



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

AZAD COLLEGE OF EDUCATION, SATARA

**AZAD COLLEGE OF EDUCATION, SATARA SADAR BAZAR, CAMP, SATARA
415001**

www.azadcollegesatara.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rayat Shikshan Sanstha's Azad College of Education, Satara is located at the foot of historical fort 'Ajinkyatara'. It is one of the colleges established in 1955, during the life time of Padmabhushan Dr. Karmaveer Bhaurao Patil, the founder of the Rayat Shikshan Sanstha Satara. His dream came into reality in the form of this college. The aim of opening this college was to provide the competent, devoted and committed generations of trained teachers, ready to work in remote areas. It is one of the reputed colleges in the State of Maharashtra having the tradition of the qualitative teacher education. Just in 2005 the college has celebrated its golden jubilee. The college is affiliated to Shivaji University, Kolhapur and located at prime location of Satara city, which is easily accessible. College has connectivity with various public transports.

The functioning of college is decentralized through various committees and cells. Representatives from the management, Principals, faculty members, eminent personalities, staff members, students, and alumni are part of the committees and cells. Transparency in the working system is one of the best features of our institution.

The Committees along with the IQAC play an important role in framing policies and executing them. . Advisory committee and College Development Committee is responsible for scrutinizing the proposals with regard to the programmes of study, academic regulations, curriculum, syllabi and framing evaluation policies. The College office comprising of administrative and support staff coordinates the administrative activities under the Head clerk in consultation with the Principal.

Codes of professional ethics guide all stakeholders of the college about its principles of integrity, accountability, inclusiveness, commitment and sustainability. All stakeholders work within the institutional policies and practices so as to satisfy the vision and mission of the college. Under the supervision of Principal, Heads and committee members plan for organizing curricular and cocurricular activities. The college practices a well-structured system of mentoring to provide proper guidance to the students in not only choosing the right career path but also to help them to become confident and emotionally secure individuals through various programmes.

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.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. A pioneer college for an important contribution in addressing gender disparity in the field of education and academia through education, training to the teachers .
2. Strong support by Parent Institute.
3. Proven track record of producing high quality teachers since its establishment in 1955
4. Well qualified and experienced faculty actively involved in teaching-learning, research and extension activities.100% SET/NET qualified , 80% Ph.D holders and 6 Research guides and 2 faculty members Ph.D work is going on.
5. Faculty members are provided opportunities to attend various faculty development programmes ,seminars, conferences.
6. Participation in community outreach activities.
7. Easily accessible location of the college
- 8 Well furnished , ventilated and ICT enabled classrooms,well equipped resource centers with Wi-Fi campus, 24/7 CCTV surveillance, inside and outside the college.
9. MoUs and linkages with different organisations from local to international level to promote active collaboration with other organizations.
10. Highly committed, active and supportive alumni network
11. Value-added courses relevant to current demands and trends of the students
12. Library with large collection of books, journals and availability of separate reading rooms for students and faculty and research cell for research students
- 13 Admissions to students from diverse background producing intellectual environment in campus.
14. Adequate student support services including accommodation facility for male and female students
15. Internship opportunities and teaching practices for students in Urban and Rural areas .
16. Opportunities of campus interviews for students in best schools of the region through placement camps.
17. The college follows transparent feedback system which include a dialogic and feedback process with all the stakeholders.
18. The College admits students from diverse backgrounds which promotes a multicultural environment in the campus

19. An active Internal Quality Assurance Cell (IQAC) plays a central role in the monitoring, augmentation and sustenance of the overall quality of the college

20. Quality audits-Academic and Administrative Audit, Energy , Green and Gender audit.

Institutional Weakness

1. No recruitment from Government
- 2.. Non availability of P.G Course.
3. Non availability of NSS Scheme for students
- 4.. Limited facilities for different abled students
5. Scope for improving research activities and post-doctoral studies.

Institutional Opportunity

- 1.A great scope for undertaking collaborative and sponsored research projects
- 2..Starting an Integrated teacher education programme
- 3..Starting a number of skill oriented and vocational courses.
4. Competing for financial support under various government and non-government schemes
5. Preparing student teachers for English medium schools

Institutional Challenge

1. Cope up with late admission process by state government .
- 2.Motivation to faculty for research by getting research grants from various funding agencies.
- 3.. Implementation of Remedial coaching programme due to inadequate time.
4. Implementation of NEP 2020 in present situation being an affiliated college .
5. The initiation of any new academic programme requires a long and complicated procedure for getting permissions from multiple authorities which often delays the process.

6. The commercialization of education and change in the societal values.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is affiliated to Shivaji University, Kolhapur. Hence it follows the curriculum prescribed by the university. There are four semesters in this two year B.Ed.Course. The college executes the curriculum provided by university very effectively. The Principal and teachers participate in curriculum framing process by sending suggestions to BoS and being member in the committee for revising the syllabus .Planning of implementation of the curriculum is done in a transparent and effective manner in the college through academic calendar, annual work distribution and time table. The syllabus, pedagogy and infrastructure have been regularly upgraded to remain responsive to changing needs.

While planning curriculum implementation, focus is given on PLOs and CLOs of the program. Teachers and students are also oriented about them during faculty development programmes, workshops , seminars on different topics and student orientation programme respectively. Elective papers in the curriculum have always been retained to maintain flexibility and responsiveness to changing environments. The students are given choice to choose elective courses based on their aptitude, skill and aspiration. To develop skills for professional enhancement of students. The college has introduced many Value-Added Courses and Self Study Courses and skill based courses for the students. The curriculum is designed by university in such a manner that student can naturally learn the cross-cutting issues.The faculty members also try to inculcate the national and international cross-cutting issues in the classroom.

Seminars, Project work and Group Discussions have been organized on different topics to develop a constructivist approach. Content cum methodology workshop is conducted in the college which is not included in the curriculum, it has orientation of pedagogical analysis, planning and evaluation process which are essential for the teaching profession .Experiential learning through internships projects and field trips is specifically facilitated.

The college engages its staff and students in several co-curricular activities and day celebrations, extension and outreach programmes etc. to enrich them with wide variety of co – curricular developments -gender sensitization, awareness to environmental issues, shaping moral and ethical values, better career options and community orientation.

Teaching-learning and Evaluation

- Teaching-learning is the most essential domain of a teacher training programme. The admission process of the college is transparent. Reservation policy of state government is followed by the college during admission process.
- The college assesses the different types of learners and their level of readiness for B.Ed. course with the help of diagnose is of teaching Skill and content knowledge test after admission.
- Academic support is provided according to learning needs of students who come from diverse backgrounds. Bilingual approach is used to cater the needs of different students.
- Induction programme is helpful to student to fill up the gap between the new subject knowledge and old knowledge to meet the course learning outcome.

- The college adopts learner centric teaching methodologies to facilitate effective learning and enhance students understanding.
- Effective mentoring mechanism is rendered to students. Mentor- mentee ratio of the college is good. Mentors provide academic, psychological and general counseling and guidance to the mentees.
- The college provide adequate support system to facilitate the holistic development of students. This includes academic counselling, guidance for career advancement and remedial programme.
- The use of technology in teaching learning is also encouraged by the college. Student teachers actively use ICT for their learning, practice teaching, internship and co-curricular activities.
- Extension activities provided exposure to students about recent developments in education. Internship is planned very carefully and systematically in nearby rural and urban schools. An efficient monitoring system is placed during internship programme.
- Different opportunities are provided to the students to develop different competencies and skills related to school based practices.
- Students are regularly updated with the teaching-learning methods by organizing various workshops. Remedial programme is conducted to bridge the students subject knowledge gap.
- The Programme Outcomes (POs) and Course Outcomes(COs) are displayed on the college website.
- Continuous Internal Evaluation is done in accordance with academic calendar.
- The progressive performance of the students are closely monitored through continuous internal assessments. Transparency is maintained in assessments process. The college has Grievance Cell for redressal of grievances related to examination.

Infrastructure and Learning Resources

- The College has a student- friendly campus with sufficient land area as mentioned in building plan ie. 7284 sq m and total built up area is 4222 sq m (1.8 acres). Infrastructure facilities are adequate and as per NCTE norms. These facilities consist of Multipurpose halls, Classrooms, Laboratories, Resource Centers, Library, Reading Room, Girl's Common Room, Office, Principal's Cabin, Staff Room, IQAC , Extension Service Center , Guidance Hall, Store Rooms, Record Room , Placement Cell , Examination Cell , Guest Rooms, Health Center, Indoor Sports Room , Boy's Hostel, Girl's Hostel, Canteen, Child Care Center, Recording Studio , separate Toilet facility for boys and girls, and faculty, enough parking space for staff and students, Ramp, beautiful garden with medicinal plant section, vermi compost plant, Rain water harvesting , Solar panels and Multipurpose Playfield of about 669.69 sq.m area.
- .ICT facility is provided for students and staff for their academic and administrative work. WI-FI facility is provided to the students and faculty .
- Library is fully computerized having LIBRERIA Library Management System (cloud-based software) developed by Maharashtra Knowledge System .Library website is created in google site and is a place for the access of various information like web OPAC, e-content created by the faculty, e-resources like N-List, research papers, question papers, syllabus, National Education Policies etc.
- College upgrades it's ICT facility according to the requirement of curriculum and need of the time. College has improved these facilities from broadband to two Wi-Fi connections with 60 MBPS speed which is available to all staff and students. There are 46 computers are available for students, 17 PCs, 6 laptops are available for teachers and 6 PCs and 1 laptop for administrative staff. All the classrooms and resource centers have ICT facility. College has a studio for e-content development and software-based Language Lab. Smart board is available for teaching. ICT lab is well equipped for various ICT-based activities for students. College has well equipped Science, Maths , Psychology , Language , Arts and craft, Health Resource centers .
- Physical and infrastructural facilities are maintained by respective heads with the help of administrative

staff.

Student Support and Progression

- College prioritizes the students and well-defined mechanism for Student Support and Progression.
- Being a teacher education institution it is our responsibility to provide necessary assistance to student-teachers to enable them to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression. Our institution provides support to the students in the form of carrier and personal counseling, Skill enhancement workshops, lectures, Visits, seminars and webinars etc. which helped them to acquire the necessary knowledge and skill. We also provide support facilities such as girls and boys common rooms, vehicle parking, Wi-Fi, sports and music, first aid and medical kit, Separate Hostel facility to Boys & Girls, book bank scheme, Canteen and safe drinking water, sanitary arrangements, Rayat sevak Bank etc.
- Institution has a transparent mechanism for timely redressal of student grievances through ICC Committee, Grievance Redressal Cell, and Anti Ragging Committee. Our college provides all necessary help to the students to get monetary help from bank and government scholarships. Also our university provides accidental insurance policy to all students. Various welfare measures are also taken through Student welfare committee. Rayat Shikshan Sanstha has its own insurance policy.
- During the last five years 134 students are placed in different organizations through the placement camp organized every year by the institution.
- Ninety of outgoing students have continued higher studies.
- Sixty four students excelled in NET/SET/ TET /TAIT examinations.
- Effective Grievance Redressal Mechanism is in place to ensure the timely redressal of grievances including sexual and ragging instances. No cases of ragging or sexual harassment reported during the period.
- A Student Council is in place and entrusted with significant responsibilities. The representatives of student's council are actively involved in festivals, annual functions and organizes various student centric activities.
- Our alumni association is registered. Our alumni contribute academically and financially to the institution. They help in curriculum transaction, carrier advice and support, expert lecture etc. During the last five academic years, our alumni gave significant financial support to the institution. In all they have contributed for the development of the College..

Governance, Leadership and Management

- Azad College of Education, Satara has a transparent and well-defined governance system. 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 College Development Committee (CDC) with or without suggestions and then, these plans, are implemented by Principal with the help of various committees in the college involving all stakeholders.
- The Governing body of the college, through periodic meetings assesses and advises on issues pertaining to the incremental growth and development of the institution. The hierarchical organizational structure within the institution helps to carry out academic and administrative functions efficiently.
- Transparency is maintained in admission of students and recruitment of staff. Welfare schemes of the government and the college are made available to both staff & students. Well-designed implementation

of evaluation methods ensures transparency and clarity in the examination system.

- An effective feedback mechanism involving all stakeholders contributes towards self-evaluation and achievement of institutional goals.
- Academic standards of students and teachers are updated through Enrichment and Faculty Development Programs.
- The college has total 26 welfare measures for teaching and non-teaching staff by Rayat Shikshan Sanstha, Shivaji University and Government. The college provides financial support to attend seminar / conferences/workshops.
- Performance-based appraisal system is in place to assess and upgrade skills of In-service teachers.
- Quality improvement strategies are initiated by the IQAC in areas like curriculum development, teaching-learning, examination and evaluation, research and development and extension
- The principal, in coordination with various college-level committees monitors the overall functioning of the institution.
- A transparent and effective grievance redressal mechanism ensures trust, sense of safety and security within the organizational framework.
- Rayat Shikshan Sanstha conducts internal and external financial audits regularly so as to effectively mobilise and utilize financial resources with the help of other Institutions.
- Implementation of e-governance in areas of operation has simplified compilation, collation and documentation of information and also made it easily accessible to all the stakeholders.

Institutional Values and Best Practices

- The college has always pioneered in displaying the best institutional values and practices. Environmental consciousness has been an integrated component of the college activities.
- The college has conducted Energy audit, Green audit, Gender audit for environmental awareness and conservation.
- The college is committed to sustainable development and protection of the environment. Its engagement to social and environmental issues is very evident. College is trying to nurture values about the emerging challenges and pressing issues. The college has developed framework and energy guidelines adhering to national policy for energy conservation through Green club.
- The college is conscious of its activities generating waste and ensures that all the waste is used & disposed responsibly. Solid, liquid and e-waste management system is working as per the norms. The campus seeks to become a zero waste campus and strive toward it.
- The college has been implementing number of national guidelines to conserve and manage water resources in the campus. Rainwater harvesting project to preserve ground water has been implemented.
- The institute promotes and aligns goals to national mission of Swachh Bharat which bring about change in behavioural and attitudinal aspect of habitants.
- The college highlights and takes care of every basic parameter of maintenance of cleanliness like- personal hygiene, safe water, waste water disposal, solid waste disposal; food hygiene and environmental sanitation.
- Solar panel has been installed in the college. College is at advantageous location in every aspect and provides lush green locality to students.
- The college has prescribed Code of conduct for students, teachers, administrators and other staff members. Copy of Code of Conduct is displayed on the website.
- The college has maintained its distinctiveness with its vision and mission by conducting awareness activities, street plays regarding Social, Environmental and so many cross cutting issues. Student teachers have developed their roles, responsibilities towards environment protection.

Research and Outreach Activities

- College is providing quality education and involved in research activities also. Research culture is promoted through Academic Research Committee and Research Policy that guides quality research, research ethics and monitors the research activities.
- College established very good research facilities; laboratories, and learning resources. College has strengthened its research capacity and increased the research output substantially during the last five years. 10 faculty with Ph.D., 07 research guides, and 21 research scholars.
- Three scholars are awarded with Ph.D. degree. College provided Rs. 0.30 Lakhs as seed money to research scholars.
- College promotes students for Innovation competitions such as AVISHKAR to express their creative ideas.
- Faculties published 95 journal articles, 10 chapters/books, and proceeding articles. 5 Workshops on research proposal, projects and methodology are conducted. Two Certificate Courses are started for the entrepreneurship skills development.
- College promotes stakeholders for holistic development and sensitizing to social issues at the large through extension/outreach activities. Received 35 Awards from GOs and NGOs for extension/outreach activities and conducted activities for social wellbeing through Social Service and other support services.
- All the students participated in extension activities. Developed collaborations and linkages with 126 organizations, signed MoUs, conducted various activities.
- Extension and outreach activities are conducted mainly in context with cleanliness, Swachh Bharat, health and hygiene, Blood donation, AIDS Awareness, Beti Bachao Beti Padhao, Disaster management, Yoga Day, Anti-Tobacco Drive, Constitution Day, Voters Day, Child abuse, Eradication of superstitions, National Education Policy, Science Popularization, Women's Empowerment, Gender Equity, Tree Plantation, Entrepreneurship, Road Safety Campaign, Environmental Awareness, Nirbhay Kanya Abhiyan, Soft Skill programs, etc. All these activities helped to create awareness among students by raising their self-confidence.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | AZAD COLLEGE OF EDUCATION, SATARA |
| Address | Azad College of Education, Satara Sadar Bazar, Camp, Satara |
| City | Satara |
| State | Maharashtra |
| Pin | 415001 |
| Website | www.azadcollegesatara.in |

| Contacts for Communication | | | | | |
|----------------------------|-----------------------------|-------------------------|------------|-----|-----------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Vandana Shivajirao Nalawade | 02162-231257 | 9850609202 | - | azadcollegesatara@gmail.com |
| IQAC / CIQA coordinator | Sharad Balasaheb Ingawale | 02162-0216223125 | 9699827212 | - | sharadbingawale@gmail.com |

| Status of the Institution | |
|---------------------------|--------------|
| Institution Status | Grant-in-aid |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details |
|-----------------------|
|-----------------------|

| State | University name | Document |
|-------------|--------------------|-------------------------------|
| Maharashtra | Shivaji University | View Document |

| Details of UGC recognition | | |
|----------------------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 20-06-1996 | View Document |
| 12B of UGC | 31-07-2011 | View Document |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|--------------------------------|--------------------|----------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| NCTE | View Document | 04-08-2018 | 100 | Eligible |

