



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

Part A	
Data of the Institution	
1.Name of the Institution	SHRI SHIVAJI COLLEGE OF EDUCATION
• Name of the Head of the institution	Dr. Vinay M. Raut
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	07212662142
• Mobile No:	9404859275
• Registered e-mail ID (Principal)	iqacsscoe@gmail.com
• Alternate Email ID	shivajibed.office@gmail.com
• Address	shivaji Nagar, Panchwati square
• City/Town	Amravati
• State/UT	Maharashtra
• Pin Code	444606
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

• Financial Status	Grants-in aid				
• Name of the Affiliating University	Sant Gadge Baba Amravati University Amravati				
• Name of the IQAC Co-ordinator/Director	Dr. Amit E. Gawande				
• Phone No.	07212662142				
• Alternate phone No.(IQAC)	9823911298				
• Mobile (IQAC)	9422943298				
• IQAC e-mail address	iqacsscoe@gmail.com				
• Alternate e-mail address (IQAC)	shivajibed.office@gmail.com				
3.Website address	http://shivajibed.org/				
• Web-link of the AQAR: (Previous Academic Year)	http://www.shivajibed.org/pdf/AOAR%202020-21.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://shivajibed.org/pdf/academic_21_22.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	A	3.53	2014	10/12/2014	09/12/2019
Cycle 1	B++	Nil	2005	28/02/2005	27/02/2010
6.Date of Establishment of IQAC			19/06/2005		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	00	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		

<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File
9.No. of IQAC meetings held during the year	4
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> • If yes, mention the amount 	
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
Verification of annual PBAS forms and the CAS proposals of the teachers.	
Organised workshop on drama and art in education ICT	
Organised workshop on Teaching Aid	
Organised workshop on SUPW	
Organised workshop on NEP 2020	
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).	
Plan of Action	Achievements/Outcomes
Academic Activities according to Academic Calender	All activities organised and completed accordingly
Minimum two Research Publication as author or co author	Target acheived
Organisation of Various workshops for students	various workshop organised

13. Whether the AQAR was placed before statutory body?	Yes				
<ul style="list-style-type: none"> Name of the statutory body 					
<table border="1"> <thead> <tr> <th>Name of the statutory body</th> <th>Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td>College Development Committee</td> <td>06/04/2022</td> </tr> </tbody> </table>		Name of the statutory body	Date of meeting(s)	College Development Committee	06/04/2022
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College Development Committee	06/04/2022				
14. Whether institutional data submitted to AISHE					
<table border="1"> <thead> <tr> <th>Year</th> <th>Date of Submission</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>28/12/2022</td> </tr> </tbody> </table>		Year	Date of Submission	2022	28/12/2022
Year	Date of Submission				
2022	28/12/2022				
15. Multidisciplinary / interdisciplinary					
<p>Our institution offer two years teacher education programme under National Council for Teacher Education a statutory body of Government of India. We operate according to the guidelines given by National Council for Teacher Education and we have to abide with the guidelines.</p> <p>Now, in view of NEP 2020 institution is positively waiting to transform ourself into a holistic multidisciplinary institution. But it is possible only when NCTE allows us to do so.</p>					
16. Academic bank of credits (ABC):					
NIL					
17. Skill development:					
<p>Our institution offer two years teacher education programme which itself is a skill development programme for student teacher.</p> <p>During lesson planning we have introduced a column in lesson plan format i.e. value justification where student teacher has to write the Value which he is going to inculcate among the students through subject matter he is teaching.</p> <p>We called this as value based lesson Plan.</p> <p>We at our institution organise various skill development workshop which were useful to teacher trainee's in future.</p>					
18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture,					

using online course)

Our institution offer marathi medium all the teaching is in marathi language. for students who are little slow in Marathi tfor them we use bilingual mode (English, Hindi). During covid panademic we use online teaching. We at our institution motivate our students to join online classes like MOOC's

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Our institution is an affiliated institution we are abide with the syllabus given by the university.We have requested university for the improvement of syllabus accordingly.our university is willing to place CBCS pattren and Board of education is also willing to do so.

20.Distance education/online education:

Our institution is an also affiliated to Yashwantrao chavan maharashtra open Uiversity. we are already offering B.Ed. degree of YCMOU in distance mode.

