. Grievances related to the question

paper are reported to the university by the CEO and the decision of the university is conveyed to the student.

Grievances related to college internal examination:

The entire grievances are sorted out immediately by the head of exam department.

. The grievances related to this are resolved as:

1.Students have to approach exam department.

2.Students have to submit application to exam department.

3. exam department will consult with respective the teachers.

4. After seeking the opinions of the teacher concerned, the student will be informed.

5.The process is completely transparent and completed in a stipulated time.

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

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

Our institute adheres to the academic calendar for the conduct of CIE. Academic calendar is prepared by IQAC. The academic calendar also contains plans for co-curricular and extracurricular activities. The principal and IQAC coordinator organize the meeting with faculty to discuss the issues with respect to effective implementation of academic calendar. According to academic calendar the exam departments make their departmental plans.

The college examination department prepared the schedule of assignment, practical submission dates, viva dates, and internal examination time table and also dates of submission of assessment

marks accordingly by the university circulars.

The proposed schedule of internal examination is given in academic calendar .The internal assessment marks are communicated to the students and also the answer sheet are shown to the student. The evaluation of the students also done on a continuous basis.

In order to adhere with the schedule of CIE the faculty take extra classes in order to compensate the loss of working days on account of natural calamities like flood. The co curricular and extracurricular activities are included in the academic calendar in such a way that CIE process is not interrupted. This makes sure smooth and timely completion of internal assessment.

2.7 - Student Performance and Learning Outcomes

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

The PLOs, CLOs are displayed on the college website. Basic conceptual clarity, life-skills, practical exposure and their behavioural change are few of the parameters to recognize or evaluate the attainment of their programme and course learning outcomes.

Program learning outcomes are measured through both academic and non-academic performances of the students. Course learning outcomes are measured through the performance of the students in the class, practical, internal evaluations, and external evaluations.

The academic progress of the students is regularly monitored by teacher educators and class teacher for effective program learning outcomes attainments. The college ensures the outcome of the programs through the analysis of the internal and external examination results and achievements in the placements, cultural and extension activities. Peer Evaluation, Home Assignments, Unit Tests and university assessment etc. are substantially helping to evaluate the learning outcomes.

As a part of continuous evaluation the formative assessment of students' Performance is conducted. The college analyzes results and the faculties are instructed to initiate measures to improve students' performance in the examination accordingly.

The college provides subject related value added courses to

inculcate the actual outcomes at the end of the course and extend it through their life.

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

2.7.2 - Pass percentage of Students during the year

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

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

The progress of student performance on learning tasks is recorded in the transcript in respect of both cognitive and professional attribute are as follows,

1. Peer Evaluation:

Institute utilize peer evaluation as an integral component regarding practice lesson assessment. Students are prepared for peer evaluation with respect to practice teaching Peers observe the lessons of each other's and offer important feedback. It surely helps the gradual development.

2. Self-Evaluation:

Self-evaluation has become a core practice for students. It is done for each workshop. Self-evaluation is many times done in SWOT

Analysis.

3. Online Informal Evaluation:

Institute use online informal evaluation as well. college and staff members have various social media groups. Student participation, sharing of knowledge, comments are closely observed.

4. School Teacher Evaluation:

School teacher evaluation is a mandatory aspect for practice teaching lessons and internship as well. School teachers of the particular subjects observe the lessons of students and assess the same. School headmasters, supervisors and school teachers assess the students during their internship.

5. Personal Mentoring per teaching performance:

Personal mentoring is done per teaching performance of students. This enables the student to strengthen his/her strengths and improve upon the areas of weakness.

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

2.7.4 - Performance of outgoing students in internal assessment

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

53

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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

The examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs are as follows,

identified learning needs

Examples of assessment task

Teaching Skill

Micro Teaching

Teach-Feedback- Replan - Reteach to adopt the mastery over the respective teaching skills & one integrated lesson.