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

| Location and Area of Campus | | | | |
|-----------------------------|---|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Azad College of Education, Satara Sadar Bazar, Camp, Satara | Urban | 1.8 | 4222 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|--|-----------------------------------|--------------------|---------------------|-----------------------|---------------------|-------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BEd, Education, Teacher Education | 24 | Graduate | Marathi | 100 | 100 |
| Pre Doctoral (M.Phil) | MPhil, Education, | 24 | Master | Marathi | 0 | 0 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 4 | | | | 3 | | | | 7 | | | |
| Recruited | 4 | 0 | 0 | 4 | 1 | 2 | 0 | 3 | 1 | 3 | 0 | 4 |
| Yet to Recruit | 0 | | | | 0 | | | | 3 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 3 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| Yet to Recruit | 0 | | | | 0 | | | | 1 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 12 |
| Recruited | 5 | 1 | 0 | 6 |
| Yet to Recruit | | | | 6 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

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

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 4 | 0 | 0 | 1 | 2 | 0 | 1 | 0 | 0 | 8 |
| M.Phil. | 4 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 5 |
| PG | 4 | 0 | 0 | 1 | 2 | 0 | 1 | 3 | 0 | 11 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| Details of Visting/Guest Faculties | | | | |
|--|--------|--|--------|--|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | |
| | Others | | Total | |
| | 0 | | 1 | |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-------------------------|--------|---|----------------------------|--------------|------------------|-------|
| UG | Male | 22 | 0 | 0 | 0 | 22 |
| | Female | 78 | 0 | 0 | 0 | 78 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Pre Doctoral (M.Phil) | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|---|--------|--------|--------|--------|--------|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 5 | 3 | 3 | 4 |
| | Female | 13 | 14 | 15 | 17 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 2 | 2 | 1 | 1 |
| | Female | 4 | 6 | 1 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 5 | 2 | 2 | 4 |
| | Female | 17 | 24 | 20 | 13 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 48 | 35 | 31 | 20 |
| | Female | 80 | 68 | 59 | 46 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 174 | 154 | 132 | 105 |

Institutional preparedness for NEP

| | |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | Azad College of Education , Satara is an affiliated college of Shivaji University, Kolhapur. As and when University prepares or provides a curriculum or guideline to implement the multidisciplinary / interdisciplinary structure of New Education Policy the college will abide by it. The college has already proposed and started creating enough infrastructure and planning to allow such facilities. |
| 2. Academic bank of credits (ABC): | The Academic Bank of Credit concept is yet to be implemented by the affiliating university for B.Ed curriculum , we are waiting for university guidelines to implement ABC. For this purpose, the university has constituted a committee to prepare a path for |

| | |
|--|--|
| | effective integration of ABC in its academic programs. |
| 3. Skill development: | <p>The NEP 2020 envisioned for the holistic development of youth with emphasis on raising Gross Enrollment Ratio (GER) but also on skill development as the main factor to make mission .Programmes realizing the importance and the necessity for developing skills among students, and creating work ready manpower on large scale. To understand skill education we had conducted a discussion session among all faculty members on NEP 2020. We are exploring the vocational courses and workshops useful for the local needs - i.e Skill development workshop , Orientation course about online teaching , Workshops regarding Communication Skills, Writing skills , TPACK Skills ,Techno-pedagogic skills , Digital skills, Orthography skills and skill enhancement programmes .We are preparing for ‘Vocal for Local’ to explore the B.Ed course useful for the local and course need</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>Indian Knowledge system will include knowledge from ancient India to modern India and clear sense of India’s future aspiration with regard to education,health and environment. The college has provision of teaching of Indian languages such as Marathi, Hindi, English, Sanskrit and celebrates national and international days related to languages. to encourage Hindi learners and understand the cultural values permeated by the literary works in Hindi .Further, Indian Ethos and professional Ethics , Indian culture and heritage in curriculum of B.Ed. ,teaches cultural values in Indian tradition. . Though Drama and art in education we provide them exposure towards Indian culture. The college is planning to host events, lecture series and performances open to the larger community to promote Indian Knowledge Systems, languages, culture and values.</p> |
| 5. Focus on Outcome based education (OBE): | <p>The college has adopted Outcome Based Education (OBE) for B.Ed. programme. Learning Outcomes have been appropriately defined at Programme&course level (PLOs/CLOs), and appropriate learning experiences are designed and delivered to facilitate attainment of the stated learning outcomes. Outcomes are assessed and attainment analytics are used to improve the</p> |

| | |
|---|--|
| | academic quality. B.Ed. course is designed with outcome centered on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. |
| 6. Distance education/online education: | The policy propagates that HEIs that fulfill stipulated criteria should offer ODL and online programmes so as to reach out to geographically and socio-economically disadvantaged groups. . Due to Covid -19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. This can be considered as the new normal, which is envisaged in New Education Policy as well. The college has successfully imparted its course content delivery in online mode during the Pandemic (COVID-19) and also conducted online examinations successfully . For increase in focus on the skill improvement and competency development of the students, it is essential that an identified set of skills and values will be incorporated into higher education |

Institutional Initiatives for Electoral Literacy

| | |
|---|--|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes, The college has established Electoral Literacy Club (ELC) |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Yes. The college has constituted Electoral Literacy Club (ELC) consisting of the student representative as a Student Coordinator (2), faculty coordinator (1), and members (3). It is headed by the Principal of the college. The college has established the Electoral Literacy Cell (ELC) to engage student's youth through the activities, to sensitize them on their electoral rights, and to familiarise them with the electoral process of registration and voting. It aims at strengthening the culture of electoral participation among young and future voters. The objectives of the ELC are: To educate the voters about their voting rights in the democracy. To make voter awareness among the young students and basic knowledge related to the electoral process, and To promote voter literacy among all eligible citizens. |
| 3. What innovative programmes and initiatives | The college has organized various activities and |

| | |
|---|--|
| <p>undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>programs to promote electoral literacy among the students, youth and community. 1.Constitutional Day (26th November) is celebrated every year in order to make awareness among the stakeholders. . 2.National Voters Day (25th January) and Democracy (Fortnight 26th January to 10th February) are celebrated every year to educate stakeholders and the community about electoral rights, processes, and duties of the citizens 3..The employees of the institute are actively involved in the successful completion of elections of Grampanchayat, Panchayat Samiti, Zilla Parishad, Legislative Assembly, and Parliament through various duties assigned by the election commission. College organises Electoral registration drive every year with the help of Zillha Parishad . Zillha Parishad has provided authentic registration and Polling center to our college .</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>A rally was organized to raise awareness among stakeholders and the community about building a stronger democracy through the electoral process on the occasion of Voters Day,. The rally featured hoardings and banners displaying slogans related to he event. Local representatives from Election commmission encouraged students and youth to actively participate in the electoral process.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>The college has taken the initiative for the registration of all eligible voters from the premises and community. . All our students are above 18 and have been registered as voters in the electoral roll as noticed from the survey.</p> |

Extended Profile

1 Students

1.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---------|-------------------------------|---------|---------|
| 167 | 139 | 131 | 135 | 105 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

1.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|--|---------|-------------------------------|---------|---------|
| 200 | 200 | 200 | 200 | 200 |
| File Description | | Document | | |
| Letter from the authority (NCTE / University / R | | View Document | | |
| Institutional data in prescribed format | | View Document | | |

1.3

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|--|---------|-------------------------------|---------|---------|
| 100 | 100 | 100 | 100 | 100 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |
| Central / State Govt. reservation policy for adm | | View Document | | |

1.4

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|--|---------|-------------------------------|---------|---------|
| 94 | 51 | 77 | 58 | 52 |
| File Description | | Document | | |
| List of final year students with seal and signat | | View Document | | |
| Institutional data in prescribed format | | View Document | | |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|--|---------|-------------------------------|---------|---------|
| 94 | 51 | 77 | 58 | 52 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |
| Consolidated result sheet of graduating students | | View Document | | |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|--|---------|-------------------------------|---------|---------|
| 73 | 101 | 55 | 77 | 53 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |
| Enrollment details submitted to the state / univ | | View Document | | |

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12 | 13 | 13 | 13 | 13 |

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

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

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

| File Description | Document |
|---|-------------------------------|
| University letter with respect to sanction of p | View Document |

3 Institution**3.1****Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 10.8 | 15.8 | 14.4 | 16.6 | 28.9 |

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

3.2**Number of Computers in the institution for academic purposes..****Response: 53**

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

- **Planning**

There are four semesters in this Course. Syllabus of two year B.Ed.course is designed at the university level (Shivaji University, Kolhapur, For the effective implementation of this course curriculum following things done by principal, vice principal and faculty

- 1) In the beginning of every year IQAC meeting and staff meeting convinced. 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 including Scheduling of internal assessment, planning for conference, seminars, workshops and other co curricular activities. In this way distribution of subjects to teachers and preparation of timetable is done well in advance so to ensure that teaching starts on time.
- 3) Teachers make a planning of their teaching subject through year plan and unit plan.
- 4) Teachers maintained Academic diary for planning of the lecture note and also planning of practical.
- 5) Teachers use various methods and techniques for curriculum delivery such as lectures, interactive sessions, Power point presentations, constructivist lessons , techno pedagogic lessons , Seminars, Debates, Quizzes, educational visits and other group activities.
- 6) The library is enriched with the text books, reference books, journals, periodicals and 'e' resources , charts , maps, globes, etc.caters to the need of faculty and students.
- 7) Computer lab and language lab is provided to make the curriculum more effective for the students.
- 8) Internal examinations are conducted as per the curriculum for assessment of students. The feedback program is implemented according to the marks obtained by the students after the examination and they are guided. according to their study difficulties.
- 9) The college has a guardian teacher Scheme under which students are guided personally on difficulties in theory and practical as well as other problems.
- 10) Experts in the relevant field are invited to take indepth demonstrations of the course.
- 11) A 15 to 20 minute tea time meeting is held daily between the principal and the faculty to track all activities regarding curriculum and suggest solutions.

- **Revising**

Principal and faculty participate in curriculum framing process by sending suggestions to BOS and being a BOS member and members of the curriculum revising committee for restructuring the

syllabus. Being an affiliated college of Shivaji University Kolhapur we do not have much leverage in revising or removing the content but from time to time we definitely forward our suggestions regarding the syllabus to the university based on the views of stakeholders so that necessary action can be taken by university .

- **Adapting**

We collect feedback from stakeholders accordingly the process of implementing the curriculum is being changed. Such as- While sending the student teachers to the schools for practice lessons also refer to the Semi English Medium batch. A General and curriculum orientation programme is conducted for students at the beginning of the academic year. Skill based courses like English speaking course, Sanskrit conversation course, Supervised study programme, Orthography course, Science laboratory course have been organised every year.

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

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1. Faculty of the institution
2. Head/Principal of the institution
3. Schools including Practice teaching schools
4. Employers
5. Experts
6. Students

7. Alumni**Response:** A. Any 5 or more of the above

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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

Response: C. Any 2 of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 86.67

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

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

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 15 | 15 | 15 | 15 | 15 |

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

1.2.2

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

Response: 3.8

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 5 | 5 | 3 | 3 | 3 |

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

1.2.3

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

Response: 77.99

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 167 | 156 | 132 | 58 | 15 |

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

1.2.4

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

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**

4.Academic Advice/Guidance**Response:** A. All of the above

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

1.2.5

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

Response: 54.36

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 103 | 139 | 77 | 49 | 0 |

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

1.3 Curriculum Enrichment**1.3.1**

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

Response:

A fundamental or coherent understanding of the field of teacher education

- The college is affiliated to Shivaji University, Kolhapur. Hence it follows the curriculum prescribed by the university. There are four semesters in this two year B.Ed.Course.
- 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 college 9 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, skills, values and attitudes of the teacher is of the teacher is acquainted..

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization-

- Content cum methodology workshop is conducted in the college which are not included in the curriculum, it has orientation of pedagogical analysis, planning and evaluation process which are essential for the teaching profession.
- According to the curriculum lesson planning workshop, Demonstration and Simulated teaching workshop are two practicals for student teachers to understand the teaching process. In these practicals, student teachers are given training with introduction, explanation etc., seven skills as well as demonstration of bridge lessons, class lessons. and then given them opportunity to practice and observe the teaching in order of teach, feedback, reteach, feedback.
- Two workshops on Constructivist approach and models of teaching are organized for student teachers to understand and apply innovative teaching methods/ techniques. The teaching aids workshop provides training to student teachers in creating audio-visual aids to make teaching learning more interesting. The college has conducted workshops on techno- pedagogical skills facilitative teaching skills and educational counseling.

Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies

- In all these workshops in the Syllabus, while teaching the students the relevant components as well as the skills, the teacher educators demonstrate themselves and then the trainees do it themselves; for this, student teachers are given group works in each practical. Through this process they acquire communication skills, collaboration with others negotiation, critical thinking, creative thinking and various Competencies.
- From all these practicals the student teachers have acquired the necessary knowledge and skills to become teachers, it used in school internship practical. This is a group activity in which the student teachers are made available schools for practice.
- In this way student teachers to acquire and demonstrate knowledge, skills related to teaching profession. They actually play the role of Headmasters, teachers, supervisors, class teachers during the internship.

| File Description | Document |
|--|-------------------------------|
| Photographs indicating the participation of students, if any | View Document |
| List of activities conducted in support of the above | View Document |
| Documentary evidence in support of the claim | View Document |

1.3.2

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

Response:

- Practicals in all four 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.

These Practicals are implemented in our college as follows-

Under the A5 practical, all the students are divided into groups the schools are assigned to these groups and mentoring

faculty are appointed. during this demonstration the student teachers get the following information

1] School architecture and physical facilities.

2) School planning - Annual planning of school work.

3)School timetable/schedule

4) Student introduction.

5) Roles and responsibilities of headmaster, deputy head master ,supervisor and teachers

6] School Supplementary and extra-curricular activities

7)Information of school departments, committees,

and associations

8) Lesson observation of experienced teacher

9) Evaluation process

10) Working of academic and administrative committees

11)School records and care

12] School Education Committee

13) Interview of national /state award winner / outstanding teacher.

- Student teachers gained this information by visiting schools in person. During Corona pandemic , with prior permission of HM and ZP our student teachers .
- 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 to evaluate and carry out various school activitiesincluding curricular, co-curricular and extra curricular.
- Under the practical of B1, Schools such as Navodaya Vidyalaya ,Public School, Sainik School, CBSE Curriculum School, English medium school, Ashram school etc are selected. Groups of student teachers with mentors visit these schools to get information about the nature of the school, teaching-learning methods, evaluation method etc.
- In the theory paper' Creating an inclusive school' in semester four,visits to the inclusive schools like ' Asha bhavan school,' Ehsas', 'Muktangan' (Special schools) etc are organized every year to provide an opportunity to the student teachers to get information.

In this way college familiarized student teachers with the diversity in School system.

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

1.3.3

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

Response:

Two year B.Ed degree course consists syllabus to practice student teachers about teaching skills according to academic calendar and relevant practicals .

Some of these demonstrations are aimed at perfecting the student teachers in teaching skills and some are aimed at perfecting the student teachers in extra curricular activities

1)Practicals for teaching skills-

- In the practical of diagnostic and enriching the teaching skills student teachers are trained in five minute skill based lessons in the method of teach-feedback-reteach and practice 'Setupatha' which is a combination of all skills.This lesson is the link between micro teaching and practice lessons taught in simulated teaching.Written planning for practice lesson is taught through the lesson planning and demonstration lesson workshop.
- Teaching aids provides training in making educational tools used to make teaching effective.
- Through practical A5 and B1 school engagement and visits to innovative centres of pedagogy and learning complete information about the school system is given to student teachers.
- Then in semester second under the practical of field engagement and Internship a student teacher shall work as a regular teacher and participate in all the school activities.
- In addition to practice lessons student teachers are given information about teaching models and the methods of constructivist approach through the practicals of models of teaching and constructivist approach to teaching

Efforts made by the Institution-

- While carrying out these demonstrations, the period given in the curriculum is considered .
- The teacher educators themselves prepare lesson plans by taking learning experiences, educational materials required for teaching the model lessons into account .
- Students are divided into groups according to teaching methods as per convenience. They are provided an opportunity to practice.
- Students teachers have to apply knowledge, skills gained through these demonstrations in secondary schools during internship..
- Accordingly, the college provides opportunity to student teachers to visit various schools and get information about all its components.

2) Teaching assistant practicals-

- EPC1,EPC2,EPC3,EPC4 and D5,D2,workshop of psychological testing,Action research, Health and physical education these are the practicals through which student teachers develop such abilities respectively -enhancing student teachers ability in the language of instruction, knowledge

of arts, critical understanding of ICT, self awareness, social awareness, psychological measurement and guidance and counseling techniques, solving educational problems through research, theoretical and practical knowledge of physical and health education.