Extended Profile**2.Student**

2.1	109
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	55
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	30
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	47
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	47
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	55
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	2380631
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	13
Total number of computers on campus for academic purposes	
5.Teacher	
5.1	9
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	No File Uploaded
5.2	9
Number of sanctioned posts for the year:	
Part B	

CURRICULAR ASPECTS**1.1 - Curriculum Planning**

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

1. The Institution follow the guidelines for curriculum as advised by Sant Gadge Baba Amravati University. The curriculum planning committee also formed in the Institution for regular follow-up ,monitoring and reviewing the procedure of adopting the curriculum. The committee held some meeting on regular time intervals. The curriculum planning committee develop an effective approach to regulate the curriculum and take such decision, like to organise orientation workshop in the starting of every academic year to make students familiar with institution ,curriculum and learning outcome of course. Committee also plan an academic Calender for execution of activities such as academic teaching, seminar unit test ,workshops related to different relevant topics of syllabus, field work, project work and cocurricular activities. In the staff council meeting distribution of work has been done among the faculty about pedagogy subjects, the core and elective subjects. The minutes of the meeting about work distribution are circulated to the all staff members which include EPC Practicum like Critical understanding of ICT ,Understanding of self, Drama and Art in Education, Yoga Education, Action Research project, Internship and other practical work.

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

<p>1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni</p>	<p>D. Any 2 of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 488 550 544">File Description</th> <th data-bbox="550 488 1471 544">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 555 550 611">Data as per Data Template</td> <td data-bbox="550 555 1471 611">View File</td> </tr> <tr> <td data-bbox="86 622 550 745">List of persons who participated in the process of in-house curriculum planning</td> <td data-bbox="550 622 1471 745">View File</td> </tr> <tr> <td data-bbox="86 757 550 880">Meeting notice and minutes of the meeting for in-house curriculum planning</td> <td data-bbox="550 757 1471 880">View File</td> </tr> <tr> <td data-bbox="86 891 550 1059">A copy of the programme of action for in- house curriculum planned and adopted during the academic year</td> <td data-bbox="550 891 1471 1059">View File</td> </tr> <tr> <td data-bbox="86 1070 550 1126">Any other relevant information</td> <td data-bbox="550 1070 1471 1126">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	List of persons who participated in the process of in-house curriculum planning	View File	Meeting notice and minutes of the meeting for in-house curriculum planning	View File	A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File	Any other relevant information	View File	
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A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File												
Any other relevant information	View File												
<p>1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers</p>	<p>C. Any 2 of the Above</p>												

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	shivajibed.org
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

14

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

1.2.2 - Number of value-added courses offered during the year

2

1.2.2.1 - Number of value-added courses offered during the year

2

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

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

142

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

142

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

One of the above

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

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

92

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

92

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

1.3 - Curriculum Enrichment

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

Teacher is most important factor influencing the quality of

education in school. Our Institution gives much attention to the quality of teacher education program and endeavours toward development of teacher proficiency and competence that would enable and empower the teacher to meet the requirement of profession. For providing opportunities to the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas, various awareness activities are conducted by the institution. Our institution provides training and practice in the different teaching skills, techniques, approaches and strategies. In the beginning orientation workshops are organised for acquiring various teaching skills. Each faculty gives theoretical knowledge as well as practical demonstration of each teaching. Then student teacher practice each and every skill in a small group of peers. The workshops of Year plan, Unit plan, integrated and simulation lesson plan, Unit test are also organised and opportunity provided to acquire and demonstrate knowledge and skill. Seminars and Group discussion related to various learning areas provides positive effect both in terms of knowledge as well as development of communication skill and collaboration with others

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

At the educational level, diversity refers to all type of different students, no matter what their personal traits, gender, national origin, social and economic background are. The institution familiarised the students with the diversity in India by giving information about theory paper in semester I. The institution incorporates the lesson plans of different pedagogical subjects that account all forms of diversity. The Institution provides the knowledge about the education boards in India, which are diverse and

equally qualitative for providing education. The introduction and information about functioning, assessment system, norms and standards, statewide variation of boards is given to students. The student teachers are made aware of different types of assessment like, formative assessment, summative assessment, diagnostic assessment which are followed by different schools.