Observation and feedback of teacher educator and peers

Classroom Teaching

Observation of teaching subject practice lessons and feedback

Annual Lesson exam

Observation of subject lessons

Written Examination

Internal Examination, university examination**Tutorial****Class room examination of tutorials.****Viva-voce****Oral presentation****Different Skills, abilities for teachers****Field work based on community****Observation - how student establish rapport with the community****Project****Report writing****Creativity and Personality Development****Observation of Student teachers participation, organization & execution of various activities, competitions, cultural programmes etc.****Project****Report writing****Physical Education****Physical test**

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey**2.8.1 - Online student satisfaction survey regarding teaching learning process**

Nil

RESEARCH AND OUTREACH ACTIVITIES**3.1 - Resource Mobilization for Research****3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year**

00

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

00

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

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

Two of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

2

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

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

2

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

3.3 - Outreach Activities

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

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

16

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

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

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

154

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

154

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

154

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

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

Corona virus disease-2019 (COVID-19) was declared a “pandemic” by the World Health Organization (WHO) in early March 2020. Globally, extraordinary measures are being adopted to combat the formidable spread of the ongoing outbreak. Under such conditions, people's adherence to preventive measures is greatly affected by their awareness of the disease. As the global threat of COVID-19 continues to emerge, it is critical to improve the awareness and preparedness of the targeted community members, especially the less educated ones. So our students made a awareness programmes in their villages in pandemic. Few of them distributed sanetiser as well soaps to needy people.

This activity definitely enhanced their ability to think upon social issues. They could understand their role in community development.

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

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

10

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

27

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

27

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

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

54

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

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

Five/Six of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The Institute has always worked for the mission of providing the best possible infrastructure to create an effective teaching-learning environment through extensive use of ICT. Over the years the infrastructure of the institution has been upgraded keeping in mind the developments and rising demands in the education sector. The college has two storied main building having 4 lecture halls in which 3 are large and all are with adequate furniture and ICT facilities, so can be used for various seminars, workshops and conferences and smooth learning process. Classrooms, Guidance rooms, smart classroom, seminar hall, Ladies room, Boys and Girl's hostel, Library, reading room are for students admitted for the college. Information Technology lab, Language lab, Psychology lab, Science lab are fully equipped .All the labs are well equipped with adequate numbers of computers. Sports, games facility: - Institute has a playground where Volleyball is played regularly. Games like musical chairs, cultural activities and Physical Education are carried out on this playground. College has Indoor game facility for faculty and students for games like Carom, Chess, Table-Tennis. Library is well maintained according to changing academic needs. Reading room and the Research Room are attached to the library.

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

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.**4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities****4**

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://azadcollegesatara.in/Infrastructure.htm
Any other relevant information	View File

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)**1,87,395.00**

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

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

Azad College of Education, Satara use LIBRERIA Library management system developed by Maharashtra Knowledge Corporation Limited (MKCL). This is cloud based software.

LIBRERIA gives 14 modules these are Masters, Book Management, Accessioning, Membership, Circulation, Book Bank, OPAC, Catalogue, Reports, Administration, Database Backup, Import Data, Export Data and Serials Management. Books data entry done and barcode is generated which is useful in circulation of book. Membership of

faculty and students are done with the help of Membership module. OPAC link is also given in the Library website for easy access of the Catalogue. With the help of this software, soft functioning of the library activities are done.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://sites.google.com/view/acelibrary/home
Any other relevant information	View File

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

Library website created in google site. This platform for website which is available free of cost. Library software is cloud based software so OPAC link is also given in the Library website for easy access of the Catalogue. The e content (Video, PPT, Flip Book) created by the faculty of college have been posted on library website. National policies are made available on website for easy access. Open access e resources like text books by Balbharati, NCERT, Marathi e books, Audio books, Newspaper links are given. E learning platform links are posted on website. NDL link is also given in the website. Previous year question papers, syllabus and research papers of faculty members are made available on website.

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

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

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

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

0.44772

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

4.2.5 - Per day usage of library by teachers and students during the academic year

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

107

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://drive.google.com/file/d/1N2gLRfBXXJbyrybGr73SXQZ8o540j20K/view?usp=sharing
Any other relevant information	View File

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

Three of the above

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

4.3 - ICT Infrastructure

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

Institute is well equipped with ICT facilities for students and teachers. These facilities include computers , laptops, printers , scanners , Television , LCD projectors, overhead projectors ,IT lab, Language lab ,smart board ,Xerox machines . Library and all the resource centers including Science and Mathematics lab, Psychology lab have ICT facilities.