Efforts made by the Institution-

- For this, proper planning, organizing guest lectures as per requirement is done by the college.
- Students teachers are divided into groups during school internships to apply the knowledge gained from both these types of demonstrations and provide them with an opportunity to practice.
- Similarly, various subject days are organized for the student teachers to understand the commitment of the teachers regarding their subjects, such as Hindi Day, National science day, Marathi Rajbhasha din, Environment day, Ozone day etc.
- Also some skill based courses are conducted for student teachers like Sanskrit conversation, English speaking, Personality development, workshop on child abuse, Gender equality etc.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 35.9

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

2.1.2

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

Response: 30.6

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 30 | 44 | 16 | 37 | 26 |

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

2.1.3**Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 5.85**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 14 | 7 | 0 | 0 | 0 |

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

2.2 Honoring Student Diversity**2.2.1**

Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:**1) Academic performance and Aptitude**

- The academic performance in the previous academic degree and marks obtained in the B.Ed. admission Common Entrance Test (CET) of the student are a good indicator to identify the different learning needs and their level of readiness to undergo B.Ed. programme.
- After identifying the learning needs and level of readiness to undergo B.Ed. programme, the college organizes one week orientation programme (Induction Programme) for the student teachers. It includes professional ethics, professional attributes of teacher, significance of teacher, information about institute and mother institute, opportunities in teaching profession etc. and syllabus of two years B.Ed. course.
- Every student is assigned to a faculty member who serves as mentor and they are provided significant mentoring and opportunities to improve their talent during the course.

2) Interviews

- The faculty takes interviews of enrolled student teachers. Interviews are related to personal information, academic achievements, interest areas, attitude towards education and society, family and social background, computer awareness, extra-curricular and other activities, creativity etc.
- This interview assesses the learning level of student teachers and identifies their diversities. Based on the above information gathered, the institute initiates the remedial measures for the student teachers.
- According to interview, the teacher educators guide to student teachers to help them to build a good career in teaching and also provides opportunities for progress in future. Based on the interactions, student teachers' abilities are identified and necessary counseling, training are provided to cater the needs of the student teachers. e.g. workshops on English language and communication and for competitive exams. Awards have been initiated by the college, mother institute for encouraging and motivating student teachers.

3) Content Knowledge Test

- Subjectwise content knowledge tests are prepared by the faculty based on school syllabus from std. V to XII. These tests are administered to assess the student teachers content knowledge in the subjects as a teaching methodology. The main purpose of CKT is to identify the weaknesses of student teachers content knowledge in relevant subject.
- After the content knowledge test, to enrich the content knowledge of the student teachers in their respective subject, the remedial programme for each subject is organized. Extra coaching and individual guidance and activities are provided from the subject teacher to advance and slow learners. Book bank facility is provided for the student teachers by the library.

4) Skill Diagnostic Programme

- At the entry level the college organizes ten minutes teaching programme for teaching skill diagnosis of each student.
- Visual feedback by the teacher educator has been provided as one of the most effective means of evaluating teaching strengths and identifying areas of improvement of the student.
- 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.
- Subject teachers and class teachers through classroom interactions identify the strengths and weaknesses of student teachers individually. A healthy rapport is maintained with the

parents guardians of the student teachers for academic progress.

| File Description | Document |
|--|-------------------------------|
| The documents showing the performance of students at the entry level | View Document |
| Documentary evidence in support of the claim | View Document |

2.2.2

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

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

Response: C. Any 3 of the above

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

2.2.3

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

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

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 13.92

2.2.4.1 Number of mentors in the Institution

Response: 12

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The college chooses to various student centric pedagogical methods for increasing the learning level of the student teachers. In normal class room teaching, the faculty utilize experiential learning , participative learning and problem solving methods. The entire teaching learning process undergoes through all the above mentioned methods.

Experiential learning-

All the student teachers are encouraged to get an experience what they are exactly studying in the theory

course. The college arranges exclusive field visits and organizes internship programme in different types of schools. In the internship programme the student knows and understands how to teach in real class room environment and understands functioning of school. Field visits are conducted to enrich the teaching learning process. The college arranges the study tours to enhance the learning ability of the student teachers. The college has various well equipped resource centres.

Participative learning –

In all courses and practicum student teachers are encouraged to make power point presentations individually or in group i. e. in collaboration with peers. It promotes participatory learning. In different courses student teachers actively participate in classroom seminars, group discussion, case studies, projects etc. Resource centres arranges different events like Hindi Day, Marathi Day, Yoga Day National Science Day etc. Various activities such as Poster Presentation, Essay Competitions, Exhibitions etc. are organised. .

Problem solving methods –

Classroom assignments and projects emphasize individual thinking over received knowledge. Emphasis is always on nurturing questioning, search for answers and acquiring from various sources to enhance their critical thinking. Student teachers are motivated to construct knowledge on their own. Problem solving methods are utilized to inculcate creativity, critical thinking, reasoning ability, logical thinking, decision making and scientific outlook among the student teachers.. The faculty encourages the student teachers to lead their learning towards solving of their problems. The institute organizes webinars, seminars, workshops, expert lectures and other activities to help the student teachers to pacify the curiosity of their problem raised while learning.

Other methods used -

- **Models of Teaching:** Many of the faculty members have done their doctoral research in models of teaching. It has boosted the implications of models of teaching in our curricular transactions. Advance organizer model, Inductive thinking model, Role play model, Social simulation model, etc. are the part of our practice. Student teachers practice lessons related to models of teaching in Internship programme.
- **Constructivist strategies/ Techniques:** These strategies/ techniques are used regularly in our classrooms and provides opportunities of knowledge sharing, collaboration and knowledge construction of student teachers by their own way. Activity based lessons are conducted during Internship programme after proper training in college.
- **Group Communication Technique:** It offers sharing of knowledge, stances, opinion in the group. It acts on the prime basis of group synergy. This technique is used for group presentation after practice.
- **Brainstorming:** Brainstorming is a truly fascinating technique which is applied for the concept formation components of theoretical curricular transactions. Every faculty uses this technique in day to day lecture and also trains students to use it during Internship Programme.

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

2.3.2

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

Response: 85.94

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

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

| File Description | Document |
|--------------------------------|-------------------------------|
| Data as per Data Template | View Document |
| Any other relevant information | View Document |
| Link of LMS | View Document |

2.3.3

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

Response: 100

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

Response: 167

| File Description | Document |
|---|-------------------------------|
| Programme wise list of students using ICT support | View Document |
| Landing page of the Gateway to the LMS used | View Document |
| Documentary evidence in support of the claim | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |
| Any additional Links | View Document |

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

The institute has established a well structured Mentoring System. The mentoring aims at addressing the needs of the student teachers and to foster a better rapport between the student teachers and the teacher Educators.

- The institute has Mentorship Committee named as Guardian Teacher Committee. At the beginning of the academic year the committee has allotted specific number of mentees according to their roll numbers to each teacher. So all teachers are mentors for allotted student teachers. The list of mentees and mentor is displayed on the notice boards. The mentoring sessions are the part of the time table. The last period of each Saturday in the time table is reserved for mentoring session. In each session mentors monitor the academic progress of the mentees and also give them counseling on personal issues. Mentors help and guide mentees for career counseling, curricular activities, course orientation, inability to complete assignments, practical's and sessional work. They also motivate them to participate in co curricular and extracurricular activities. The mentors conduct individual counseling sessions when needed.
- For this mentoring purpose the institute designed a diary for mentees. In that dairy student's profile, major objectives and course time table etc. are documented. Mentee's diary plays a vital role in identifying, analyzing and understanding a particular student and also keeps an eye on the mentee's attendance. As part of this detailed documentation, the mentor builds a strong bond with the student teachers. This results in a proper and well maintained academic and personal relationship. It is ensured that a student is guided on constant basis during the course of study. The teacher educators are also accessible on phone, whatsapp and email to answer queries of mentees.
- The faculty plays a vital role as responsible teacher as a Mentor, as a friend and role model, to support, encourage and guide a student teacher in his/her academic and personal growth.
- The college and faculty members have various social media groups through which they share study materials, references and comments. The incharge teacher educators also perform the role of mentor during internship programme, micro teaching and out rich activities.
- The class teacher also works as a mentor for the class. They are also trust with the task of monitoring the attendance and the academic progress of student teachers. Class teacher contacts parents by correspondence and telephone. Also the class teacher informs the parents about academic development and issues like continuous absenteeism or behavioral changes of their ward.
- At the beginning of the academic year the Principal and Chairman of committee gives necessary instructions to all the mentors in staff meeting. Also they review and evaluate the mentoring activities of mentors. On the basis of feedback from mentors, IQAC organizes various training programmes, seminars and workshops for mentees.
- The college provides mentorship to student teachers by organizing extracurricular activities and programmes included a talk by motivational speakers, psychologists.

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

2.3.6

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

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

Response: B. Any 4 of the above

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

2.3.7

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

Response:

- The college plays a fundamental role in inculcating creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among student teachers.
- For effective teaching learning various facilities like library, ICT resource center, Language lab, Maths and Science resource etc. are provided to student teachers. Also the college arranges various seminars, webinars, and workshops for the student teachers. This helps to replace traditional teaching with more innovative and creative ways.
- The different innovative and student centric teaching methods are used by the faculty in the classroom. In teaching learning process student teachers are encouraged to think critically.
- For inculcating different skills in student teacher, The college organizes different co-curricular and extracurricular activities.

The following two cases shows that teaching learning process nurtures creativity, innovativeness,

intellectual and thinking skills, empathy, life skills etc. among student teachers:

Case 1 - Celebration of various days -

- The college celebrates various national and international days. Celebrating these days has become integral part of student teachers learning.
- For this the college organizes various activities. The aim of organizing these activities is dedicated to holistic development of student teachers as well as to inculcation of various skills and qualities and values in student teachers.
- Some of the days celebrated in the college are Teacher's day, National Science day, Indian Constitution Day, Yoga Day, International Women's day, Marathi Rajyabhasha Day, Hindi Day, Balika Day, Environment Day, Ozone Day, Yoga day etc.
- Student teachers perform and participate in the different activities organized by resource centers. Some of the activities are poster presentation, rangoli exhibition, book exhibition, essay competition, Nutritious diet competition, elocution competition, quiz, skits, drama and also guest lecture. Student teachers celebrate these days with great zeal and enthusiasm.
- For the student teachers it is great way of teaching and learning to inculcate different qualities among themselves and pupils too. These activities contribute to nurture creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among student teachers.

Case -2 Organisation of Workshops, Conferences and Seminars -

- The college organizes different seminars and workshop for student teachers.
- Seminars and workshops hold great importance to student teachers. These are platforms to learn new aspects, others perspectives and latest information. Some of these workshops are related to syllabus. It includes Diagnostic and Enriching the Teaching Skills, Lesson Planning & Demonstration lesson, Simulated Teaching, Teaching Aids, Psychological Testing, Models of Teaching, Action Research, Health & Physical Education and Constructivist approach to teaching.
- During organization of seminars the college take care to give opportunity to student teachers to listen the prominent personalities. It helps the student teachers to gain information about their way of work, to acquire knowledge in a particular field, new discoveries in their field, encouragement and motivation. The college organizes seminars on NEP, Innovative teaching-learning strategies, constructivism and other subjects related to education. It provides essential platform to the student teachers to become confident, self reliant, nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among student teachers.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: B. Any 6 or 7 of the above

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

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**

7. Addressing inclusiveness**8. Assessing student learning****9. Mobilizing relevant and varied learning resources****10. Evolving ICT based learning situations****11. Exposure to Braille /Indian languages /Community engagement****Response:** B. Any 6 or 7 of the above

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

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

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

Response: D. Any 1 of the above

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

2.4.4

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

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

Response: A. All of the above

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

2.4.5

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

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

Response: C. Any 3 of the above

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

2.4.6

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

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

Response: D. Any 1 or 2 of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: B. Any 3 of the above

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

Other Upload Files

| | |
|---|-------------------------------|
| 1 | View Document |
|---|-------------------------------|

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Internship Programme

The pre-service training will complete, only if the student teachers acquire adequate knowledge and skills confident, innovative and skillful. The purpose of the programme is to prepare the student teacher professionally competent.

1) Selection of Schools for internship

- Internship programme is organized in the different rural/urban practicing schools.
- The programme is chalked out in consultation with the Head masters of the concerned practicing schools.
- There is choice to the student teacher to select the school. The college allots the student teachers in group as per their preferences.
- The practicing schools are selected on the basis of proximity of student teachers' residence to the school.

2) Orientation to school Principals/teachers –

- The school–college forum of the college conducts a meeting at the beginning of the academic year.
- In this meeting the college invites all the practicing schools Head Masters.
- In the meeting, the school Head Masters are oriented about the purpose, duration, the activities carried out by the student teachers and also monitoring mechanism of the internship programme. Changes in the teacher education programme, teaching methodology, nature of practice teaching, techniques of evaluation, and innovations in education are also discussed.
- After that the school Head Masters organize the meeting with their teachers. In this meeting the school Head Masters orient the teachers of their school about the internship and appoint the contact teacher for coordinating all internship activities.

1. Orientation to student teachers before going for internship programme-

- During iinternship, the student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, and organization of school-based and community based activities. So the college organizes the internship orientation programme for student teachers.
- In the orientation programme student teachers are oriented about the objectives, purpose, duration, work strategies before Internship Programme, work to be done during Internship Programme, activities to be carried out by the student teachers, report writing and also monitoring mechanism of the internship programme.
- The student teachers are allotted schools by keeping the medium of instruction, accommodating capacity and subject wise requirement of the schools into account.

4) Defining role of teachers of the institution

- Planning of the internship schedule
- Planning of the activities in Internship
- Preparation of Time table of Internship
- Communicating the plan to the Headmasters
- Assigning the roles of school authorities
- Allotment of the unit content to student teachers
- Guidance to the student teacher regarding methodology, teaching aids, learning experiences, evaluation, support material etc
- Observation of the lesson, activities and giving feedback to students.
- Counselling of student teachers

5)Streamlining mode/s of assessment of student performance

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

6) Exposure to variety of school set ups

For internship program 40 practicing schools are available to the college. The college has signed MoU with all practicing schools which are located in urban as well as rural areas having Marathi, Semi English and English as their medium of instruction .

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

2.4.9

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

Response: 9.4

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

Response: 10

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

| File Description | Document |
|---|-------------------------------|
| School-wise internship reports showing student engagement in activities claimed | View Document |
| Sample copies for each of selected activities claimed | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |

2.4.11**Institution adopts effective monitoring mechanisms during internship programme.****Response:**

The college adopts effective monitoring mechanisms during internship programme as follows,

Role of teacher educator

- Teacher Educator helps the student teachers in planning the schedule, activities, preparation of time table and by communicating the school Head masters.
- Teacher educator monitors all the activities at regular interval and provide feedback regarding the performance of student teachers. He guides and observes different types of lesson of student teachers during internship programme e.g. lessons based on models of teaching, constructivist lessons, activity based lessons, ICT based lessons etc.
- Observations of lessons are noted by the teacher educator in the form of strengths and weaknesses in teaching. Teacher educators discuss about strengths & weaknesses and give feedback to student teachers. The feedback is also provided regarding organization of co-curricular activities, constructing and conducting unit test, action research, maintaining different types of registers, reflective journal writing etc.
- During internship visit, teacher educator interacts with school Head masters, teachers and ensure about performance of interns.
- Teacher educator uses online informal monitoring as well in internship. Teacher educator have made social media group. Student participation, sharing of knowledge, comments in the social media group is closely observed.

Role of School Head Masters

- The internship programme is chalked out in consultation with the school principal.
- The school Head master organizes the meeting with their faculty about the internship programme. In this meeting each school Headmaster orients the school teachers about the objectives, duration, the activities to be carried out by the student teachers and also monitoring mechanism of the internship programme.
- School Head masters guide the student teachers in planning of each activity carried out in the internship. He assesses each activity carried by the student teachers during the internship and gives feedback.
- The Head master monitors all duties assigned by interns.
- Head master coordinates the internship programme through contact teacher.

Role of school teachers -

- School teachers plays vital role in internship programme. School teacher evaluation is a mandatory aspect for lessons and internship activities.
- The classroom performance of student teachers is observed and evaluated by the school teachers and suitable feedback and corrective measures are suggested to them.
- School teachers allot the unit content to student teachers and also guide them regarding teaching

methodology, teaching aids, learning experiences, evaluation, support material etc.

- Subject teachers of the particular school observe lessons of student teachers assess the same and give feedback.