School engagement and Internship programme is organised by the institution. In school engagement student teachers visited different schools and observed the infrastructure, faculties of the school, academic calendar, timetable of the school. Student teacher takes interviews of Headmaster, teacher, office staff and parents also. This whole process made them aware about diversities in the school system.

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

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

In teaching field students have to develop skills to be upto date and be competent, so our teacher educators use many methods to develop professional skills in students. Our Institution enables teacher educators to build approaches that help students develop and learn pathways to become expert learners whose conceptual framework is deeply interconnected transferable, rooted in a solid memory and easily retrieved. The teacher educators provide healthy environment for teaching learning process through various activities like group discussion, lesson plan presentation. Teaching skills are developed in students through micro teaching, integrated teaching and simulated teaching. Student teacher plans 10 micro teaching lessons, 5 integrated lessons, 2 simulation lessons in a institution and consolidate these skills in practice teaching lessons according to their pedagogy subjects. Teacher educators demonstrate the micro teaching skill lesson as well as classroom teaching lesson of

various teaching methods. Then student teacher practise these lessons in a group. In Internship student teacher plays a teacher role in real situation and conduct various classroom activities, such as teaching, observation of peers, assembly arranging, organisation of sports, cultural activities, formative and summative assessment, participation in parent -teacher association. Institution tries to improve the communication skills, application of knowledge and skills in real world setting and complex problem solving. In this way student teacher become aware and ready for professional field.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

One of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected and analysed

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
55	
2.1.1.1 - Number of students enrolled during the year	
55	
File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded
2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year	
55	
2.1.2.1 - Number of students enrolled from the reserved categories during the year	
43	
File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

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

5

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

5

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

2.2 - Honoring Student Diversity

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

To identify different learning needs of student-teachers at entry level interviews are arranged to identify teaching skill level, knowledge level of students. college has develop schedule for interview .at the stage of entry level faculty member organize interview for students to find out the different learning needs .at the time of interview students has to decide their teaching pedagogy ,optional papers . It is the method to find out that in which area student are expertise ,in which field students are most interested, their competencies ,their inherent skills ,their hobbies ,their achievement ,their goals are discussed. they are free to express their views about teaching profession and teaching learning process. To realize the objective of addressing students' academic needs the college incorporates various strategies and assesses their specific learning needs. At the very beginning, during the admission process, students are assigned two pedagogy subjects in accordance with the subjects that they have studied at the undergraduate level. To understand student needs and expectations, student representatives are elected for cultural and literary committees. Student-teachers are given a participatory role in different committees for giving voice to their opinions and responsibilities to carry out different activities related to these committees.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded
2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	None of the above
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded
2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	One of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1:16

2.2.4.1 - Number of mentors in the Institution

9

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

2.3 - Teaching- Learning Process

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

The Experiential learning and participative learning:

Student teachers conduct 10 microteaching lessons and 40 practice teaching lessons these all are ways of the Experiential learning techniques. Case study of an adolescent learner. Observe the various age group children in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain. Reading and reflecting on text serve as a foundation to enable B.Ed. students to read and respond variety of texts in different ways and also learn to think together, depending

on the text and the purposes of reading.

In all subjects, faculty members conducted group discussions, quizzes, and brainstorming sessions which involved active participation of students. The student teachers delivered seminars on various subject relevant topics of the curriculum.

Problem Solving Techniques:

All pedagogy of teaching involves the students to develop problem solving

skills as method of teaching . The students were encouraged to participate in various activities where they could use their specialized skills to enhance their teaching competencies. The College conducted various student-centric activities throughout the year. The learning becomes more experiential, participatory,

and socialistic by organizing activities like group discussions, debates, quizzes, assignments, seminars, and PowerPoint presentations. These activities were helpful to develop logical reasoning and problem-solving skills and innovative ways of teaching among the student teachers.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

55

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	No File Uploaded

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast,

virtual laboratories, learning apps etc.) for their learning, during the academic year

55

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

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	View File

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

Continual mentoring system is provided by teacher for developing professional attributes in students by giving chance of mentoring in different practical works given in the syllabus) students continual

mentoring system is used in following practices / group work 1)Reading and reflecting on text 2)Diagnosis and Enriching the teaching skills 3) Demonstration on lesson plan and simulation 4)Psychological Experiments 5)School Engagement 6)Drama and art in education 7)Internship 8) Teaching Aids Workshop 9) SUPW 10) ICT 11)Yoga education 12) Action research 13) Understanding of self 14) Performing Art 15) Environment Project 16) Community work mentor mentees ratio is 16/1.each faculty guides to 18 students in given activities .In these group there are students from all categories ,and from various social groups our college has develop a culture where every student has equal opportunity to develop their competencies.