Institute have installed internet facility from 2011-12 . Initially it was broadband connection of BSNL. From 2017 Wi-Fi facility was made available to all the teaching and administrative staff. In 2019-20 the speed of the two internet broadband was 10 MBPS . From 2020-21 institute have two Wi-Fi connections with speed of 30 MBPS each. Office, library, IQAC room, IT lab , Examination section, Extension department have printers with computer. Due to these ICT facilities we could continue our online classes and could organized webinars .

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

4.3.2 - Student – Computer ratio during the academic year

78:23

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

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

D. 50 MBPS - 250MBPS

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.erayat.org
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://sites.google.com/view/acelibrary/e-resources/e-content-ace-satara/video
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

8.28282

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

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

Maintainingsystem comprises active planning bodies like College Development Committee(CDC), IQAC, Building, and maintenance committee, Finance, and Purchase Committee, Hostel Committee Library Committee, Sports and Physical Education Committee, College garden, and Premises Beautification Committee, Feedback Committee. CDC decides the budget and allocates a specific amount to different heads of the expenditure. All these committees consist of teaching as well as administrative staff members. They take a periodical survey of the campus about repairs, replacements, damages, etc. Feedback from the students and demands

of the student representatives are also considered by the Feedback Committee for the implementation. - .All labs are maintained by the respective head of the labs with the help of administrative staff. Sufficient provision is made in the annual budget for each laboratory for maintenance and development. Annual maintenance contract of ICT lab and computers is given to the local agency. The playground and Indoor games hall are maintained by the head of the Physical Education Committee. Ladies room Guest room are regularly cleaned by the worker of the local agency. The Library committee gives suggestions for the development and maintenance of the library. The reading room and the Research Room are well maintained by the library.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.azadcollegesatara.in/IQAC/Infrastructure.docx
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Five fo the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File
5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	
Nine or more of the above	
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	
A. All of the above	

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

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

Five or more of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
26	53

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

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

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

39

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

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

6

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

5.3 - Student Participation and Activities

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

Student Council

2020-2021

The student council of Azad College of Education, Satara helps share ideas, interests, and concerns with teachers and institute administrative authorities. It also helps raise funds for college-wide activities, including social events, community projects, helping people in need and college reform.

Student council creates an environment where individuals from college meet regularly to collaborate on student-led initiatives.

Student Council is an organization conducted by students and supervised by College staff. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out College activities. In addition to planning events that contribute to College spirit and community welfare, the student council is the voice of the student body. They help share student ideas, interests and concerns with the college wide community.

The function of the student council is based upon parliamentary procedures. Ideas are presented, voted upon and confirmed by the student body president. Any student that is interested in leadership, organizational behavior, event planning or becoming more involved in the school is welcome to get involved.

Activities conducted by Students Council

1. Welcome from second year batch to First year batch.
2. Conducted many programmes which inculcate leadership qualities.

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

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

10

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

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Institution of registered Alumni Association. No. of registered Alumni is 1825. 'Azad College Maji Vidyarthi Sangh' is the registered alumni association. 'Azad College Maji Vidyarthi Sangh' was registered by No. F/12178/Satara/28 June 2011 under the Registration Act, Mumbai Public Charity Commissioner 1950 (29). An Alumni Association has PAN No is AAIAA0138N. As per the bylaws the new office bearers were elected for three years. The alumni body includes of two faculty members. Mr. H. Y. Patil -President, Mr. Nandkumar Dhanwade - Secretary and Mr. Sudhir Kharat - Treasurer.

The college has been a very strong asset for the college..Alumni have contributed in numerous ways as cited below

The alumni association guide students towards professional development and becoming good citizens. Supports recruitment activities for the students of the institute through the network of past students. Mentor students of the institute on various professional careers available and support them through various activities such as workshop expert advice seminars, ect. Provides financial assistance in prizes to students who receive special merit. Helps victims of natural disasters like earthquakes, fires, storms etc. Conducts social awareness programs like blood donation, eye donation, health check up camp. Encourages and supports institutional students in sports, cultural and extra-curricular activities.