Role of peers -

- The college utilizes peer evaluation as an integral component regarding internship assessment.
- Student teachers are prepared for peer evaluation with respect to internship.
- Peers observe the lessons of each other's and provide feedback which helps the student teachers to be conscious of their strengths and weaknesses regarding teaching.
- During internship programme peers plan and execute the activities and collectively perform various assigned roles in co-curricular activities for its successful completion. They share their experiences in groups and more attention to their peer's remarks.
- In the peer groups suggestions are based on the presentation, classroom behavior, impact and overall management of internship.

| File Description | Document |
|---|-------------------------------|
| Documentary evidence in support of the response | View Document |

2.4.12

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

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

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

Response: C. Any 2 or 3 of the above

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

2.4.13

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

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

Response: C. Any 3 of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 75.29

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

2.5.2

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

Response: 78.13

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

Response: 10

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

2.5.3

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

Response: 18

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

Response: 216

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Teachers put-forth efforts to keep themselves updated professionally by -

- Conducting major and minor research projects funded by UGC, State government and institute level
- Participation in workshops and Seminars organized by GO's and Educational Institutions
- Presentation of papers in Seminars, workshops and conferences at international, national, state and university level
- Participation in Seminars, workshops and Conferences at international, national, state and university level
- Writing and Publishing papers, articles in reputed journals and books
- Participation in orientation, refresher and FDP courses
- Organizes visit to educational institutes, knowledge resource centers and research centers
- Organization of training programmes by Extension Services Center

- Organization Seminars, workshops and Conferences at international, national, state and university level
- Completion of Ph. D. research work.
- Participation in the programmes organized by Karmveer Vidya Prabodhini, Rayat Shikshan Sanstha(Parent institute), Satara.
- Representation in University Bodies
- Designing the Curriculum
- Developing the Self Instructional Material (SIM) of distance education.
- Participating in faculty academy activities
- Working as a honorary research supervisor in Rayat Institute of Research Development (RIRD).
- Working as member of editorial board of research journal
- After participating in seminar, workshop and conference or orientation and refresher course, the faculty gets opportunity to share their experiences in the staff academy.
- The faculty is benefited by the college by referring as resource person to seminar, workshop and conferences at state, university, institute and school level.
- The faculty is motivated to present papers in seminars, workshops and conferences at national, international and state level.
- The faculty is also encouraged to publish papers, articles in reputed research journals.
- They also encouraged for writing books and contributing chapters in edited books.
- For professional or career development the college supports and encourages the faculty to enhance their qualification and skills.

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

2.6 Evaluation Process

2.6.1

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

Response:

- The college not only executes reforms in teaching-learning but also insists reforms in internal evaluation.
- The objective of Continuous Internal Evaluation is to improve knowledge, teaching competency and performance skills of the student teachers.
- The student teachers are given a clear idea of Continuous Internal Evaluation at the beginning of the B.Ed. program itself during orientation programme and through academic calendar.
- The concerned subject teacher makes it clear to the student teachers, the parameters of internal evaluation.
- The college has firm faith in continuous and comprehensive evaluation. That is why the college

conducts various reforms in internal evaluation system.

1. Peer Evaluation:

- The college utilizes peer evaluation as an integral component regarding practice lesson assessment.
- Student teachers are prepared for peer evaluation with respect to practice teaching.
- Peers observe the lessons of each other's and give constructive suggestions. It surely helps the gradual development of student teachers.

2. Self-evaluation:

- Self-evaluation has become a core practice for student teachers.
- It is done almost for each workshop. Self-evaluation is many a times done in the form of SWOT Analysis.

3. Online Evaluation:

- The college uses online evaluation platforms like Google classroom, ZOOM, Google meet etc.
- The college practices online formal and informal evaluation.
- Faculty members have various social media groups. Student participation, sharing of knowledge, comments is strictly observed by the faculty, by school teachers/subject teachers.

4. School Teacher Evaluation:

- School teachers evaluation is a mandatory aspect of practice teaching lessons and internship.
- School teachers of the particular subjects observe lessons of student teachers and assess the same.
- School headmasters, supervisors and school teachers assess the student teachers work during their internship. It is assessed on the basis of various activities performed during internship.

5. Pre-Tutorial:

- Tutorial is a vital part of the internal evaluation as per syllabus of the university.
- According to the syllabus The college conducts pre-tutorial practice for student teachers. They need to prepare answers for tutorial questions which are examined by the Teacher educators of concerned subject.

6. Semester wise Preparatory Exam:

- The college conducts preparatory exam in each semester to enable student teachers for better preparation for semester exams.
- This also helps the college to diagnose student teachers knowledge and provide personal guidance to the student teachers if necessary.

7. Diagnostic and Remedial Measures:

- The college provides diagnostic and remedial measures across many theoretical as well as practical components.

- It helps us to prepare prospective teachers in a better and effective manner.

8. Personal Mentoring as per teaching performance:

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

9. Online tests/ quizzes:

- Teachers also practices continuous evaluation of student teachers of the courses taught by them using online tests/ quizzes.
- An online content knowledge test is also conducted supporting offline tests.

10. Open Book Test :

Open book tests are also conducted as a part of tutorial examinatio.

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

2.6.2

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

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

Response: C. Any 2 of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The following mechanism and procedure for grievance redressal related to examination is adopted by the institute,

Orientation Programme:

- The newly admitted student teachers are oriented with the Evaluation Mechanism as per the university syllabus.
- In this orientation the student teachers are informed about the various components involved in the evaluation process during each semester.

Examination Department :

- The Examination department prepares internal evaluation schedule as per the university guidelines and it is communicated to the student teachers well in advance.
- The Examination department conducts timely examinations after completing the syllabus as per the academic calendar.

Publication of Internals marks:

- After the timely conduct of internal examination as notified, the evaluation of answer sheet is undertaken by faculty. The answer sheets are shown to the student teachers for the verification and if any discrepancy is found it redressed immediately.
- The marks obtained by student teachers in internal examination are displayed on the student's notice board for further scrutiny and rectification.
- The student teachers have the liberty to use the suggestion box regarding dissatisfaction if any, with the internal examination mechanism.

Grievances related to university examination:

- The university level external examinations are held under the examination department of the college. Grievance related to the university examinations have to be submitted immediately to the university as per the university rules. Student teachers informed about this process timely.
- Student teachers get photocopies of the answer books of the concerned paper by the university. After studying answer sheet both student teachers and concerned subject teacher, student teachers can apply for verification and revaluation of answer sheet.
- The grievances related to problem in submission of online examination forms and queries related to mistakes in hall tickets, and mark sheets regarding name and others are resolved promptly by the college examination department by communicating it to the university.
- Grievances related to the question paper are reported to the university by the head of exam department of the college and the decision of the university is conveyed to the student teachers.

Grievances related to internal examination:

- All internal examinations are conducted adhering to the norms and regulations of the university.
- The student teachers are given opportunities to get their grievances redressed related to internal examination.
- The entire grievances are sorted out immediately by the head of exam department of the college.

The grievances related to this, are resolved as follows,

1. Student teachers have to approach exam department and Submit application to exam department.
2. Exam department will consult with respective teacher.
3. After seeking the opinions of the teacher concerned, the student will be informed.
4. The process is completely transparent and completed by the department in a stipulated time.

| File Description | Document |
|--|-------------------------------|
| Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal | View Document |
| Any other relevant information | View Document |

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

Response:

- The college adheres to the academic calendar for the conduct of CIE. Academic calendar is prepared at the beginning of the academic year by IQAC. It is in accordance with the credits and hours offered in the syllabus for each course and practical. The syllabus is reflected in the academic calendar. The academic calendar also contains plans for co-curricular and extracurricular activities based on the available working days as per NCTE norms. While designing the academic calendar, it includes the process of CIE. The preparation of academic calendar ensures that the student teachers get additional instructional hours and teachers get maximum hours to deliver their course effectively.
- After preparing the academic calendar by IQAC, it is then made known to all faculty members. Afterwards the Principal and IQAC coordinator organizes the meeting with faculty to discuss the issues with respect to the smooth and effective implementation of academic calendar. According to the prepared academic calendar, academic and administrative departments of the college prepare departmental plans. The academic calendar is published on the notice board for information to all student teachers. It is also published on website of the college. The academic calendar is strictly followed throughout the year. The time tables are prepared and implemented accordingly.
- The university releases the circular of the semester date of commencement and end of semester as well as examination at the beginning of the academic year. The college examination department prepares the schedule of assignment, practical submission dates, viva dates, internal examination time table and dates of submission of assessment marks accordingly by the university circular. So that all these examination related activities are completed two weeks before the theory exam.
- The proposed schedule of internal examination is given in academic calendar, so that the student teachers can make preparation well in advance. A time line is suggested in the academic calendar to complete the syllabus and the schedule of the internal examinations is kept accordingly. The college may advance or postpone the exams only during unavoidable circumstances. But it happens rarely. The internal assessment marks are communicated to the student teachers and the answer sheets after internal assessment are shown to the student teachers. The formative evaluation of the student teachers also done.
- In order to adhere with the schedule of CIE the faculty conducts extra classes to compensate the loss of working days on account of natural calamities like flood and COVID-19 pandemic. The co-curricular and extracurricular activities / programmes 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.
- The student teachers' overall progress is monitored regularly by adopting the strategy of continuous internal evaluation. For the implementation of internal evaluation process, Examination Department of the institute monitors overall internal assessment process. The review of internal evaluation is taken by the principal regularly.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

- The effectiveness of any programme and course depends on the PLOs (Programme Learning Outcomes) and CLOs (Course Learning Outcomes).
- 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. There is an emphasis on the holistic development of the student teachers. At the beginning of the academic year during the Orientation Programme student teachers are briefed about the PLOs. The concerned faculty of each of the courses brief their respective classes about the CLOs.
- Program learning outcomes are measured through both academic and non-academic performances of the student teachers. The performance of the student teachers in the internal and external examinations, in the practical and assignments, participation in class activities, role in extra curricular activities are some of the means by which program learning outcomes are measured. Student teachers are also encouraged to take part in competitions, seminars and conferences, research competitions, etc. Their performance within and outside the institute in the various academic events provides another index of their learning-levels. Course learning outcomes are measured through the performance of the student teachers in the class, practical, internal evaluations, and external evaluations.
- Evaluation of the attainment of program learning outcome is a key to assure the quality enhancement process of an institution. The academic progress of the student teachers 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.
- The college organizes various community-oriented activities. These efforts help to bring socio-ethical values and develop community service attitude among the student teachers. 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 student teachers' performance is conducted. This includes Home Assignments, Unit Tests, Seminars, Projects, Group Discussions, peer feedback, teacher feedback etc. The performance of the student teachers in university examination is the source to judge their summative assessments. This includes assessment in theory examination and practical examination. The college analyzes results and the faculty are instructed to initiate measures to improve student teachers' performance in the examination accordingly.
- For this Principal regularly meet the student teachers, IQAC meeting, Meeting of the Teachers are being adopted. Parents are informed on regular basis about the academic performance of their children. The faculty members are also encouraged to update their knowledge and participate in faculty development programmes and seminars as it enhances effective attainment of PLOs and CLOs.
- Lectures on competitive examinations, career counseling and soft skills are playing crucial role

in the overall development of the student teachers. To evaluate the outcomes of the above programmes, each and every activity is pre-planned.

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

2.7.2

Average pass percentage of students during the last five years

Response: 100

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 94 | 51 | 77 | 58 | 52 |

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

2.7.3

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

Response:

The 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:

The college utilizes peer evaluation as an integral component regarding Micro lessons, Simulation lessons, and various types of practice lesson assessment. student teachers are prepared for peer evaluation with respect to practice teaching. Peers observe lessons of each other's and give valuable feedback. It surely helps the gradual development.

2. Self-Evaluation:

Self-evaluation has become a core practice for student teachers. It is done almost for each workshop. Self-evaluation is many a times done in the form of SWOT analysis.

3. Online Evaluation:

The college uses online evaluation platforms like Google classroom, Zoom, Google meet etc. The college uses online informal evaluation as well. Faculty members 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. School teachers of the particular subjects observe the lessons of student teachers and assess the same. School Headmasters, supervisors and school teachers assess the student teachers during their internship.

5. Personal Mentoring per teaching performance:

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

6. Internship Academic Audit by Headmasters :

All student teachers complete the all internship activities. The head master and senior member of concern school visits to Simulation staff room at the end of internship programme for Internship Academic Audit.

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

2.7.4**Performance of outgoing students in internal assessment****Response:** 100**2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year****Response:** 94

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

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

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

| Identified learning needs | Activity | 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 |
| | Online teaching skills | Online teaching and learning |
| Different Skills, abilities for | Field work based on | Observation - how student |

| | | |
|--|---|---|
| teachers | community | 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. Projects, Report writing |
| | Physical Education | Physical test |
| | | |
| | | |
| File Description | | Document |
| Documentary evidence in respect to claim | | View Document |
| Any additional information | | View Document |

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.99

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.6

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 02 | 01 |

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0.26

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0.75 | 0.55 |

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Income expenditure statements highlighting the research grants received, duly certified by the auditor

[View Document](#)

3.1.3

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

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: B. Any 3 of the above

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

3.1.4

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

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

Response: D. Any 1 of the above

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

3.2 Research Publications

3.2.1

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

Response: 7.5

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 19 | 31 | 10 | 21 | 15 |

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

3.2.2

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

Response: 0.78

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4 | 3 | 2 | 0 | 1 |

| File Description | Document |
|--|-------------------------------|
| First page of the published book/chapter with seal and signature of the Principal | View Document |
| E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise | View Document |
| Data as per Data Template | View Document |
| Link for additional information | View Document |

3.3 Outreach Activities**3.3.1**

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

Response: 4.8

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 4 | 5 | 6 | 4 |

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

3.3.2

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

Response: 97.93

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 165 | 135 | 130 | 132 | 101 |

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

3.3.3

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

Response: 97.34

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 160 | 139 | 128 | 132 | 100 |

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

3.3.4

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

Response:

The college conducts a range of outreach activities to sensitize B Ed students to social issues and promote community development. These activities play a crucial role in fostering students' awareness, empathy, and engagement with the society. Here's an overview of how the college conducts outreach initiatives to achieve these objectives:

- 1. COVID-19 Initiatives:** During the COVID-19 pandemic, the college took proactive measures to raise awareness and support the community. Students were actively involved in initiatives such as creating posters and slogans to honor COVID-19 warriors and organizing mask donation drives. These activities helped students develop essential skills such as counseling, volunteering, and community support, while also demonstrating the importance of collective action during challenging times.
- 2. Social Service Scheme Unit:** This unit at the college organized various outreach programs, including cleanliness drives, awareness campaigns, and community engagement activities. For example, they may conduct door-to-door surveys to assess the needs of the community, raise awareness about important topics such as education, health, and drug addiction, and organize rallies to spread awareness among the public.
- 3. Extra Mural Activities:** The college encourages students to engage in extra mural activities that promote social awareness and community development. Through these activities, such as cleaning school campuses and public places, organizing voter awareness programs, and conducting nature conservation programs, students gain practical experience in addressing social issues.
- 4. Samarth Bharat Abhiyan:** Students actively participate in Samarth Bharat Abhiyan initiative. Student Welfare committee undertakes various community-oriented projects, such as providing economic assistance to needy students, organizing workshops on relevant topics, and supporting initiatives related to community development.
- 5. Environmental Initiatives:** The college emphasizes environmental awareness and sustainability through in-house programs such as the Plastic Free Environment and Swachh Bharat (Clean India) campaign. Students engage in activities such as planting saplings, promoting waste segregation, composting, and creating awareness about the harmful effects of plastic' cracker free Diwali, Eco-friendly Holi, Vermi compost plant ,solar panels ,rainwater harvesting, etc.

6. Experiential Learning Programs: Students have the opportunity to participate in experiential learning programs that foster their understanding of social issues and community development.

The college offers an "Earn while you Learn" scheme, allowing students to gain practical knowledge and skills by engaging in real-life projects.

1. Collaborations with NGOs and Community Organizations: The college collaborates with local NGOs, community-based organizations, and social enterprises to create meaningful engagement opportunities for students. Such collaborations can include joint projects, research partnerships, or volunteer programs. By working alongside these organizations, students gain insights into the strategies and interventions implemented for community development and social change.

Field Visits and Internships: Students are provided with opportunities to undertake field visits and internships in community settings. These experiences expose them to the realities of marginalized communities, helping them gain first-hand knowledge of the challenges faced by different sections of society. During field visits, students may interact with community members, observe their living conditions, and learn about their struggles and aspirations.

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

3.3.5

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

Response: 16

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 5 | 8 | 2 |

| File Description | Document |
|---|-------------------------------|
| Data as per Data Template | View Document |
| Appropriate certificates from the awarding agency | View Document |

3.4 Collaboration and Linkages

3.4.1

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

Response: 25.6

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 44 | 39 | 11 | 31 | 3 |

| File Description | Document |
|--|-------------------------------|
| Report of each linkage along with videos/ photographs | View Document |
| List of teachers/students benefited by linkage exchange and research | View Document |
| Data as per Data Template | View Document |

3.4.2

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

Response: 9

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

Response: 9

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

3.4.3

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

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

Response: C. Any 3 or 4 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

- The college has a two-stored main building with adequate furniture. In the main building, we have a well-equipped office, Principal's cabin, IQAC room, ICT, Psychology and Science Resource Center, M.Phil. Cell, A. V. aids room, Language Lab, classrooms, Examination section, store room, and Extension Service Department. This Department is a special feature of our college. It is meant to establish a rapport between the college and the in-service teachers. It plays a considerable role in organizing different programs for in-service teachers.
- Seven rooms are used as classrooms. All these rooms have LCD, smart board and internet facility.

The college has an independent well-equipped **Science and Mathematics Resource Center** for the experiments in the syllabus up to 12th standard.