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

College organize following workshops under teaching -learning processes 1. To nurtures creativity - ,Audio visual workshops , SUPW

Workshops , Performing arts ,Drama and arts Workshops, 2. Innovativeness - ICT Workshops , Digital skill for Creative Teacher Training Program , Action Research Workshops3. intellectual and thinking skills- reading and reflecting on text Workshop , Psychological Experiment , Pre internship Workshop(Diagnosis and Enriching the Teaching Skills , Demonstration of Lesson Plans And Simulation Lesson , School Engagement) 4. Empathy- Understanding of self ,Parent - Teacher Association Programme , Social Visit Activity 5 To Develop life skills -Life skills orientation programme under internship . Yoga education Workshops, Environment projects and community work are organized as part of curriculum.

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

2.4 - Competency and Skill Development

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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	No File Uploaded
Any other relevant information	View File

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses

Ten/All of the above

certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

Two of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded
Any other relevant information	No File Uploaded

<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>Two of the above</p>										
<table border="1"> <thead> <tr> <th data-bbox="86 566 550 633">File Description</th> <th data-bbox="550 566 1471 633">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 633 550 701">Data as per Data Template</td> <td data-bbox="550 633 1471 701">View File</td> </tr> <tr> <td data-bbox="86 701 550 801">Samples prepared by students for each indicated assessment tool</td> <td data-bbox="550 701 1471 801">View File</td> </tr> <tr> <td data-bbox="86 801 550 947">Documents showing the different activities for evolving indicated assessment tools</td> <td data-bbox="550 801 1471 947">View File</td> </tr> <tr> <td data-bbox="86 947 550 1014">Any other relevant information</td> <td data-bbox="550 947 1471 1014">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Samples prepared by students for each indicated assessment tool	View File	Documents showing the different activities for evolving indicated assessment tools	View File	Any other relevant information	View File	
File Description	Documents										
Data as per Data Template	View File										
Samples prepared by students for each indicated assessment tool	View File										
Documents showing the different activities for evolving indicated assessment tools	View File										
Any other relevant information	View File										
<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</p>	<p>All of the above</p>										
<table border="1"> <thead> <tr> <th data-bbox="86 1485 550 1552">File Description</th> <th data-bbox="550 1485 1471 1552">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1552 550 1619">Data as per Data Template</td> <td data-bbox="550 1552 1471 1619">View File</td> </tr> <tr> <td data-bbox="86 1619 550 1720">Documentary evidence in support of each response selected</td> <td data-bbox="550 1619 1471 1720">View File</td> </tr> <tr> <td data-bbox="86 1720 550 1865">Sample evidence showing the tasks carried out for each of the selected response</td> <td data-bbox="550 1720 1471 1865">View File</td> </tr> <tr> <td data-bbox="86 1865 550 1933">Any other relevant information</td> <td data-bbox="550 1865 1471 1933">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Documentary evidence in support of each response selected	View File	Sample evidence showing the tasks carried out for each of the selected response	View File	Any other relevant information	No File Uploaded	
File Description	Documents										
Data as per Data Template	View File										
Documentary evidence in support of each response selected	View File										
Sample evidence showing the tasks carried out for each of the selected response	View File										
Any other relevant information	No File Uploaded										
<p>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning</p>	<p>Two of the above</p>										

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

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

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

All of the above

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

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

The internship program is systematically planned in different phases during the entire two year B.Ed. course. For this purpose, schools of SHRI SHIVAJI EDUCATION SOCIETY are identified with the permission of higher authorities as participative as well as on a request basis. All internship-related orientation of school

principals/teachers is planned and they are accordingly oriented as per curriculum specifications. Students are oriented for internships in different semesters as per curriculum requirements as Micro teaching lessons, integrated lessons and school internships and simulated lessons practice. Mentors of the institution orient students before sending them to pre-internship and school internship programs. They visit schools regularly as per their period in the timetable. They check for any need and give feedback to lesson plans delivered. Skill-in-teaching committee members also visit schools timely to have a check for students' and schools' needs. Students' performance is assessed in different modes as per their written assignments, ICT-based presentation, presentation on their best practices, observation, and final skill in teaching lessons.