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

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

All of the above

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

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

01

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

'Azad College Maji Vidyarthi Sangh' is the

- registered alumni association.
- new office bearers were elected for three year
- includes of two faculty members.
- Mr. H. Y. Patil - President, Mr. Nandkumar Dhanwade - Secretary and Mr. Sudhir Kharat - Treasurer.
- The Annual alumni meeting conducted on last Sunday of June month for every year.
- Invites alumni for Expert lectures and they willingly spare their time and expertise for students.
- Alumni also guide the students who wish to appear for TET, SET, CTET exam.
- Alumni interaction for updates and career opportunities in

B. Ed.

- Ex Students are also invited to deliver lectures in FDP / Seminars/ workshops/training programmes and interactive sessions as experts to enlighten the lecturers.
- Placement Activity - The Placement Activity is also carried on with the help of our Alumni members. Guides in the development of the college. Sponsoring Academic Prizes: Few alumni have kept academic prizes for meritorious students to be given every year. Alumni Meets: Alumni association meets annually. They help in suggesting the plans/strategies and policies of IQAC. They give their feedback on curriculum and college experience.

Dedicated and committed alumni with affinity towards the college, has been a very strong asset for the college.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT**6.1 - Institutional Vision and Leadership**

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

The governance of the institution promotes culture of decentralized and participative management, through delegation of powers to various administrative and academic committees involving faculty, office staff and students. IQAC prepares the strategies and action plans, which are approved by LMC/CDC with or without suggestions and then, these plans, are implemented by principal with the help of various committees.

Various activities have been organized to fulfill the vision and the mission of the institution. Our parent institution arranges various activities and programmes accompanying vision and mission of the institution.

Vision : - Towards the Excellence in Teacher Education

Mission :- To be an Institute with Excellence in Providing Skillful, Competent, Self-Reliant, Research Minded and Socio-culturally Committed Teachers Through Training with Innovative Practices in Teacher Education to uplift the Society in order to Meet the Enormous Global Challenges.

Vision, mission and Values are made known to the various stakeholders through Introductory speech by the Principal, Display boards at prime location, College magazine 'Azad', Alumni Association, Curricular and Extension activities, School - College Forum, Parent Meets, Organisation of speeches of the Sanstha dignitaries decision making bodies: CDC, IQAC, Internal Complaint Committee, Student Council, Student Development Cell, BC Cell etc.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Taking into account the development of college and the increasing strength of the students, the college has developed a decentralized governance system.

- The college grooms leadership at various levels by providing opportunity, encouragement, liberty and guidance to faculty members, non-teaching staff and students to lead groups and take up assignments/tasks at different forums and levels as below:
- On the basis of qualification and seniority, heads of various departments are appointed.
- The faculty is encouraged to take active part in the various academic bodies of the Parent University, other

Universities, Autonomous Institutions and Parent Institution.

- It various statutory and non statutory bodies such as BC Cell, IQAC, Women Development Cell, Student & Staff Welfare committees, student council, etc., the student representatives are appointed as members which helps to develop leadership qualities among them.
- The institution has a College Development Committee (CDC) which decides strategy, budgetary, academic and infrastructure issues.
- Principal is the academic and administrative leader.
- The Head of the Department, Steering Committee, IQAC coordinator monitor the working of institute.
- Co-curricular and extracurricular activities are governed by the faculty with the moderate representation of the students.
- To groom the leadership qualities among the students.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Financial transparency:

Rayat Shikshan Sanstha has a transparent and robust system of periodic internal, external as well as GST audit of all its branches. For effective management of financial resources, at the start of academic year, the annual budget of the college is discussed in CDC. Major purchases are made with the approval and sanction of the management. A tender/quotation system is followed for the purchase of items. Every payment above thousand rupees is made by crossed cheque, which is signed by two authorities simultaneously.

Academic transparency:

The institute has constituted different Committees for the smooth functioning of academic and administrative work of the institute. At parent institute level enough representation is given to the

college staff. Higher Education Department coordinates all the policies and implements them smoothly. All the decisions related to college development, infrastructure and adding new courses, budget allocation to various activities of the college are taken by the CDC.