- **Psychology Resource Center** is consisting of psychological tests, scales and the inventories and equipment for the psychological experiments both for M.Ed. and B.Ed. Course.
- At **ET Resource Center** we have 16 mm film projector, 3 OHPs, video camera, CDs, cassettes, maps charts, globes, models and other material useful for teaching.
- At **ICT Resource Center** we have computers with internet connectivity. We also have a LCD Projector and CDs of various school subjects.
- The teaching faculty has **separate cabins for guidance and preparation.**
- The college has a **library** enriched with rare reference books, the encyclopedias, research handbooks, volumes of survey of research. It is one of the enriched libraries with a Book-bank section which provides text-books to the students with only 1/3 price. Library is attached with the study room which is very useful for the student-teachers. There is a provision of separate facility for the research students and staff in the library with various encyclopedia, reference books, theses and a computer with internet.
- **Language Lab** is used for upgrading the language proficiency by student-teachers under the guidance of faculty.
- Recently college has set up a **recording studio** for e-content development.
- The college has a **playground** in its campus which is used for Volley ball, Cricket, Badminton, Skipping Rope, Ring, Kho-Kho, Kabaddi, throw ball, running, etc

We have also a provision for indoor games like Carom, Table Tennis and Chess.

- The college provides separate **Ladies Room** with adequate facilities. The college has provision of non residential center for boys.
- We have other provisions such as RO purified drinking water plant, water cooler, wash rooms,

intercom facility and vehicle parking facilities.

- We have also a **guest room** and a **Health Center** for student-teachers as well as teaching and administrative staff.
- There is a **hostel accommodation for both boys and girl student-teachers**

The college has a girls' hostel having 22 rooms, It's capacity is of 60 girls. Boys' hostel has 7 rooms with 30 students' capacity. Hostels are provided with hot water, fans, beds, solar heaters and solar lamps. As both hostels are in the campus, it saves the time and money of the student-teachers.

- There is a provision of Child Care Center for the needy students.
- Ramp is provided for the handicapped students.

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

4.1.2

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

Response: 100

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

Response: 7

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

Response: 7

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

4.1.3

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

Response: 10.06

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0.2 | 1.8 | 1.1 | 3.8 | 1.8 |

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

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

This software is accessed through the link <http://libreria.org.in/Azadlibsatara/Default.aspx>

- The college has a tie-up with MKCL, Pune.
- **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 are entered in the accession register as well and data entry is done in the LIBRERIA software. Our book management system allows efficient management of books. The library has a tracking system.

- Books are Bar-coded with unique barcodes which are useful in the circulation of books.
- Membership of faculty and students is done with the help of the Membership module. An online membership facility is available for faculty and students. This is the link for online membership <https://sites.google.com/view/acelibrary/library-services-facilities/library-membership?authuser=0>
- **WEB OPAC** gives the facility to search books in various ways such as Field search (fields like Author, Title, Publisher, etc.), Boolean search, Keyword search, Truncation search, and Wildcard search. OPAC link is also given on the library website for easy access to the Catalogue.
- **E-resources and online data basis** -The library includes e-books, e-journals, and e-data basis as e-resources . Users can access these resources through the library website. Library has an institutional membership with INFLIBNET and the N-LIST center in Gujrat which provide a wide range of e-resources. Due to this access to online full-text, e-journals, e-books, and research materials is easily available
- **Remote access-** The automation system provides remote access to digital material outside the library premises.which enhances the convenience and flexibility of students and faculty.
- **Expenditure of books** - The record of expenditures on books is maintained by the library.
- **Collection and resources** - The library automation system includes managing 18004 books
- **Annual Maintenance Contract (AMC)** -The library has an AMC in place for the maintenance of computers and software. This ensures that the library automation system remains functional. The **AMC** with **MKCL** ensures continued support for smooth operations.
- Charts, Maps, pointers, Globes, Geometry boxes, and roller boards, magazines are made available
- User Tracking System Software is installed in the Library. This software is used to measure the footprints of the users. This software helps us in measuring the records of the users in the library. With the help of this software soft functioning of the library activities is done.

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

4.2.2

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

Response:

Library website created in google site. This platform for website which is available free of cost.

Library website give various information such as:

- 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 Education Policies are made available on website for easy access.
- Open access e resources like text books by Balbharati, NCERT, Marathi e books, Audio books, some open access journals are available and that links are given to easy access. Newspaper links are given.
- E learning platform links are posted on website.
- The college library subscribes the N-List e resources and link is given on the library website.
- NDL link is also given in the website.
- Previous year question papers, Question Bank of Shivaji University, Kolhapur and MCQ are access via website
- Syllabus is easy to get with the help of website
- Research papers of faculty members are made available on website.
- Library Membership is done through the online registration with the help of google form
- Library Committee Meeting minutes are available on website

Library website is a place for the access various information. QR codes service is also available.

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

4.2.3

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

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

Response: A. Any 4 or more of the above

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

4.2.4

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

Response: 0.62

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 0.6 | 0.4 | 0.7 | 0.7 | 0.7 |

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

4.2.5

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

Response: 20.97

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

Response: 829

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

Response: 573

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

Response: 1027

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

Response: 505

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

Response: 819

| File Description | Document |
|--|-------------------------------|
| Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal | View Document |
| Any other relevant information | View Document |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution | View Document |

4.2.6

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

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

Response: A. All of the above

| File Description | Document |
|---------------------------|-------------------------------|
| Data as per Data Template | View Document |

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Azad College of Education continuously strives to provide advanced technologies and upgrade its ICT facilities to ensure efficient functioning.

- Each of the seven classrooms has an LCD facility. Halls no.1 and 8 are with Wi-Fi.
- Wi-Fi facility is available for the office, Principal's cabin, IQAC room, Extension service center, Knowledge Resource Center, Library, research section, Language lab, all the resource centers, and Examination section. Resource centers are for Marathi, Hindi, English, Sanskrit, Information Technology, Psychology, Science, and Mathematics.
- At the initial stage, there was a Broadband system(2012). From 2015 every year two Internet broadband of 10 Mbps speed were purchased.
- From 2019 two broadband connections with 60 Mbps speed are made available in the college.
- In the ICT Resource Center, 30 computers are available for students. There students prepare ICT-based lesson notes. Here students are encouraged to use ICT resources for their teaching practice. Along with regular students, YCMOU (Yashwantrao Chavan Maharashtra Open University, Nasik) B.Ed. and DSM students also benefited from these resources.
- There are 46 computers available for students 6 laptops are for faculty and 2 for the office. For office 4 computers, one Photocopy machine and three printers are available. For the IQAC room and Extension service center, Principal room, and ICT Resource center one printer each is available. In the library, there are 2 printers and one Photocopy machine while in the examination section, one printer is available.
- In every classroom Audio-Video facility is available. One camera for shooting purposes and a sound system are available. A smart board facility is also provided in classrooms.
- Recently in the academic year 2021-22,15 computers and 4 printers were purchased. 10 computers are made available for student teachers in the ICT department. Three computers and one printer are made available for the office. One computer is for the library and one is in the IQAC room for faculty.
- We have purchased LMS, ERP, and Language software for college.
- We have prepared a studio for e-content and video preparation in 2020-21. Required material is purchased for this studio.
- In COVID period we purchased zoom facility for educational purpose

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

4.3.2**Student – Computer ratio for last completed academic year****Response:** 3.15

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

4.3.3**Internet bandwidth available in the institution****Response:** 60**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS****Response:** 60

| File Description | Document |
|---|-------------------------------|
| Receipt for connection indicating bandwidth | View Document |
| Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth | View Document |
| Any other relevant Information | View Document |

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

- 1.Studio / Live studio**
- 2.Content distribution system**

3.Lecture Capturing System (LCS)**4.Teleprompter****5.Editing and graphic unit****Response:** C. Any 2 or 3 of the above

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

4.4 Maintenance of Campus and Infrastructure**4.4.1**

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

Response: 46.47

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8.8 | 8.2 | 7.3 | 6.8 | 9.1 |

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

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities -

laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

- The college has established system for maintaining and utilizing physical, academic and support facilities. This system 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.
- College Development Committee prepares an overall comprehensive development plan of the college regarding academic, administrative and infrastructural growth. At the beginning of every academic year CDC decides the budget and allocate specific amount to different heads of the expenditure. All these committees consist of teaching as well as administrative staff members. They take 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.
- **Maintenance of the physical facilities:** -Classrooms, Guidance rooms, smart classroom, seminar hall, Ladies room, Boy's and Girl's hostel, Library, Study room, Laboratories, Resource centers, are for the students admitted for the college. All classrooms are with adequate furniture and teaching aids for smooth teaching-learning process. Laboratories of Azad College are fully functional. Information Technology lab, Language lab, Psychology lab and Science lab are fully equipped and maintained by the respective head of the labs with the help of administrative staff. College has Resource Centers of ICT, Maths and Science, Psychology, Arts and craft, Health and Physical Education, Information and Career Guidance with reading, Audio-visual and ICT resources and required equipments. College infrastructure facilities are provided for various in-service training programs. Students are encouraged to use these in their practice lessons. Student-teachers prepare ICT- based lessons and present the same in the groups. Sufficient provision is made in the annual budget for each laboratory for maintenance and development. Annual maintenance contract of ICT lab, computers and language lab, library software is given to local agency.
- The college has a playground where Volleyball is played regularly. Games and Physical Education are carried out on this playground. College has Indoor game facility for faculty and students for games. Playground and Indoor games hall is maintained by the head of the Department.
- There is a Ladies Room with Vending machine and burner unit facility for the disposal of sanitary napkins. Guest room is available for the guests and examiners with attached small kitchen and toilet which is regularly cleaned by the worker of local agency.
- Library is well maintained according to changing academic needs. Library committee gives suggestions for the development and maintenance of the library. Reading room, stack room and the Research Room are well maintained by the library.
- The college has Ladies and Boys hostel with water solar system. Rooms of the hostels are well equipped and provided to students and employees of the mother institute whenever needed with nominal charges.
- Vehicle parking is available for all the teaching, non-teaching staff and students. Beautiful garden is maintained by the Garden and beautification Committee with the help of administration staff. Four solar lamps are for energy conservation.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

9.Canteen**10.Toilets for girls****Response:** A. Any 8 or more of the above

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

5.1.3

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

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

Response: C. Any 3 or 4 of the above

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

5.1.4

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

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

Response: B. Any 3 or 4 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 40.36

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 42 | 26 | 25 | 12 | 29 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Data as per Data Template | View Document |
| Appointment letters of 10% graduates for each year | View Document |
| Annual reports of Placement Cell for five years | View Document |

5.2.2

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

Response: 23.4

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 21

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

Response: 00

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

Response: 1

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

5.2.3

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

Response: 19.88

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 42 | 11 | 06 | 06 | 01 |

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

5.3 Student Participation and Activities

5.3.1

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

Response:

- **Student Council**

The college has a well constituted student council Committee .The purpose of the student council is to give students an opportunity to develop leadership by organizing responsible activities. Optimum administrative and academic growth of the institution requires genuine participation of the students. Principal nominates members of Student council after consultation with faculty members. representatives and other members work as per guidelines given by Principal . The meetings of Student Council are conducted for planning and organization of different events in the college, according to the Academic Calendar prepared by IQAC. Student representatives help in selection, planning, comparing and implementation of co-curricular and extracurricular activities in the college, throughout the year. In addition to this, other academic and administrative committees also have representation of students in them. Other Committees including Students Representatives:

- Internal Quality Assurance Cell (IQAC)
- Internal Complaint Committee
- College Development Committee
- Anti-Ragging Committee
- Library Advisory Committee
- Student Welfare Committee
- College Activity Organization Committee.

Active participation of Students Council

Students' Council with assistance from other student representatives and volunteers play active role in planning and organizing following Committees.

- Rallies of various of government departments
- Discipline Committee
- Cultural committee
- Library Committee
- Internal Quality Assurance Cell
- Sports Committee
- Grievances and redressal committee
- Campus cleanliness and beautification
- Subject clubs, ELC Club, Green Club

All the committees hold meetings and table their recommendations through proper channel to the Principal for approval and execution of the same, in best interest of the institution. The Principal calls for regular meetings with student council to discuss about various academic programs and other activities of the college thus decentralizing the power of decision making to them following discipline, and protocol.

The representatives in the Student Council Committee raise their problems and suggestions of all students during their meet with the Principal to resolve any conflicts if any. The function of the student council is based upon Institutional guidelines. Student councils participate, organize and manage various academic and co-curricular activities in the college. Student council discusses all curricular related issues and concerns. These are considered for rescheduling the programmes, seminars etc. Feedback from Student Council is valued for a better functioning. In addition to organizing events that contribute to the institution's spirit and community welfare it takes an initiative to arrange various events of college such as educational trip, field trips, organizes national and international days of significance and through these they develop responsibility and leadership.

Student council takes initiative to organize events, exhibitions, seminars, webinars, conferences, and club activities. All the activities are taken up with the help of leadership roles of Student Council Committee members.

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

5.3.2

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

Response: 7.4

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6 | 07 | 03 | 13 | 08 |

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

5.4 Alumni Engagement**5.4.1**

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

Response:

- **Alumni Association**

‘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 Commission 1950 (29). An Alumni Association has PAN No is AAIAA0138N.** As per the laws the office bearers are elected for three years. Two faculty are includes in the alumni. Mr. H. Y. Patil - President, Dr. Nandkumar Dhanwade - Secretary and Mr. Sudhir Kharat – Treasurer.

Alumni helps Institution to build and grow college brand through their work strength. Alumni are well placed in various fields like: teaching, education, professional fields, academic and social work. The mission of the alumni group is to foster a spirit of loyalty and to promote general welfare of the institute.

The objectives of ACE Alumni are:

- To encourage the interactions among the Alumini and Institution
- To guide the students of the Institute for professional development
- To support recruitment activities for the students teachers
- To provide aid to needy students.

- To provide financial support in terms of prizes to student teachers
- To help natural disaster sufferers
- To encourage and support students in sports, cultural and extra-curricular activities.

The Annual alumni meeting is conducted on last Sunday of month June in every year. Alumni organise get together programmes. Life time Membership is given by paying a minimum fee. College encourages students to continue with What's app groups so that college, alumni association can connect and they share their experiences, memories, their achievements, vacancies, upcoming events, knowledge about innovative teaching techniques, NEP, etc. Alumni encourages them to participate in alumni meetings so that they can provide suggestions for college betterment. One representative of Alumni is appointed as a member by our mother institution in College Development Committee (CDC) and Internal Quality Assurance Cell (IQAC). The member can express their views in the meetings and make suggestions for the smooth and quality functioning of the institute. Our Alumni continuously involve as resource person in workshops, orientation, seminars programmes of admitted students for various activities in the institute. They act as a motivator and help them to groom their skills for practical situations. Alumni has contributed significantly through various activities during the last five years as below-

- For Motivating new students for Organizing various activities
- To support online teaching and learning
- To support placements
- To support for quality teaching and activities in internship programmes
- As active members of IQAC and CDC
- As resource Persons and organising guest lectures
- To Raise funds
- Planning for college development

Academic Contributions from the Alumni Meetings of Institution are held online/ offline with its members on various agenda of conducting talks, how to involve teachers as active participants in the new methodological practices evolved and to make the alumni more interactive with the institution. Alumni are involved with the faculty of the college to discuss about New Education policy, innovative pedagogical innovations and practices and experiments to implement effectively and qualitatively in classroom situations.

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

5.4.2

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

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

Response: B. Any 4 or 5 of the above

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

5.4.3

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

Response: 10

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

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

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

5.4.4

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

Response:

- **Alumni Association**

Dedicated and committed alumni with affinity towards the college have been a very strong asset for the college. It is a matter of pride that institutions has a strong Alumni group that strengthens the network among the alumni, faculty, and management and builds an integral relationship with students of the Institute. Alumni Association of the college is an active body with more than 2365 alumni as its members. They Contribute academically, by giving their teaching services in the college, providing expert and procedural knowledge and teaching skills to B.Ed Students. Even alumni offer their voluntary services to college.

Alumni Association of institutions plays crucial role in functioning by student mentoring, student support, financial support, and recognizing talent early and then nurturing it to become successful and efficient human resource to the society. The college has a dynamic alumni association which works coherently with faculty in devising methods to improve teaching methods, master resources, organize events to inculcate confidence in students to take responsibility and successfully meet the challenges posed to them during course curriculum. Alumni members via Alumni association meetings are sought directives as well as advice on curriculum development. Students support for admission, placement, guidance as well as mentoring.

Alumni members deliver seminars, organise workshops, plan internship and provide donations. college provides various facilities like books, guidance and accommodations to alumni. Feedback of members plays a very important role in filling the lacunae in curriculum. This association works as ultimate regulator who keep the institute on track to meet preset targets in a time bound manner. Few examples of task performed by members are enlisted below to give an insight into alumni associations' role to support the institution

The active role of the Alumni Association in institutional work is evident from the following

- The development of the organization is driven by the interaction between the alumni association

and the organization.

- The alumni association is involved in the institutional quality initiatives.
- The alumni association guides the students of the institution for professional development and becoming good citizens.

The Alumni Association guides the students for their professional careers .It also helps through their expertise .

- The Association helps needy students
- Provides financial assistance in the form of prizes to meritorious students
- Special help for placement, career advancements and sports.
- Helps victims of natural disasters like earthquakes, fires, storms etc.
- Conducts social awareness programs like blood donation, healthcheck up camp.
- They provide medical assistance to institutional students.
- Encourages and supports institutional students in sports, cultural and extra-curricular activities.
- Helps to protect the environment and in pollution control activities.and all possible help as a social responsibility.