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

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

2.4.9.1 - Number of final year students during the academic year

55

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching
Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests
Organizing academic and cultural events
Maintaining documents Administrative responsibilities- experience/exposure
Preparation of progress reports**

Nine/All of the above

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

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

The monitoring mechanism of the internship program involves the College Principal, the Teacher Educators, the School Principal, and the Mentors/ School teachers. Along with surprise visits by the Principal as well as by the Teacher Educators, the Teacher Educators visit respective schools chosen for internship programs twice a week. For monitoring, the teacher educator checks the attendance, written lesson plans, activities conducted by the intern; take feedback from mentors as well as from peer group of the intern; and also observes pupil teacher's teaching in actual classrooms. Each intern is supervised by two Mentors/school teachers (one of each Pedagogy subject) that includes observing classroom teaching; and keeping track of the written lesson plans, class tests and other activities carried out by the intern every single day. The Mentors consistently provide verbal and written feedback to the intern. The School Principal supervises all the activities of the intern and takes feedback from the respective Mentors. The mentors also monitor the performance of the intern on the basis of various criteria on which the intern is evaluated. The peer group also monitors the intern by observing actual classroom teaching and giving written feedback in observation book..Student teachers are always oriented and guided to enhance their teaching competencies.

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

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

Two of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

9

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	No File Uploaded
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

9

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

15

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

15

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

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

The faculty of Shri Shivaji College of Education is engaged

continuous professional growth which is reflected by activities like Authoring/editing books, chapters in a book, articles, learning material for newly introduced curriculum. Research publications in peer reviewed, refereed journals related to their field of expertise Supervising and guiding the research scholars for Ph.D. and post-graduate students for M.Ed. dissertations of PGTD SGBAU. Attending different faculty development programs and international/national conferences/seminars etc Acting and resource persons, experts for different academic activities like extension lectures, webinars, etc Besides this, the faculty puts in a sincere effort to up skill themselves on the technological front by suitably integrating ICT in the teaching learning process.

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

2.6 - Evaluation Process

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

Discussion sessions on each topic are conducted according to the schedule prepared by dividing the students into equal groups.. Students are given assigned tasks according to the subject.A two-unit test one conducted according to a planned schedule.The professors of each subject give different topics to the students for the seminar.Accordingly, each student prepared his / her own

topic and makes appropriate presentation using systematic PPT .Students are guided from time to time for all these session work. Students completed the relevant work in the given time and write all the related reports and submit the books.The practical task to be taken in each session is given differently. Each demonstration is organized from time to time by the respective professors according to the total number of hours given. Students write the report of the demonstration work and submit it to the concerned professor in the allotted time .All work is completed on time by preparing component test schedule, supervision schedule, all instructions regarding session work, seminar presentation schedule and student grouping schedule.Students completed all tasks on time as per schedule and instructions. 'Internal Assessment' is an integral and very important part of the curriculum. All mark distribution process is discussed with students.

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

One of the above

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

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

As college is affiliated to SANT GADGE BABA AMRAVATI UNIVERSITY ,AMRAVATI all exam related work is transparent. So it is easy to handle examination related issues.

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

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

each demonstration is organized from time to time by the respective professors according to the total number of hours given. Students write the report of the demonstration work and submit it to the concerned professor in the allotted time. All these work related books are prepared by the college and given to the students. Instructions are issued from time to time to organize the session work and practical work related to all the subjects under the examination department. All work is completed on time by preparing component test schedule, supervision schedule, all instructions regarding session work, seminar presentation schedule and student grouping schedule. Students completed all tasks on time as per schedule and instructions. 'Internal Assessment' is an integral and very important part of the curriculum. For this, internal assessment lists related to all the four semester of are prepared and distributed to the concerned professors. All the professors submit the assessment lists to the examination department within the stipulated time. Accordingly, for internal assessment control sheets are provided by the University and were submitted within a time.