Administrative transparency:

Principals: At the beginning of academic year conduct meeting for annual planning. The different academic and administrative committees for decentralization of college work. They have authority to leave, departmental budget distribution etc. Activities of various committees are monitored Head of the Department.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

Examination & Evaluation: The college follows an academic calendar for conducting various Examinations including class tests, tutorials, seminars, presentations and other academic activities as per annual Academic Teaching plans.

Teaching and Learning: The teaching-learning process combines lecture method along with modern interactive and participatory methods like group discussions, debates, presentations, seminars etc.

Curriculum Development: The college implements the syllabus prescribed by the NCTE and Shivaji University. It is effectively communicated to all the stakeholders through publication on website and circulation among faculty and students.

Research and Development Research promotion: Research promotion committee encourages teachers to apply for Major & Minor research projects and to participate in various seminars and conferences.

Library, ICT and Physical Infrastructure / Instrumentation: The college library is spacious and well equipped. It has stack room, separate reading room and research section.

Industry Interaction / Collaboration: College has signed different MOUs with industry to provide training related to teacher education, knowledge and expertise as well as smooth conduction of internship for student teachers.

Admission of Students: Admission is given only as per the guidelines of CET cell of State of Maharashtra.

Human Resource Management: The college utilizes its' human resources optimally.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://azadcollegesatara.in/IQAC.htm
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Our institute comes under the parent institute named as Rayat Shikshan Sanstha. The internal organizational structure of our college is as follows:

- Rayat Shikshan Sanstha is our top management. General body is the apex body. Representatives of general body constitute the managing council. The detailed structure of our management is as follows: The top management supports the faculty to participate in the managing council of Sanstha, life member board, life worker board, member of higher education committee and work even as the secretary, joint secretary, etc.
- The Top Management provides opportunity to become members of various academic bodies of the university.
- The top management gives freedom to the Principal and the faculty in their administration and academics. The faculty is given the posts like Head of Department, coordinator, convener, secretary and heads of various departments.

- The faculty is given freedom of organization of various events and programmes in the college.

File Description	Documents
Link to organogram on the institutional website	http://www.erayat.org/ , http://azadcollegesatara.in/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

The institutional Strategic plan is effectively deployed

The extensive goals of Perspective Plans are associated with Azad College of Education, Rayat Shikshan Sanstha, Satara that is committed to providing quality higher education and research, skill-oriented human resources and the plan is accordingly focused on different core themes. Improving the academic and support facilities for the students is one of the measures recognized by the Perspective Plan. The college strives to go ahead with this perspective plan helping as a roadmap for student's achievement

and college's growth and development.

One Activity successfully implemented based on strategic plan:

Planning of the State, National, International Conferences/
Seminars/ Workshops/ Webinars on various issues.

International Conference:

Theme: Challenges before Higher Education in 21st Century

Sub-theme:

- Higher Education in 21st Century
- Innovative Practices in Teaching, Learning & Evaluation
- Skills for 21st century
- Skill Development
- National Education Policy 2019
- Innovative Teaching Methods & Techniques
- Higher Education
- Issues & Challenges before Higher Education in 21st Century
- Issues & Challenges before Teacher Education in 21st Century
- Innovative ICT based Teaching, Learning & Evaluation
Pedagogy in Higher Education
- Issues & Challenges before 4 year Integrated Teacher
Education Programme(ITEP)
- Ethics in Research

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

Yes, the institution has welfare measures for both teaching and non-teaching staff.

Welfare Schemes for Teaching and Non teaching Staff

- Rayat Shikshan Sanstha's Schemes- '
 - Adarsh Rayat Sevak Pursakar
 - Karmveer Paritoshak
 - Sevak Welfare Fund
 - Sevak Suraksha Vima
 - Life Worker /life member for teachers
 - Rayat Mauli Purskar
 - Research Journal: Trajectory
 - The Rayat Sevak Co-operative Bank Schemes :All types of loans.
 - Sou. Laxmibai Bhaurao Patil Shikshanottejak Sahakari Patpedhi
 - Awards to Wards of Teachers & Non-teaching staff- Scholarship holders, University Rank Holders, HSC/SSC Rank Holders etc.
- University's Schemes-
 - Group Insurance
 - Welfare activities
 - Personal Library scheme
 - Felicitation of Ph.D. holder in the in Convocation.
 - Ideal Teacher Award in university Jurisdiction
 - Prize for outstanding Books.