The college has included its alumni as a significant part of many of the notable academic and administrative bodies such as Internal Quality Assurance Cell, College Development Committee, Curriculum development Committee etc. The college appreciates the efforts suggestions of alumni and utilizes the services for the development of the institution in all the possible ways.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

- The governance of the college 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 CDC with or without suggestions and then, these plans, are implemented by Principal with the help of various committees in the college involving all stakeholders like Purchase Committee, Steering Committee, Maintenance Committee, Student Council, Student Development Committee, School College Forum etc. Help of Alumni Association is taken to implement various programmes. Various activities have been organized to fulfill the vision and mission of the college. Our management arranges various activities and programmes accompanying vision and mission of the college.
- **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 management dignitaries decision making bodies: CDC, IQAC, Internal Complaint Committee, Student Council, Student Development Cell, BC Cell etc.
- In the preparation of the Perspective Plan, IQAC has taken initiatives to obtain inputs from all stakeholders viz, the management, Principal, the faculty, the administrative staff, students of the college, the Alumni Association of the college, the parents and the peer colleagues. Stakeholders' expectations, management policies, goals and objectives and the vision and mission statement of the college and quality policy of the college are also considered as a base for formulation of the perspective plan.
- Considering the background of the college is imparting quality education in teacher education, IQAC has identified the broad aims of perspective plan as follows:
- To create an enabling academic environment for students embedded with sincerity, discipline and commitment.
- To mould humane citizens of the nation.
- To establish globally the brand image of the college.
- To emerge as a model college for teacher education.

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

6.1.2

Institution practices decentralization and participative management

Response:

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

- The Head of Department, Heads of various Resource Centers help the Principal to work effectively and achieve the intended outcome.
- Internal Quality Assurance Cell (IQAC) has been given the operational autonomy to implement various programmes and policies of the institution effectively to enhance the quality of various units of the college. Various schemes or policies are designed and implemented by the cell to achieve the intended outcome and the assurance of quality.
- The college provides autonomy through various activities like: Seminars, Workshops, Conferences, Symposium for student-teachers and faculty.
- Azad College of Education, Satara practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of authority to the Principal then to Coordinators and teachers in-charge of the various cells and committees in the college.

The following **committees and cells** are operational in the college to implement various activities:

- Steering Committee
- Discipline Committee
- Research Committee
- Anti-Ragging Committee
- Admission Committee
- Internal Complaint Committee
- Purchase Committee
- Function & Cultural Activity department
- Library Committee
- Examination Committee
- Hostel Committee

- Student Development Cell
- Internal Quality Assurance Cell
- Cultural Committee
- Grievance Redressal Cell
- Career Guidance and Placement Cell
- BC Cell(Equal opportunity Cell)
- Student's Council

Participative Management

The college is committed to participative management:

- The college 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 college.
- 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, the college has formed a Student Council.
- Planning and Development: Annual budget and other expenses are pre-planned and implemented through recommendation of the Principal and approval by the management (RayatShikshanSanstha, Satara.) For salary, salary- module of e-governance is used to prepare salary and upload salary slips. It keeps the record of all personal details of employees. Academic calendar is pre-planned and implemented with the approval of College Development Committee and is uploaded on the college website.
- Administration: The administrative activities involve maintenance of records related to infrastructure, faculty, support staff and students, inventory etc. of the college through e-governance. Service books of the faculty members are updated.
- Finance and Accounts: Day- to- day transactions, vouchers and bills are saved and compiled on e-governance software. The college has been using ERP e-governance to maintain and manage the inflow and outflow of the finances.
- Student Admission and Support: During the admission time, complete details of student i.e. personal data, qualification, fees deposit, specialization etc. are saved in the e governance software. Students can avail Scholarships granted by State Government & Social Welfare Department as per their guidelines.

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

6.1.3

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

Response:

The institution maintains transparency in Financial Functions:

- The management (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 beginning 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. For every purchase over fifty thousand rupees, Tenders are invited, and examined after thorough discussion on submitted tenders. In the Tender meeting, purchase order or work order is given. All formalities are duly completed and proper records are maintained for every work order or purchase. All transactions are supported by vouchers. The Principal is responsible for monitoring and controlling the financial transactions. The college conducts periodic, quarterly, Annual Audit to monitor the effective and efficient use of available financial resources.

The institution maintains transparency in Academic Functions:

- The college has constituted different Committees for the smooth functioning of academic and administrative work of the college. At the management 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. Participative Management the College promotes the practice of participative management by involving staff, students and other stakeholders in various activities. All the stakeholders are allowed to express their valuable suggestions.

The institution maintains transparency in Administrative Functions:

- The Principal has given necessary administrative autonomy to every department. At the beginning of academic year, Principal conducts 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. Department Heads are given considerable liberty in planning and execution of curricular, co curricular and extra-curricular activities departmental level. College committee chairpersons, coordinators and members have autonomy to determine activities. Autonomy to Office Head clerk, distributes the office work among different office bearers like Head clerk, senior clerk, junior clerk and peon. He is given autonomy to supervise smoother functioning of office administration and student support system.

The institution maintains transparency in other functions:

- All the guidelines given by NCTE, UGC, Govt. of Maharashtra and Shivaji University, Kolhapur are followed. Before the commencement of the session, the college academic calendar is prepared and all the academic and co-curricular activities are scheduled. It is circulated to all faculty members. Time tables and work load are also prepared and circulated too. Optimum use of technology is encouraged to enhance teaching- learning process.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The institutional Strategic plan is effectively deployed

- The extensive goals of Perspective plan associated with Azad College of Education, 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:

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

International Conference: Theme: Challenges before Higher Education in 21st Century

Sub-themes:

- Higher Education in 21st Century
- Innovative Practices in Teaching, Learning & Evaluation
- Skills for 21st century
- Skill Development
- National Education Policy 2020
- 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

2. Faculty Development programmes on,innovative Pedagogy, online teaching ,NAAC accreditation

3. Workshops on Techno-pedagogy,Facilitative Teaching,

4.International Workshops on Critical Thinking

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

6.2.2

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

Response:

- 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 coordinator, convener, secretary and heads of various departments.
- **Policies:** The College has well defined policies related with different running programs. The College has autonomy for policy making but it should abide by the rules of management governing council. The college governing body grants approval and ratification of various policy decisions of the college. It approves budgets for administrative, academic, research programmes and activities. The Principal of the college has the power to construct committees and cells according to the needs of the institution. The college has different committees and cells like academic, cultural, examination, finance and development, research, e-governance and extension activities etc.
- **Administrative Setup:** Azad College of Education, Satara has a well-defined organizational structure. The College is managed by Rayat Shikshan Sanstha, Satara, Maharashtra. Our Governing Council reviews and evaluates the academic progress, administrative processes and co-curricular and extension activities of the College. E-governance of the college is the best example of transparent administration, as each action related with the college is uploaded on the portal like salary, student record, finance etc. Different committees are constituted for quality administration. The Academic Committee reviews the academic and administrative functioning of the College. The Finance Committee approves proposals for the development of infrastructure and scholarships, prizes and certificates on the recommendations of the Academic Committee. IQAC is involved in developing a quality system for the improvement of academic and administrative performance of the College. The College calendar is prepared for various academic and non academic events. List of holidays, dates of Tutorial, Internal Exams and University Examination, numerous college events like morning assemblies and competitions are also mentioned there. Faculty and students have been designated as Coordinators or members of various committees and cells.
- **Appointment, Service Rules and Procedures:** Criteria for the selection of teaching and non-teaching staff are completely based upon the norms and conditions of NCTE, UGC and the affiliating University. For that advertisement is published in National as well as local newspapers. Eligible candidates are invited for the interview which is taken by selection committee and nominees of Vice Chancellor, Shivaji University, Kolhapur. The qualification, teaching experience and other eligibility for recruitment is as prescribed by state Government / UGC / NCTE and the affiliating university. All staff is oriented about the Administrative and Service Manual available in the college.

| File Description | Document |
|---|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |
| Link to Organogram of the Institution website | View Document |

6.2.3

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

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

Response: C. Any 3 or 4 of the above

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

6.2.4

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

Response:

- The college has constituted various committees for successful and productive functioning of college activities. These well-defined committees are responsible to discuss, decide plans of action and implement them. The college conducts its day to day working through these Committees. Steering Committee, Discipline Committee, Function & Cultural Committee, IQAC , Anti-Ragging Committee, Admission Committee, Library Committee, Examination Committee, Research Committee and Internal Complaints Committee etc.

The institutional Strategic plan is effectively deployed

- The extensive goals of Perspective plan 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 growth and development.

One Activity successfully implemented based on strategic plan:

- **Planning of the State, National, International Conferences/ Seminars/ Workshops/ Webinars on various issues.**
- The college organized Online International Conference on Challenges before Higher Education in 21st Century on 19th Sep., 2020.

Theme: Challenges before Higher Education in 21st Century

Sub-themes:

- 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

Organised and increased number of conferences, seminars , workshops, FDPs, at International ,National, State, University level.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

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

Welfare Schemes for Teaching and Non teaching Staff**RayatShikshanSanstha's Schemes-**

- 'Adarsh Rayat Sevak Pursakar'
- Sevak Welfare Fund
- SevakSurakshaVima
- Life Worker /life member for teachers
- 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 peer reviewed/ UGC care listed publications
- Health awareness programme/Health Check up camps
- Insurance (Bank of Maharashtra)
- Festival bonus for non teaching staff
- Yoga camps are organised from time to time
- Duty leave is provided for attending Workshops, Orientation course, Refreshers courses, Conferences
- Staff achieving State and International award are felicitated by the institution
- Research facilities are available for teachers pursuing their Ph.D.
- Faculties can avail loan from the Rayat bank with very minimal charges and repay the loan in easy installments.
- Laptop/PC facility to teachers
- Staff is allowed to use college ICT facilities for their research work
- Facility to purchase laptops and Tabs in concession through CSR

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

6.3.2

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

Response: 56.25

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 6 | 1 | 9 | 10 | 10 |

| File Description | Document |
|---|-------------------------------|
| Institutional Policy document on providing financial support to teachers | View Document |
| Income Expenditure statement highlighting the financial support to teachers | View Document |
| E-copy of letter/s indicating financial assistance to teachers | View Document |
| Data as per Data Template | View Document |
| Certificate of participation for the claim | View Document |
| Certificate of membership | View Document |
| Any additional information | View Document |

6.3.3

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

Response: 39

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 7 | 19 | 4 | 5 | 4 |

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

6.3.4

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

Response: 29.69

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 01 | 05 | 06 | 03 | 04 |

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

6.3.5

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

- The college 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 each employee is assessed annually after completion of one year of service through Performance Based Appraisal System (PBAS). Increments and Promotions are completely based upon the Performances. The performance of teaching staff is assessed on the following bases: their academic qualification, research experience and training, work 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. Other than that, extension work and membership of professional bodies or societies are also recorded. The IQAC addresses all the issues related to appraisal system of the staff and regularly evaluates it and then forwarded. Teacher's Academic Diary consists of all academic, co-curricular and extracurricular contributions of a teacher.
- The college also undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The college accords appropriate wattage to these contributions in their overall assessment. The PBAS Proforma filled by the Faculty Member is checked and verified by the IQAC, HOD & Principal, faculty members whose promotions are due are recommended by the institutional head based on this Proforma. On the other hand, all non-teaching staff is also assessed through annual confidential reports and annual performance appraisal. The management uses KPI for principal also.
- The various parameters for non teaching staff members are assessed under different categories i.e. Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, Relations/Co-operation with faculty members and students, subordinates, colleagues, and other stakeholders & public, Power of Drafting , efficient organization of documents and technical abilities. Their overall assessment is based on the above mentioned parameters. Their performance is first assessed by the Office Head and Head of the institution. Their increments and promotions are also completely based upon their performance appraisal system. On excellent performance, all employees are granted promotions and financial up-gradation. The Performance Appraisal System significantly helps in the evaluation of the performance of employees, in motivating them, analyzing their strengths and weaknesses and ensuring better performance.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

- The management (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. 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. All formalities are duly completed and proper records are maintained for every work order or purchase. All transactions are supported by vouchers. Principal is responsible for monitoring and controlling the financial transactions. The parent institute conducts periodic, quarterly, Annual Audit to monitor the effective and efficient use of available financial resources.
- The college has constituted purchase committee for disbursement of financial resources. The income and expenditure are properly maintained in account books. The UGC Committee also prepares the utilization of financial resource gathered from UGC. The parent institute conducts internal as well as external audit of its funds annually and report of audit and its compliance is discussed in CDC Meetings for approval.
- The management (Rayat Shikshan Sanstha, Satara) conducts internal audit of every institution quarterly/ half yearly and annually. For this purpose it has its own Audit department. This department conducts internal audit of every institution in every financial year (1st April to 31st March). 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, LLP.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.

- At the time of local audit the objections raised in the audit report are verified, cleared and nullified. In every financial year, Audited statement of accounts is sent to Accountant General, Mumbai, Director, (Higher Education) Kolhapur. Salary and non-salary expenditure audit has been done by Administrative Officer, Joint Director Office, Kolhapur. After the assessment as per the report, compliance of audit note is cleared. Afterwards the assessment has been also done by Account Officer (Higher Education Grant) who sends the report. As per the report in case of any recovery, it is done by intimating concerned person and such compliance report is sent to Joint Director Office, Kolhapur. Apart from internal and external Audit, Accountant General, Mumbai, office conducts the audit as and when scheduled.

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

6.4.2

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

Response: 0

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

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

| File Description | Document |
|--|-------------------------------|
| Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal | View Document |
| Data as per Data Template | View Document |
| Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given | View Document |
| Any additional information | View Document |

6.4.3

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

Response:

- The college requirements are kept in meeting of CDC. With prior permission & guidance of CDC, IQAC and Steering Committee guides Purchase Committee, Hostel Committee, Building & Maintenance Committee and other Committees to utilize the funds for Institutional Development purpose, needy students and faculty members. The funds are utilized as per rules and regulations of government, University and other regulating bodies. Then concern department organizes meeting for detailing. Notice for Tender/Quotations is published. Process of tender opening and comparative chart is carried out. Purchase order is given to lowest quotations /Tender. The college has decentralized the work in between various committees. The meetings of the concerned committees are organized decisions are taken for optimal utilization of funds and resources. The procedure of mobilization of funds and its optimal utilizations is as follows.

Institutional strategies for mobilization of funds:

- The college and faculty members take efforts for mobilization of funds. The college encourages faculty of the college to generate funds for the different activities. The IQAC explores funding schemes of various agencies like UGC, MHRD and NCTE etc. The college and faculty apply for various projects and developmental schemes announced by these funding agencies. The college generates financial resources through its stake holders, government, NGOs, UGC, local well-wishers, alumni students and public representatives.
- The IQAC always looks for the new measure for mobilising funds and it has developed systematic procedures for their optimal utilisation. The college has tried to generate funds in the form of money and material objects. The college has very transparent mechanism of auditing and a specific committee for utilising this grant and resources.
- The teaching and administrative staff and existing alumni contribute to mobilise the resources for college. Students' tuition fees is the primary sources of funds, but all the above mentioned stakeholders actively reach out in the community and appeal to the philanthropists, industrialists and other donors.

Optimal Utilization of Resources:

- The College keeps its infrastructure updated from time to time. It has prepared its policies for effective implementation and optimal utilisation of resources. The funds are allocated by the college management for the maintenance of the laboratories and classrooms. Each and every single rupee received, is spent using proper channels, such as quotations, e-tendering, discussion with purchase committee.
1. **Institution Budget:** Every year annual budget is prepared well in advance as per the needs and requirements of the college. It incorporates budgets of academic department, research activities, computer lab, psychology lab, Resource centers, Library and sports.
 2. **Purchase Committee:** The committee considers requirements from all the departments, invites quotations, prepares comparative statements, negotiates with suppliers and then purchase order is placed. The college focuses on maximum utilisation of resources.
 3. **Accounts and Audit:** All funds mobilised are properly accounted for in the account books. The audited utilisation statement of accounts is submitted to the funding agencies for specific grants. Every year the institution conducts external and internal financial audits by appointing statutory auditor in the annual general meeting.

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

6.5 Internal Quality Assurance System**6.5.1**

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

Response:

- CDC & IQAC contributed significantly for institutionalizing the quality assurance strategies the process/ mechanism adopted by the institutions for quality assurance is as follows.
- IQAC organizes meeting after the suggestions by CDC. Academic calendar 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. Corrections are made. After correction, work distribution schedule is given to faculty for preparation of annual plan. Annual plan includes academic, co-curricular and extra-curricular activities. Departmental meetings are held for execution of academic 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 concerned department submit report by improving the activity.

- In the pursuance for quality assurance, quality up-gradation, assessment and accreditation, and institutionalization the college established the Internal Quality Assurance Cell on 20-06-2005. As soon as the IQAC was established in the college in 2005, the process of quality enhancement and sustenance was begun through different strategies. The IQAC is consistently working on to promote the quality culture in its all spheres of the college activities by channelised efforts towards promoting holistic academic excellence. The IQAC monitors the implementation of vision and mission of the college. IQAC prepares perspective plan of development for the college and execute it in a strategic plan of every year. It has been trying to institutionalise number of quality assurance strategies such as digitization of academic and administration facilities, gender equality, strengthening extension activities etc. Since then IQAC has become instrumental in suggesting a number of quality improvement measures in the college. During the assessment period the IQAC was successful in implementing and introducing several curricular, co-curricular and extra- curricular activities.