2.7 - Student Performance and Learning Outcomes

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

IN INDUCTION OR INTRODUCTION PROGRAMME PLOs AND CLOs are discussed. all activities are organised to fullfill these course learning outcomes.

All academic programs and co-curricular activities reflects the institution mission to empower student-teacher to go out and teach the students community. The two-year B.Ed. course aims at a complete development of the student-teacher; particularly in knowledge and skills, in individual care of the learner and also in methods and evaluation designed to facilitate learning. This course is divided into two parts. It aims at develop in understanding of and competence to render disciplinary knowledge into forms relevant to stage specific understanding of teaching- learning situation apprehended through intensive study of conceptual explanations, observation and analysis of live classroom situations as well as hand-on experiences and longer duration of field experience. The two year B.Ed. programme structure offers a comprehensive coverage of themes and rigorous field engagement with child, school and

community. It comprises of three broad inter related curricular areas i) Perspective in Education ii) curriculum and enhancing a Pedagogic Studies iii) Engagement with the field. All curricular areas include theoretical inputs with the practical work from an interdisciplinary perspective. Engagement with the fields is the curricular component that is meant to holistically link all courses across the programme and it includes all professional development of students. Practical and project work is also included.

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

2.7.2 - Pass percentage of Students during the year

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

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

Attainment of Programme Learning Outcomes PLOs and Course Learning Outcomes CLOs are evaluated by college. The college follows the student-centric education system and ensure it through the implementation of Outcome Based Teacher Training programme. Each Incharge faculty or co-ordinator defines the course outcomes, subject outcomes and practicals outcomes on the basis of aim and Objectives given in the syllabus of Sant Gadagebaba Amaravati University for each Subject and practical. The defined course outcomes are mapped to programme outcomes and programme specific outcome which are defined in line with professional capacities developed in student teachers. Evaluation of Attainment of Programme Outcomes POs, Course Outcomes COs and Programme Specific Outcomes PSOs : Various Assessment programmes like unit tests, Assignments Writing, Seminar Presentations, Group Work presentations, Team Work, Various

practicals report Writing, Action research, Yoga, ICT, Reading-reflecting on Text, Performing Art, Drama an Art, School Engagement, Internship, Workshop on Teaching Aid, SUPW/Work Experience, Understanding of Self, Project related to Community Experience, Performing Arts (Cultural activities), Environment Project

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

2.7.4 - Performance of outgoing students in internal assessment

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

50

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	No File Uploaded
Any other relevant information	No File Uploaded

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

The performance of student-teacher is a direct testimony to the fact that the efforts of institutions are successful. Result of Shri shivaji college of education is more than 95 % always from its establishment. The learning needs of students comprise of enhancing their skills, self-efficacy, and the ability to achieve. The college provides an environment of creative freedom which helps in a positive growth of an individual. The performance of the students in the Semester Examination is evidence of their creativity, problem-solving skills, and learning ability. Teachers provide extensive

feedback on the individual/group performance of learners and always supervise their activities . Assignments and presentations of students generate self-confidence and a sense of achievement among the student. The creative ability of the students is enhanced in the whole process of developing content, analyzing the facts, and presenting it in front of others and in group. The conduct of regular seminars workshops conferences and webinars provides students an opportunity to learn from expert/ resource persons. This enhances their existing knowledge base. Extension lectures by eminent personalities help students to develop skills required in the workplace. Student teachers conduct various activities in college program and during internship which builds their self confidence and strength in teaching competence.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

http://shivajibed.org/pdf/SSS_20_21.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

00

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

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

00

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

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

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	View File

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

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

3.2 - Research Publications

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

00

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

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

14

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

3.3 - Outreach Activities

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

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

14

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

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

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

50

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

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

Nil

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

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

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

Nil

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

3.3.5 - Number of awards and honours received for outreach activities from government /

recognized agency during the year**Nil**

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages**3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year****Nil****3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year**

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

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

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

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

- The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc. College has developed adequate physical infrastructure on an area of 4090.7 sqm.) to run the various academic programmes efficiently. The college is equipped with state-of-the-art infrastructure having modern amenities and the latest equipment to facilitate effective teaching and learning. Classrooms 06 spacious and well-ventilated ICT-enabled classrooms, Laboratories:06 lwith sophisticated equipments, technology-enabled learning spaces,1 ICT-enabled Seminar halls, etc, Computer Facilities:01 computer lab. a language laboratory in the existing computer science laboratory, a Network Resource Centre (NRC) The Computer centre is enabled with internet connectivity. Library- com reading room and e-Granthalaya library Automation software in the library .Health and physical Education resource Centre . Principal's office and Staff room Separate common room for female students.