Institution's Schemes for Teaching and Non teaching Staff

- Prize for Publication of research article & research paper in National or Best Journals.
- Health awareness programme
- Insurance (Bank of Maharashtra)

Welfare schemes for Students

- Various Scholarship Schemes
- Health awareness programme
- Virtual Tour
- Dattak Palak Yojana
- Guidance for competitive exams (TET, TAIT, SET etc.)
- Psychological testing by Psychology Dept

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

1

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

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

25

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

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

07

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

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

The college follows the Revised API - PBAS Proforma for Recruitments and Promotion under CASAs per UGC's 4th Amendment Dated 11th July, 2016 developed by the UGC.

Institution has Performance Appraisal System for teaching and non-teaching staff which strictly follows the UGC regulations for the Appointment of Teachers and other Academic Staff in the institution. For the Maintenance of Standards, amendments are made therein from time to time, for teaching and nonteaching staff.

The performance of teaching staff is assessed on the following bases: their academic qualification , research experience and training ,worked on research projects or carried out, publications : published papers in journals , book publications , chapter published in books, paper presentation: in seminars , conferences, symposia workshops, workshops attended, teaching and evaluation experience, total teaching experience, courses taught ,duration .Evaluation experience includes: paper setting, invigilation,

evaluation ,practical exam ,viva-voce and centre suptd. Other than that, extension work and membership of professional bodies or societies are also recorded.

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

6.4 - Financial Management and Resource Mobilization

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

Rayat Shikshan Sanstha has a transparent and robust system of periodic internal, external as well as GST audit of all its branches. For effective management of financial resources, at the start of academic year, the annual budget of the college is discussed in CDC. Major purchases are made with the approval and sanction of the management. A tender/quotation system is followed for the purchase of items.

For every purchase over fifty thousand rupees, Tenders are invited, and examined after thorough discussion on submitted tenders. After final decision in the Tender meeting, purchase order or work order is given. After the inspection done by this department, audit report is prepared and sent to college. It is mandatory to send the compliance report within 15 days from the date of conveyance of audit report from Sanstha.

In every financial year external audit is also done. It is conducted by M/s. Kirtane and Pandit, LL.P.Chartered Accountant, Pune. The compliance of external audit objections is also taken care of and it is also mandatory to send it within 15 days. The objections raised in the audit report are fulfilled and compliance report is sent. A

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

97000

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

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

Institutional requirements are kept in front of CDC. With prior permission & guidance of CDC, IQAC and Steering Committee guides Purchase Committee, Hostel Committee, Mainantenace Committee and other Committees to utilize the funds for Institutional Development purpose, needy students and faculty members.

The Funds are utilize as per rules and regulations of government, University and other regulating bodies. Institutions has decentralize the work in between various committees. The meetings of the concern committees are organize desions are taken and optimal utilization of funds and resources.

The procedure of mobilization of funds and its optimal

utilizations is as follows.

Requirements about institutional development are collected from departments and stakeholders. These Requirements are kept in front of CDC for discussion and permission after CDC permission IQAC and steering committee meetings are conducted by Hon. Principal. Through IQAC & Steering Committees information about funds is given to concern departments. Then concern department organizes meeting for detailing. Notice for Tender/Quations are published. process of tender opening and comparative chart is carried out. Purchase order are given to lowest Permission to Lowest Quations/Tender. The funds are utilize optimally. Utilization Certificate is obtaine from CA. All the expenditure is subjected to audit.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

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

CDC & IQAC contributed significantly for institutionalizing the quality asurance strategies the process/ mechanism adopted by the institutions for quality assurance is as follows.

IQAC organizes meeting after the suggetions by CDC. Academic calendor is prepared at the beginning of the academic year. Work distribution schedule is prepared by Steering & IQAC Committee. Work distribution schedule is subjected to staff for finalization. Correction are made. After correction Work distribution schedule is given to faculty for preparation of year plan. Year plan include academic, co-curricular and extra-curricular activities. Departmental meeting are held for excution of acdemic and other activities. Record of the meeting and the activity is prepared. After completion of activities action taken report are prepared. IQAC reviews all the activities through feedback. After feedback concern department submit report by improving the activity.