The college would like to high light the following activities of the IQAC:

- Feedback from Students, Parents, Employers, Alumni and Teacher Educators
- Improved teaching-learning and evaluation process
- Effective delivery of curriculum and enhanced usage of ICT tools
- Establishing/introducing more English Medium Under Graduate Teacher Training Programs
- Organising Seminars/Workshops/Conferences and Endowment lecture series
- Recognizing and felicitating distinguished alumni
- Organizing faculty training programmes
- Organize Orientation Programmes for TAIT/TET exams

The College has adopted quality management strategies in academic and administrative aspects. It is geared to promote an ambience of creativity, innovation and improving quality. The college formulated and established Internal Quality Assurance Cell (IQAC) so as to respond to the changing educational, social and industry demands. The cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal, communicated or through Suggestion Box, feedback from various stakeholders.

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

6.5.2

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

Response:

- The IQAC was established on 20th June, 2005 to enhance & sustain the quality of teacher education. IQAC monitors implementation of vision and mission of college. Preparation of perspective plan of the college development and its execution has been carried out by IQAC in strategic way. The college reviews its teaching-learning process through IQAC & other mechanism.

Review of teaching-learning process

Learning Process:

- **Introduction of Courses:** The College has introduced 4 certificate courses, 5 value added courses and 4 skill development courses for the students during the last five years.
- **Induction Programme:** IQAC conducts Induction Programme for first year students. Principal (Introductory Speech), HOD, IQAC Coordinator and Chairmen of the various committees introduces the various activities run by the college, i.e Importance of Teaching profession, Professional Ethics, Manners & Etiquettes, Code of conduct, Vision, Mission and values etc.
- **Promotion of Research and Development:** Poster Competitions, Avishkar Research Poster and Model Presentation, Publication of 'Student Action Research Journal and Poster Book'.
- Organization of workshops, webinars, seminars, guest lectures
- Facility Centers: Network Resource Centre, Knowledge Resource Centre
- Competitive Exam Guidance Centre
- On campus placement drives
- Learning Resource Centers: Science & Maths, Language, Art & Craft, Social Sciences, Health & Physical, Psychology

Teaching Process:

IQAC reviews the teaching process through following-

1. Preparation of Academic calendar and Year Plan (Semester wise)
2. Organization of Faculty Development Programmes & Teacher Training Programme
3. Organization of Conferences/Seminars/Webinars/Workshops
4. Use of ICT Tools and Innovative Teaching Methods
5. Constructivist Approaches
6. Educational Visits
7. Observation, feedback and guidance by Principal, senior faculty members.
8. Devise a learner centric environment conducive for quality education
9. Strengthen the library resources of the college
10. Specialized tools such as blogs, YouTube, and online resources are prepared. Guest lectures are also arranged for providing exposure to students.
11. Feedback is taken to evaluate the performance of staff and students and it has been an effective means to make plans for further improvement and enhance quality education.

Feedback Mechanism consists following feedback- Students, Teachers, Parents, Alumni, Peers and Employers etc.

Promotion of Research and Development:

- 1.Provision of Seed Money for Research
- 2.Two Institutional Minor Research Projects of worth Rs. 10000/- Per year
- 3.Remote access of N-List to e-journals, e-book etc.
- 4.E-content development studio
- 5.Action Researches
- 6.Motivation & financial support to faculty and student teacher's participation in Conferences, Seminars, Workshops and research related activities.

Review of learning outcomes

- Learning outcomes are ensured through analysis of academic activities like students projects, seminars, field visit, laboratory work, online quiz through Google classroom and poster competition, university results, home assignment, group discussion, elocution competition. Performance of students is communicated to them so that they can make improvements in teaching learning process.
- From the second cycle of NAAC, the college has been emphasizing on placement and outcome of outgoing students constituting Career Counseling and Placement Cell and carried out various activities and 587 are placed in government and private sectors during last five years whereas majority of students are self-employed.
- IQAC evaluates throughout teaching-learning process via PBAS.
- IQAC undergoes the academic and administrative audit (AAA) process yearly.

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

6.5.3

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

Response: 0

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

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

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: A. Any 4 or more of the above

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

6.5.5

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

Response:

- The college has established well tracking system for academic planning, co-curricular activities, extra-curricular activities, outcomes and outreach activities as well as exam department record and overall administration. College has decentralised academic and administrative mechanism.
- Our faculty has published 95 research papers in peer reviewed/ UGC recognised research journals at National and International level. Among 14 teachers 3 faculty members are engaged in their Ph. D. research work, 10 hold Ph. D. Degree, 7 are research guides, 7 hold M. Phil degree and 3 of them completed Ph. D. degree in last 5 years. Number of BOS members has been increased by 4. Our staffs are engaged in curriculum designing in autonomous colleges, home University and K. B. P. University too. Our library has separate website having latest books, references, e-journals, N-list subscription, e-books and resource material which is useful to staff and students. Faculty has developed blogs, YouTube channels which have valuable contribution our e-content facility was very useful during in pandemic situation. In last five years college has organized more than 100 International, National, State and University level conferences, seminars, workshops on various cross cutting issues and NEP 2020. Six FDP's were organised in collaboration with HRDC, Pune, Delhi NCR Chapter and various institutions. College has signed MOU's & linkages with various institutions, GO's and NGO's at local, State, National & International level.

Skill Enhancement:

- The college organises various programs for development of various skills among student teachers. To develop overall personality it requires enhancement of techno pedagogic skills ,social skills to become a facilitative teacher.Outreach activities are helpful for skill enhancement.

- The college magazines are reflections of skill development among student teachers. Due to the efforts in enhancing writing and other skills; our student teachers received many awards in different categories in a competition organised by Shivaji University, Kolhapur. In academic year 2017-18 our students achieved **2** awards, In 2018-19- **8** awards, In 2019-20- **10** awards, In 2020-21 pandemic period (results pending), In 2021- 22- **9** awards. This is great success through quality skill enhancement among our students.

Activities through MOU's & Linkages:

- The college honoured as leading college by Shivaji University, Kolhapur due distinctive quality initiatives and achievements in University area. This is possible due to MoU's and linkages signed by our college with schools, various NGO's and GO's. Our MoU's are quality indicators of various curricular, co-curricular and outreach activities. College organises activities related to internship, irradiation of superstition, environmental awareness, tree plantation, surveys related to social issues, intellectual property rights, anti drug addiction moments, awareness about Indian constitution, psychological testing and counselling, child sexual abuse awareness training, gender equality, personality development, legal awareness, cyber security awareness, Nirbhaya movement and many more activities for society.with joint collaboration with MIE,Mauritius and HBSC,Mumbai college organised international workshop on critical thinking skills.
- The year wise no of MOU's & Linkages is increased. In 2017-18 our college have 57 MOU's & linkages, In 2018-19- 59, In 2019-20-62, In 2020-21-65, In 2021-22 we have sighed 69 MOU's & Linkages.

| File Description | Document |
|---|-------------------------------|
| Relevant documentary evidence in support of the claim | View Document |
| Any additional information | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

Response:

- **Energy conservation-**

Energy conservation is the practice of reducing the consumption of energy by humans or Energy conservation means making the most of our energy resources by using our natural endowments wisely, getting the greatest return from our energy investments and investing in clean energy. Energy is conserved to reduce the cost of consumption and to preserve the limited existing resources of energy. Energy can be conserved by using energy-efficient devices and other methods to consume energy and reduce the use of energy when there is no requirement. We know that energy can neither be created nor destroyed. It can only be transformed from one form to another. So, it is important to conserve energy. The use of energy efficient equipment is promoted in the college. The college uses installation of energy star products for electrical equipment upgrades to reduce energy consumption. Promotion of energy efficient lighting systems by using LED lamps. Also master switches are installed at every floor to shut down power in non working hours to reduce transfer loss of electricity

- The college has “Energy Conservation Policy” With objectives and action plan in the beginning of the session and orients 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 is achieved by its more efficacious use by involving the actual users i.e. the staff and the student teachers in this practice.

- **Policy Objectives**

- 1.To promote awareness to increase and encourage minimization of energy waste.
- 2.To ensure realistic and comprehensive reduce of energy to save energy usage cost.
- 3.To improve energy efficiency through consistent, safe and secure methods.
- 4.To ensure safe handling and minimize wastage by facilitating repair and reuse.
- 5.To provide clearly defined roles and responsibilities to identify and co-ordinate each activity of the energy conservation.

6. To assure acceptable indoor air quality and natural light

- The college also caters to general efficiency techniques and methodologies that can be implemented in day to day function. Reducing energy consumption in the institute is a continuing priority which is ensured through an awareness program involving student's mentors and the college staff.

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

7.1.2

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

- **Concept of Waste management-**

The concept of waste as 'a material which has no use' has changed to 'resource at the wrong place'. The college is conscious of its activities generating waste and ensures that all the waste is used & disposed responsibly. Managing waste in an environmentally sound & socially satisfactory manner is sustainable waste management. In the college waste management practices are differentiated into three parts:

- **Solid Waste Management- Ladies room vending machine and burner unit (destroyer)**
- **Liquid Waste Management—RO water**
- **E- Waste Management- tie up with the management**

Waste management is essential in every institute. Proper utilization of waste is very important. The college 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 college "Building and Maintenance Committee" has its 'Waste Management Policy' with objectives and action plan in the beginning of the session and orients the staff and students about it. The action plan is implemented with the help of the college

- **Policy Statement**

In the college all types of wastes are disposed off 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

- **Vermi Compost -**

In the college the project of Vermi compost is activated in well for considering waste management in the college premises. The entire spectrum of solid waste generation, segregation and collection is processed systematically in the campus. Mixed waste is useless as a resource until waste separation at source is practiced thus the waste generated by the institute is separated in three separated streams namely biodegradable, non-biodegradable and domestic hazardous wastes in suitable bins. Bio-degradable waste is generated in the institute from raw material & left overs of food items from kitchen/pantry and hostel mess. Also the tree droppings from the campus green area contribute to it. These are treated through organic waste composter and waste is created into manure. The college has Vermi compost plant.

- Non biodegradable solid waste is handed over to the municipal approved landfill site.
- The college also conserves the rainwater through harvesting the runoff water from previous surfaces to the rain harvesting pit. This in return reduces the load on municipal sewage lines and also recharges the ground water table.
- E-waste of electronic waste broadly describes discarded, surplus, broken or obsolete electronic devices and machines. The rapid growth of technology, upgradation of innovation and high rate of obsolescence have led to one of the fastest growing waste streams of E- waste. The e-waste is managed in the college through collection of items from staff, faculty & students at common places and conducting an auction to authorize recyclers

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

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

| File Description | Document |
|---|-------------------------------|
| Income Expenditure statement highlighting the specific components | View Document |
| Geo-tagged photographs | View Document |
| Documentary evidence in support of each selected response | View Document |

7.1.4

Institution has water management and conservation initiatives in the form of

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

Response: C. Any 2 of the above

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

7.1.5

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

Response:

‘Education through self help’ is the motto of our management .With guideline of this motto the college also follows the motto of Reduce, Reuse and Recycle, took subsequent steps for the pollution free campus.

- **Cleanliness and Sanitation**

The college is well maintained is not only conducive to productivity, it also increases the likelihood of

expecting more students. The college promotes and aligns goals to national mission of Swatch Bharat or Clean India Campaign which bring about change in behavioral and attitudinal aspect of habitants. The college strongly believes in emphasizing on Information, Education and Communication (IEC) for effective participation of campus users. The college highlights and takes care of every basic parameter of maintenance of cleanliness like personal hygiene, safe water, waste water disposal, solid waste disposal, food hygiene and environmental sanitation.

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

- **Initiatives:**

- The college organises of assemblies, seminars and extension lectures on creating sensitivity and responsiveness about our surroundings and emphasis on '3R's- reduce, reuse and recycle' policy.
- College conducts Green audit for green cover and providing pollution free , healthy environment
- College has maintained well green garden of medicinal and other plants in campus.
- The campus of college is very clean and green through the implementation of eco friendly activities like Go Green,
- 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 | Document |
|--|-------------------------------|
| Documents and/or photographs in support of the claim | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

7.1.6

Institution is committed to encourage green practices that include:

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

5. Green landscaping with trees and plants**Response:** C. Any 3 of the above

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

7.1.7

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

Response: 3.7

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 0.3 | 0.6 | 0.80 | 0.2 | 1.3 |

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

7.1.8

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

Response:

Azad college of Education , Satara put forths 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 college 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, eco-friendly Ganesh idols etc.

- **Women Empowerment programme-**

Programmes are conducted in order to Empowerment of Women in the college.

1. 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.

2. Organization of Teaching Practice Lectures on Hazards of Poisonous Plastic, Women's Day, Promoting biodiversity

through energy conservation, waste management, greenbelt 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, Ozone day, World Environment day etc. to make students aware about the environmental issues, social burning issues.

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

7.1.9

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

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

Response: B. Any 3 of the above

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

7.2 Best Practices**7.2.1**

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

Response:

Best Practice-I

Title- Supervised Study; Developing conducive environment among the children of Suicide farmers.

1.Objectives-

- 1. To create conducive environment for affected children of suicide farmers for their all round development**

- 2.To encourage and provide counseling regarding the mental wellbeing and family support .
3. To help a student teacher to develop the accountability and empathy towards society.
4. To inculcate the social responsibility among the student teachers .

2.The Context-

. The college decided to adopt and conduct **Supervised study programme** at **Rayat Shikshan Sanstha's Shri. Ch.Shahu Boarding House , Branch no-1** for the said practice . We have initiated the innovative programme for Student teachers that develop conducive environment among the children's of suicide farmers.

3.The Practice -

Student teachers were introduced about social responsibility and teacher accountability through celebration of faculty birthdays with them, organisation of sports and academic activities , counseling sessions , Brain storming sessions and teaching -learning process.

4.Evidence of Success-

File contains the photos, letters etc are the evidences of our efforts.

5.Resources required -

The concerned faculty received the reactions from student teachers and childrens appreciating our efforts . The programme co-ordinator discussed with Boarding superintendent about problems faced by him awareness about social issues , teaching skills , communication skills and counseling skills

6. Outcomes-

- Plan of action was executed by student teachers for improving the accountability towards suicide affected children .
- Plan of action was drawn by student teachers for acquiring the thinking ability for children for their all round development.
- Student teachers appreciated the practice as they felt free to contribute their suggestions without any fear.

Best Practice-II

Title- Empowering Student teachers through Vivek Vahini activities.

1. Objectives -

- To develop health , social and environmental awareness among the student teachers.
- To inculcate scientific attitude among the student teachers.
- To provide training based on eradication of Superstitions
- To inculcate prudent citizenship and National spirit among the student teachers.

2..Context-

Under the guidelines of Maharashtra Vivek Vahini , Student teachers in the college conducted various activities related to social , environmental , health and Cross cutting issues.

3.Practice -

The student teachers has conducted successfully the activities like ‘Vivekacha Shriganesha Uttasav ‘as on 12/09/21, Celebration of Cracker free Viveki Diwali every year , Environment feiendly Holy, and conserve Health as on 27/03/2021, Anti Superstitions Drive Demonstrative lecture on 15/03/2022, celebration of Constitution day , anti addiction oath and develop the scientific temprament among the student teachers

4. Evidence of Success-

Letters of Commitment, List of the participants, Feedback , photos of awareness programmes and outreach activities .

5.Resources Required -

Knowledgable Recourse person , equipments and material required for eradication of superstitions.

6.Outcomes:

- Student teachers participated actively in group work activity organised by the college
- Student teachers created environmental awareness among the students and society .
- Student teacher eradicated superstitions among themselves and society.
- Student teachers developed healthy habbits , acquired healthy and happy personality.
- Student teacher acquired environmental and Scientific attitude in students and themselves.

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

7.3 Institutional Distinctiveness**7.3.1**

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

Response:

The distinctiveness of the college depicts by keeping the following vision and according to this vision college conducts the activities as giving priority and it becomes thrust of the college .

- **The vision** of the college is “**Towards excellence in Teacher Education.**”
- To provide excellent practices in teacher education and to the student teachers is the priority. Placements, street plays on social, environmental issues . The college conducts community oriented programmes on current social , environmental issues.

To fulfill this priority college organize the various activities for the enrichment of the student teachers. The college performs the activities considering **Vision, priority and thrust** in following areas of distinctiveness.

1.Organization of International and National Conferences, Seminars, Workshops and FDP:

The college has organized International, National, State, University, College level Conferences, Seminars and Workshops on different themes and crosscutting issues like NEP: 2020, Challenges before Higher Education in 21st century, Cultivating Critical Thinking in Teaching and Learning, Value Education, Intellectual Property Rights, Women Sexual Abuse, Role of teachers in National Education Policy, NAAC Accreditation, Innovative Practices in Teaching-learning process, Human Rights Awareness Programmes , techno-pedagogic skills , facilitative teaching etc. FDP organized on Innovative Pedagogy in teaching-learning process. The college has organised international workshop on Critical Thinking in collaboration with MIE, Moritious

2. Conduction of activities in School Internship Programme-

- **Internship programme** is one of the best distinct activity.
- To run the Internship programme effectively, Institution has developed ‘**School College Forum**’. School College forum includes Education Officer (Secondary), College Faculty and Head Masters of Internship and Practising Schools (48) and which are present in the periphery of 35 kms. Every year before the Internship Programme College organizes the School-College Forum meeting. Education officers, Head Masters provide the important suggestions regarding the Internship Programme, also give the feedback about the Internship programme run in the previous year.
- 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.
- All the programme were planned and implemented as per the planning. Institution take the time to time oral feedback from the Headmasters of all schools about Internship programme and suggestions from them conveyed to the student-teachers.