Separate toilet facility for male and female student as well as for staff . Parking space . And Hostel for female students separately.

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

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

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

2

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://shivajibed.org/pages/infra_gallery.php
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

320116

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

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

words.

College possesses a well-stocked and fast-growing library. The library has installed E-Granthalaya software for Library Automation. Library is partially Automated with with SOUL Library Automation Software from 2006 . Now The Library is fully automated since 2012 with e -Granthalaya library automation software . There are more than 15,701 books, 15 journals 193 bound volumes and 1012 reference books. The University question paper and research paper is available on library website <http://shivajibedlibrary.com>. Students admitted to the college can become member of the library by filling membership from the library website. The library provides OPAC (On line Public Access Catalogue) through which users can browse the status of documents & members. The library has procured the latest bar-code equipment to bar coding on The all book for easy circulation ,C ataloguing and identification. Students are expected to borrow books in accordance with rules made for the purpose. The Reading room is provided with a large number of reference books, science journals, periodicals, scientific abstracts, general magazines, and news papers in English, Marathi, Hindi . An independent reading room is provided for post-graduate students. A separate library committee ensures smooth functioning. Library Timing 11.00 am to 6.00 pm on working days. The college has its own website shivaji <http://shivajibed.org>. on this website all library information is provided

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://shivajibed.org/pages/library.php
Any other relevant information	No File Uploaded

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

College library occupies a prominent position and it is an important and integral part of the teaching, learning and research programme. It is not merely a depository of books. The aim of college education and college libraries is inter-related. College library extends opportunities for self-education to the deserving and enthusiastic students without any distinction. College library stimulates the students to obtain, evaluate and recognize knowledge and to familiarize with the trends of knowledge for further education and learning new disciplines. The library supports the academic needs of

students, research scholars, and Faculty of the college by providing information resources such as books, journals, periodicals, CDs, proceedings, reference books, project reports, and theses. The library has an organisation collection of thesis of Research student, publication of Teachers, subscribe and open access e journals, collection of e books, Educational articles, question paper of B.Ed. seminar proceedings etc. The Library acts as a Learning Resources Centre to support the educational and research programmes of the institute by providing intellectual access to information to the faculty and students for their teaching and research. It Fulfill information needs of the Faculty, Research Scholars and Students towards accessing

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

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

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

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

9,753

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

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

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

100

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	http://www.shivajibed.org/pdf/issue_return.pdf
Any other relevant information	No File Uploaded

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

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

4.3 - ICT Infrastructure

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

- Shri Shivaji College Of Education connected with Wi-Fi/LAN. the campus for un interrepted internet accesWi-Fi facility, Networked computer, and printing facility, Scanner-printers, LCD projectors, interactive Boards White Board and Green Boards. LCD projectors and interactive Smart Boards are effectively used in regular classroom teaching where learning is more comfortable and comprehensive. An interactive whiteboard enhances the effectiveness of classroom instruction and learning. All the classrooms are equipped with computers and LCD projector. The library supports the academic needs of students, research scholars, and Faculty of the college by providing information resources such as books, journals, periodicals, proceedings, reference books, project reports, and theses. The library has an organization collection of thesis of Research student, publication of Teachers, subscribe and open- access e journals, collection of digitized books, Educational articles, question paper of B.Ed. seminar proceedings etc. of technology's.