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

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

Review of teaching-learning process are obtained by conducting month end meeting. Feedback by peer, student teachers, parents and other stakeholders is obtained. After feedback analysis suggestions about teaching learning process are conveyed to faculty.

After improvement the action taken report are collected. Beside this institutions has made provision for peer feedback of micro-teaching, simulated teaching, demonstration lesson and regular teaching works for faculty.

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

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

25

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

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

Four of the above

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

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and

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

Following are some of the quality initiatives taken by the institute:

Organization of Outstations study visits:

Karnataka: For educational and historical places-Hampi, Badami, Vijapur, Almatti etc.

Organization of Online Faculty Development Programme on Pedagogy of Online Teaching- Learning

1. Changing role of teacher towards new pedagogy- Hon. Prin. Dr. M. A. Shaikh
2. Development E-Content and preparation Script- Dr. Shivraj Thorat
3. E- Lesson Plan- Prin. Dr. Lalita Vartak
4. Cyber Security & Cyber Ethics- Dr. Suresh Isave
5. Creating own free website and Youtube channel- Dr. Dipali Ghatage
6. Virtual field visits- Dr. Mahadev Disale
7. Platform of online teaching creating Google Classroom, and Meets, Zoom Meetings-Dr.Sujit Jadhav
8. Video editing and audio editing- Dr. Suresh Isave
9. Video Making,Making of audio clips- Prof. Sunil Kalekar
10. Preparation of e-content for evaluation with the help of H5p tool- Dr. Sangita Shirode
11. Evaluation of online teaching learning process Google form test quizzes- Dr. Vishal Deshmukh
12. Psychology (Online) Learner- Dr. Megha Uplane
13. Ethics of Online Teaching- Dr. Megha Uplane

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Response:

The institution's "Energy Conservation Cell" resolves its energy conservation policy with objectives and action plan in the beginning of the session and orientates the staff and students about it. The action plan is implemented with the help of 'Discipline Committee'.

Policy Statement

Energy conservation is the practice to reduce the consumption of power by using energy saving measures and strategies. This can be achieved by its more efficacious use by involving the actual users i.e. the staff and the students in this practice.

Policy Objectives

To promote awareness to increase and encourage minimization of energy waste.

To ensure realistic and comprehensive reduce of energy to save energy usage cost.

To improve energy efficiency through consistent, safe and secure methods.

To ensure safe handling and minimize wastage by facilitating repair and reuse.

To provide clearly defined roles and responsibilities to identify and co-ordinate each activity of the energy conservation.

To assure acceptable indoor air quality and natural light facility.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

Waste management is essential in every institute. Proper utilization of waste is very important. Our institution realizes sustainable and holistic waste management essential in reducing its environmental footprint and providing a safe and healthy work environment for teaching and non-teaching employees, students, and visitors. The institution's "Building and Maintenance" resolves its 'Waste Management Policy' with objectives and action plan in the beginning of the session and orientates the staff and students about it. The action plan is implemented with the help of college 'Building and Maintenance'. The responsibilities and organizational arrangements for this Waste Management Policy lie with a variety of personnel within the college i.e. Principal, staff and non-teaching staff, students.

Policy Statement

In the institution all types of wastes are disposed of responsibly by using proper waste segregation mechanism at the source. It applies the motto, to reduce, reuse, recycle and recover waste products. It requires all the teaching and non-teaching staff, students, guests and anyone else making use of the premises to comply with this Policy.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Response:

Education through self help is the motto of our mother institute. With guideline of this motto the institution also following the motto Reduce, Reuse and Recycle, took subsequent steps in the above

Cleanliness and Sanitation

The institution believes in the fundamentals of prosperity with cleanliness and hygiene for overall purity of 'Body, Mind and Soul'.

Initiatives:

Organization of assemblies, seminars and extension lectures on creating sensitivity and responsiveness about our surroundings and emphasis on '3R's- reduce, reuse and recycle' policy.

Campus cleaning sessions were organized by the social service department

Drawing and poster competitions, slogan competitions, etc.

Cleanliness activities as part of Internship Programme.