3. Conduction of Awareness programmes and Street plays on Social , Environmental, and Cross cutting issues -

This programme was developed to create awareness about social and cross cutting issues. Student teacher’s groups are allotted various themes assigned to each group for street play like save water, save

energy , gender equality, . Student teacher's prepare script of street plays. They make practice among the group for presentation. According to schedule student teachers present their street plays in various crowded places i.e. Bus stand, Bazaar, Schools etc. with prior permission of related government/ local authorities. Themes like Beti bachav, cyber security, Save water, save energy, plastic free campus, constitution awareness, eradication of superstitions etc. are presented as street plays.

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

5. CONCLUSION

Additional Information :

1. The College is affiliated college of Shivaji University, Kolhapur and as such follows a predetermined syllabus. However, the college innovates within these established academic structures, committed to providing holistic development .
2. The College is at prime location of the city that enables students to communicate from different parts of Region.
3. The college campus has facilities like photocopy, and canteen for students.
4. In spite of being located in the thriving part of the city . It has a maze of tall trees, lush green lawns and pruned hedges.
5. The college conducts several cultural, sports and community-based outreach programmes to provide students with holistic education and experience so that they become assets to their professions and to the society.
6. We take pride in making the college campus a green zone. We have numerous environment friendly practices like green policy, waste management policy and water conservation policy etc.
7. We limit the use of non-renewable resources and rely on alternative sources like solar panels, Rain water-harvesting etc. Sanitary hygiene is given due importance.
8. In college the education is dialogic, and it is the feedback system that gives it this transparency and accountability. Channels for communication with different stakeholders are kept warm by responding to diverse needs.
9. Different cells and committees have been formed for the effective functioning of the department.

Concluding Remarks :

Azad college of Education, Satara promoted by Rayat Shikshan Sanstha , Satara and affiliated to the Shivaji University, Kolhapur. It has been established in 1955 with a firm Commitment applying its Vision i.e. “Towards the Excellence in Teacher Education”. The college offers an outstanding learning environment for students by providing state of the art, infrastructure, facilities, effective course curriculum and use of innovative teaching methodology. Academic processes in college are streamlined, with timetables and other administrative tasks prepared well in advance of teaching session. The teaching learning is supported by relevant ICT facilities. The college is technologically enabled and inclusive infrastructure including a well-equipped library, which makes it possible for students to participate in modern teaching-learning process. Experiential learning through internships projects and field trips is specifically facilitated. Faculty members regularly update their disciplinary knowledge through active involvement in faculty development programmes, curriculum reviews, evaluation, and participation in different decision-making bodies of the University. MOUs and linkages with different organizations have been signed for organisation of outreach activities .

All these are designed, in view of its commitment to achieve excellence in the field of Education .

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|---|---|---|---|---|
| 1.1.2 | <p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none">1. Faculty of the institution2. Head/Principal of the institution3. Schools including Practice teaching schools4. Employers5. Experts6. Students7. Alumni <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: A. Any 5 or more of the above</p> | | | | | | | | | | |
| 1.1.3 | <p>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</p> <ol style="list-style-type: none">1. Website of the Institution2. Prospectus3. Student induction programme4. Orientation programme for teachers <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Data updated as per supporting documents.</p> | | | | | | | | | | |
| 1.2.2 | <p>Average Number of Value-added courses offered during the last five years</p> <p>1.2.2.1. Number of Value – added courses offered during the last five years Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2</td><td>4</td><td>2</td><td>1</td><td>1</td></tr></table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2 | 4 | 2 | 1 | 1 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | |
| 2 | 4 | 2 | 1 | 1 | | | | | | | |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 5 | 3 | 3 | 3 |

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

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

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

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 73 | 139 | 77 | 49 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 103 | 139 | 77 | 49 | 0 |

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

Structured feedback is obtained from

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

| | |
|-------|---|
| | <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> |
| 2.2.2 | <p>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</p> <ol style="list-style-type: none"> 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs <p>Answer before DVV Verification : A. Any 5 or more of the above</p> <p>Answer After DVV Verification: C. Any 3 of the above</p> <p>Remark : Data updated as per supporting documents.</p> |
| 2.2.3 | <p>There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students</p> <p>Answer before DVV Verification : Whenever need arises due to student diversity</p> <p>Answer After DVV Verification: No Special effort put forth in accordance with learner needs</p> |
| 2.2.4 | <p>Student-Mentor ratio for the last completed academic year</p> <p>2.2.4.1. Number of mentors in the Institution</p> <p>Answer before DVV Verification : 12</p> <p>Answer after DVV Verification: 12</p> |
| 2.3.3 | <p>Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..</p> <p>2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year</p> <p>Answer before DVV Verification : 167</p> <p>Answer after DVV Verification: 167</p> |
| 2.3.4 | <p>ICT support is used by students in various learning situations such as</p> <ol style="list-style-type: none"> 1. Understanding theory courses 2. Practice teaching |

| | |
|-------|---|
| | <p>3. Internship</p> <p>4. Out of class room activities</p> <p>5. Biomechanical and Kinesiological activities</p> <p>6. Field sports</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p> |
| 2.3.6 | <p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : Data updated as per supporting documents</p> |
| 2.4.1 | <p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : Data updated as per supporting documents</p> |
| 2.4.2 | <p>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</p> |

| | |
|-------|---|
| | <ol style="list-style-type: none"> 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : Data updated as per the supporting documents.</p> |
| 2.4.3 | <p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above</p> |
| 2.4.4 | <p>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</p> <ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p> |
| 2.4.5 | <p>Adequate skills are developed in students for effective use of ICT for teaching learning</p> |

| | |
|--------|---|
| | <p>process in respect of</p> <ol style="list-style-type: none"> 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : Data updated as per attachment</p> |
| 2.4.6 | <p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school 2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above</p> |
| 2.4.7 | <p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : Data updated as per supporting documents.</p> |
| 2.4.9 | <p>Average number of students attached to each school for internship during the last completed academic year</p> <p>2.4.9.1. Number of schools selected for internship during the last completed academic year Answer before DVV Verification : 10 Answer after DVV Verification: 10</p> |
| 2.4.10 | <p>Nature of internee engagement during internship consists of</p> |

| | |
|--------|---|
| | <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : Data updated as per supporting documents.</p> |
| 2.4.12 | <p>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</p> <ol style="list-style-type: none"> 1. Self 2. Peers (fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School* Students <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : Data updated as per attachment</p> |
| 2.4.13 | <p>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</p> <ol style="list-style-type: none"> 1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : Data updated as per supporting documents.</p> |
| 2.6.2 | <p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance |

| | | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|---|---|---|----|----|---------|---------|---------|---------|---------|---|---|---|----|----|
| | <p>3. Provision of improvement opportunities</p> <p>4. Access to tutorial/remedial support</p> <p>5. Provision of answering bilingually</p> <p>Answer before DVV Verification : A. Any 4 or more of the above</p> <p>Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : Data updated as per attachment</p> | | | | | | | | | | | | | | | | | | | | |
| 2.7.4 | <p>Performance of outgoing students in internal assessment</p> <p>2.7.4.1. Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year</p> <p>Answer before DVV Verification : 94</p> <p>Answer after DVV Verification: 94</p> | | | | | | | | | | | | | | | | | | | | |
| 3.1.1 | <p>Average number of research projects funded by government and/ or non-government agencies during the last five years</p> <p>3.1.1.1. Number of research projects funded by government and non- government agencies during the last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0</td><td>0</td><td>0</td><td>02</td><td>01</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0</td><td>0</td><td>0</td><td>02</td><td>01</td></tr></table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 0 | 0 | 0 | 02 | 01 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 0 | 0 | 0 | 02 | 01 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 02 | 01 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 0 | 0 | 0 | 02 | 01 | | | | | | | | | | | | | | | | | |
| 3.1.4 | <p>Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include</p> <p>1. Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations</p> <p>2. Encouragement to novel ideas</p> <p>3. Official approval and support for innovative try-outs</p> <p>4. Material and procedural supports</p> <p>Answer before DVV Verification : B. Any 3 of the above</p> <p>Answer After DVV Verification: D. Any 1 of the above</p> | | | | | | | | | | | | | | | | | | | | |
| 3.3.1 | <p>Average number of outreach activities organized by the institution during the last five years..</p> <p>3.3.1.1. Total number of outreach activities organized by the institution during the last five years.</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |

| | | | | |
|----|---|---|---|---|
| 28 | 9 | 9 | 8 | 7 |
|----|---|---|---|---|

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5 | 4 | 5 | 6 | 4 |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 165 | 135 | 130 | 132 | 101 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 165 | 135 | 130 | 132 | 101 |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 160 | 139 | 128 | 132 | 100 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 160 | 139 | 128 | 132 | 100 |

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

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

Answer before DVV Verification:

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

| | | | | |
|---|---|----|----|---|
| 1 | 5 | 11 | 12 | 6 |
|---|---|----|----|---|

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 5 | 8 | 2 |

| | |
|-------|---|
| 3.4.2 | <p>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>3.4.2.1. Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years Answer before DVV Verification : 59 Answer after DVV Verification: 9</p> <p>Remark : DVV has excluded the MOUs for the session 2016</p> |
| 3.4.3 | <p>Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</p> <ol style="list-style-type: none"> 1. Local community base activities 2. Practice teaching /internship in schools 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education 4. Discern ways to strengthen school based practice through joint discussions and planning 5. Join hands with schools in identifying areas for innovative practice 6. Rehabilitation Clinics 7. Linkages with general colleges <p>Answer before DVV Verification : B. Any 5 or 6 of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : Data updated as per supporting documents</p> |
| 4.1.2 | <p>Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.</p> <p>4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities Answer before DVV Verification : 7 Answer after DVV Verification: 7</p> <p>4.1.2.2. Number of Classrooms and seminar hall(s) in the institution Answer before DVV Verification : 7</p> |
| 4.1.3 | <p>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</p> <p>4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs) Answer before DVV Verification:</p> |

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 29106 | 187395 | 116993 | 388410 | 184511 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 0.2 | 1.8 | 1.1 | 3.8 | 1.8 |

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

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

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

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

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 0.69651 | 0.44772 | 0.72217 | 0.76558 | 0.77756 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 0.6 | 0.4 | 0.7 | 0.7 | 0.7 |

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

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

Answer before DVV Verification : 829

Answer after DVV Verification: 829

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

Answer before DVV Verification : 573

Answer after DVV Verification: 573

4.2.5.3. **Number of teachers and students using library for Month 3 (not less than 20 working**

days) during the last completed academic year

Answer before DVV Verification : 1027

Answer after DVV Verification: 1027

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

Answer before DVV Verification : 505

Answer after DVV Verification: 505

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

Answer before DVV Verification : 819

Answer after DVV Verification: 819

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

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

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

Answer After DVV Verification: A. All of the above

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 887784. | 828282. | 732631. | 684646. | 911924. |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8.8 | 8.2 | 7.3 | 6.8 | 9.1 |

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

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

| | |
|-------|--|
| | <p>5. E-content development</p> <p>6. Online assessment of learning</p> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: B. Any 4 or 5 of the above</p> <p>Remark : Data updated as per supporting documents</p> |
| 5.1.2 | <p>Available student support facilities in the institution are:</p> <ol style="list-style-type: none"> 1. Vehicle Parking 2. Common rooms separately for boys and girls 3. Recreational facility 4. First aid and medical aid 5. Transport 6. Book bank 7. Safe drinking water 8. Hostel 9. Canteen 10. Toilets for girls <p>Answer before DVV Verification : A. Any 8 or more of the above</p> <p>Answer After DVV Verification: A. Any 8 or more of the above</p> |
| 5.1.3 | <p>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</p> <ol style="list-style-type: none"> 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies 2. Details of members of grievance redressal committees are available on the institutional website 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students 4. Provision for students to submit grievances online/offline 5. Grievance redressal committee meets on a regular basis 6. Students' grievances are addressed within 7 days of receiving the complaint <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: C. Any 3 or 4 of the above</p> <p>Remark : Data updated as per supporting documents</p> |
| 5.1.4 | <p>Institution provides additional support to needy students in several ways such as:</p> <ol style="list-style-type: none"> 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell |

5. Concession in tuition fees/hostel fees**6. Group insurance (Health/Accident)**

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

Answer After DVV Verification: B. Any 3 or 4 of the above

Remark : Data updated as per supporting documents.

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

Answer before DVV Verification : 86

Answer after DVV Verification: 21

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

Answer before DVV Verification : 00

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

Answer before DVV Verification : 04

Answer after DVV Verification: 1

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 40 | 11 | 06 | 06 | 01 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 42 | 11 | 06 | 06 | 01 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 18 | 07 | 03 | 13 | 08 |

Answer After DVV Verification :

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

| | | | | |
|---|----|----|----|----|
| 6 | 07 | 03 | 13 | 08 |
|---|----|----|----|----|

Remark : Data updated as per details provided by the HEI for the session 2021-22

5.4.2

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

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

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

Answer After DVV Verification: B. Any 4 or 5 of the above

Remark : Data updated as per attachment

5.4.3

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 04 | 03 | 04 | 03 | 02 |

Answer After DVV Verification :

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

6.2.3

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

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

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

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 7 | 25 | 4 | 5 | 4 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 7 | 19 | 4 | 5 | 4 |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 01 | 07 | 09 | 03 | 04 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 01 | 05 | 06 | 03 | 04 |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2.85 | 3.36 | 3.75 | 2.51 | 2.88 |

Answer After DVV Verification :

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

Remark : HEI has not provided the sanctioned letter.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9 | 25 | 8 | 11 | 4 |

Answer After DVV Verification :

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

Remark : HEI has not provided the Report of the work done by IQAC or other quality mechanisms. HEI has provided only the academy audit report by university.

6.5.4 Institution engages in several quality initiatives such as

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

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

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

7.1.3 Institution waste management practices include

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

| | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|------|------|------|------|------|--|--|--|--|--|
| | <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : Data updated asper supporting documents.</p> | | | | | | | | | | | | | | | |
| 7.1.4 | <p>Institution has water management and conservation initiatives in the form of</p> <p>1. Rain water harvesting</p> <p>2. Waste water recycling</p> <p>3. Reservoirs/tanks/ bore wells</p> <p>4. Economical usage/ reduced wastage</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Data updated as per supporting documents.</p> | | | | | | | | | | | | | | | |
| 7.1.6 | <p>Institution is committed to encourage green practices that include:</p> <p>1. Encouraging use of bicycles / E-vehicles</p> <p>2. Create pedestrian friendly roads in the campus</p> <p>3. Develop plastic-free campus</p> <p>4. Move towards paperless office</p> <p>5. Green landscaping with trees and plants</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : Data updated as per supporting documents.</p> | | | | | | | | | | | | | | | |
| 7.1.7 | <p>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0.36</td><td>0.66</td><td>0.80</td><td>0.22</td><td>1.32</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td></td><td></td><td></td><td></td><td></td></tr></table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 0.36 | 0.66 | 0.80 | 0.22 | 1.32 | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | |
| 0.36 | 0.66 | 0.80 | 0.22 | 1.32 | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|-----|-----|------|-----|-----|
| | <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0.3</td><td>0.6</td><td>0.80</td><td>0.2</td><td>1.3</td></tr></table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 0.3 | 0.6 | 0.80 | 0.2 | 1.3 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | |
| 0.3 | 0.6 | 0.80 | 0.2 | 1.3 | | | | | | | |
| 7.1.9 | <p>Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways</p> <ol style="list-style-type: none">1. Code of Conduct is displayed on the institution's website2. Students and teachers are oriented about the Code of Conduct3. There is a committee to monitor adherence to the Code of Conduct4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Data updated as per supporting documents provided by the HEI</p> | | | | | | | | | | |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.1 | <p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>167</td><td>139</td><td>131</td><td>135</td><td>105</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>167</td><td>139</td><td>131</td><td>135</td><td>105</td></tr></table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 167 | 139 | 131 | 135 | 105 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 167 | 139 | 131 | 135 | 105 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 167 | 139 | 131 | 135 | 105 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 167 | 139 | 131 | 135 | 105 | | | | | | | | | | | | | | | | | |
| 1.2 | <p>Number of seats sanctioned year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>100</td><td>109</td><td>100</td><td>100</td><td>100</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>200</td><td>200</td><td>200</td><td>200</td><td>200</td></tr></table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 100 | 109 | 100 | 100 | 100 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 200 | 200 | 200 | 200 | 200 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 100 | 109 | 100 | 100 | 100 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 200 | 200 | 200 | 200 | 200 | | | | | | | | | | | | | | | | | |
| 1.3 | <p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p> | | | | | | | | | | | | | | | | | | | | |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 50 | 55 | 50 | 50 | 50 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 100 | 100 | 100 | 100 | 100 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|------------|-----------|------------|-----------|-----------|
| 1085708.96 | 1584402.4 | 1448942.31 | 1662188.9 | 2895448.8 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10.8 | 15.8 | 14.4 | 16.6 | 28.9 |

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

Answer before DVV Verification : 69

Answer after DVV Verification : 53