Removal of the broken, waste and unusable material.

Workshops and interactive sessions on reuse and recycling of waste materials in and outside the campus.

Mass pledge by students and staff members for maintaining cleanliness in and outside campus.

Posters and instruction boards displaying habits of cleanliness.

Tutorial Display board with news, quotes, thoughts, etc. on hygienic lifestyle.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

All of the above

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

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

18483

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

Response:

The Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges by making experiential learning as an integral aspect of teaching learning process.

Initiatives:

1. The curriculum of teacher education training program includes topics to address Environment and Sustainability, Social issues, which strengthen the students' affinity to

the environment and provide them content knowledge.

2. The institution conducts outdoor programs related to curriculum, exposing students to first-hand experience, for example; Cleanliness and Health Campaign, Value Inculcation Program, workshops on Life Skills, Environmental Issues, Save Girl Child, Best out of Waste, Seminar on Good and Bad Touch in Internship practicing Schools.
3. Provides opportunities to work together with neighboring schools and community members by helping in providing them resources and facilities for use which directly fosters social connectivity, trust, bond, and network between students and communities.
4. Organization of Teaching Practice Lectures on Hazards of Poisonous Plastic, Women's Day, Promoting biodiversity through energy conservation, waste management, green belt in campus, conserving water through rain water harvesting, etc.

Organization of extension lectures and seminars on Road Safety and Traffic Rules, Swatch Bharat, Religious Equality, AIDS and Human Rights Day, etc. to make students aware about the environmental issues, social burning issues.

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

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

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

Best Practice - I

Title

International E-conference on Challenges before Higher Education in 21st Century.

Goals:

1. To provide teachers with training opportunities to achieve maximum effectiveness.
2. To ensure that employees develop their skills and capabilities to be able to work efficiently.
3. To aware about the Challenges before Higher Education in 21st Century.

Target Group -

1. Students of Higher Education
2. Student Teachers
3. Teachers working in Higher Education

Topics to be Covered

1. Higher Education in 21stCentury
2. Innovative Practices in Teaching, Learning & Evaluation
3. Skills for 21stCentury

Outcomes:

1. Interaction between stakeholders of Education system about Challenges of Higher Education in 21stCentury.
2. Publication of Conference proceedings

Best Practice - II

Title

Faculty Training Programme

Goals:

1. To provide teachers with training opportunities to achieve maximum effectiveness.
2. To ensure that employees develop their skills and capabilities to be able to work efficiently and respond rapidly to change their institutions..
3. The Context:

The process of training should necessarily be directed to give every teacher sense of professionalism, excellence, motivation and student satisfaction.

1. The Practice:

Topics to be covered

1. Concept of Microteaching
2. Introduction of Skills
3. Workshop of Micro Teaching (In groups)
4. Introduction of Teaching Techniques
5. Evidence:

Letters of Commitment, Name of the participants, Feedback, Lecture notes, Certificates Newspaper cuttings, Photos, and Reports are preserved.

4. Problem Encountered and Resources Required:

1. Job and recruitment Conflict
2. Teacher Professionalism
3. Teacher efficacy

Outcomes:

1. High satisfaction with FTP
2. Change in attitudes towards teaching and faculty development

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

1. The vision of the Institution is "Towards excellence in Teacher Education."According to this vision to provide excellent practices in teacher education to the student teachers is the priority.
2. To fulfill this priority we do organize the various activities for the enrichment of the student teachers.
3. Internship Schools include varied schools like rural, urban, schools for boys, girls, coeducation , Marathi medium, semi-English medium, English medium. Student-teachers get the teaching experience in these varied schools.
4. With consideration of suggestion and instructions by stakeholders, the Institute plans Internship programme. This programme has been run in there phases i.e pre-internship, during internship and post internship.
5. Apart from the syllabus Internship programme includes Village Survey, Street plays, tree plantation, rallies about different social issues, school surveys, organization of guest lectures on various issues like eradication of superstitions, Environmental Awareness, Health awareness, Gender Equality, Competitive examinations etc..
6. To develop the socio committed teachers Institute also

organize varied in house activities and programme like guest lecture, rallies, street plays, birth and death anniversaries of freedom fighters, educationist, social workers etc.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File