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

4.3.2 - Student – Computer ratio during the academic year

1:11

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

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

E. < 50 MBPS

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	NIL
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	.NIL
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

472808

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

PROCEDURE AND POLICIES

procedures and policies for maintaining and utilizing physical, academic and support facilities laboratory, library, sports complex, computers, classrooms etc. A. Annual contracts has been signed with the following parties in order to maintain the physical infrastructure

1. Annual Maintenance Contract with the Generator vendor
2. Annual Maintenance Contract with the A.C. vendor
3. Duties allotted to the menial staff for maintaining physical infrastructure

B. Procedure of purchasing and maintaining books, journals and other facilities by the Library department

- Requirement related to books, journals and other library material is taken from all the heads of the department and faculty members of the college in the beginning of academic year.
- Finalized requirements are sent to the central store for further process like calling of quotations, comparative statements etc. Once the discount and rates are finalized, orders are placed to the respective vendor ..
- Water supply tanks supplying potable water to faculty as well as students are cleaned regularly.
- Laboratory equipments are maintained and repaired through annual Maintenance contract.

Admission committee guides the students seeking admission to B.Ed./M.Ed. courses Maintenance of sports facilities is done by college staff on regular basis

File Description	Documents
Appropriate link(s) on the institutional website	http://shivajibed.org/pages/infrastructure_facilities.php
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION	
5.1 - Student Support	
5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	Five fo the above
File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File
5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Seven/Eight of the above
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student	

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

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

Three of the above

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

5.2 - Student Progression**5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year**

Number of students placed as teachers/teacher educators	Total number of graduating students
19	01

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

5.2.2 - Number of student progression to higher education during the academic year**5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).****3**

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

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)**16**

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

5.3 - Student Participation and Activities

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

Student Council is Shri. Shivaji Education College Amravati is the main student institution of College. The various problems faced by the Education Council are acknowledged. Like college students and find meaningful solutions for it. The council acts as a bridge between the management and students and implements ideas for the good of the college. Class Representative: Both programs have class representatives. Class representatives provide feedback on all aspects of the program and related courses. There are class representative assemblies. Organized regularly, at least twice in every semester Cultural and Sports Committees: Students are strong. Representation in all cultural and sports and games committees and help in organizing and managing events. Cultural Committee Committee, Sports Committee and Sanitation Committee in the college. Managed the entire functioning of the student's extracurricular programs and competitions throughout the year. Special programs are organized. Students celebrate the national festival Teacher's Day, every year on 5th September with a program of cultural performances, on 27th December the institute founder Dr. Punjabrao Deshmukh Jayanti Day is celebrated and other national festivals which include Independence Day, Republic Day, Women's Day, Science Day and various educational Activities and social service activities are carried out.

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

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

31

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

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

Our Alumni Association of Shri Shivaji College of Education is registered and its registration number is Maharashtra/823/04/Amravati dated 20th December 2004. Even if students come out after studying in Shri Shivaji College Of Education and other colleges, They have a sense of belonging and love for these educational institutions. Having spent a long time in this school college at a cultured age, the teachers, the overall atmosphere, friends and family and participation in many programs make these memories intimate and pleasant to all. In this regard, Shri Shivaji College of Education is always striving.

If the tasks of guiding the students coming out of the college, solving their problems, ensuring their success are done by the Alumni Association, then all the Alumni will become members of such an organization and work for the institution. Founder President of Shri Shivaji Education Institute Dr. Punjabrao Deshmukh has created the taste of education in students by considering them as the centre. It will create a seamless source for the educational institution to contact all its alumni, inform about the progress of the institution and provide support or guidance to the students.

With this vision of Shri Shivaji Shikshan College Amravati affiliated to Shree Shivaji Shikshan Sanstha Amravati, Shree Shivaji Shikshan College Amravati has taken up the work of Alumni Association.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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

Five/Six of the above

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

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

07

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

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

Shri Shivaji College of Education, Amravati Alumni Association was formally registered full-functional on 20 December 2004. The Association has a Governing body consisting of 15 elected member. The association aims to encourage the member to take active interest in the activities and progress of the college and provide assistance for all round development of the college, promote and encourage friendly relationship among all members, provide career counselling to students of the college. All post students of college is eligible to become a member of Association. Alumni Association is committed to excellence in all activities and is dedicated to following case values Annual Quality Assurance Report of Shri Shivaji College of Education, Amravati Loyalty - pride in and committed to the future that we are creating together as a college and an alumni community. Diversity - Recognising and valuing difference and telling alternatives perspectives and inclusiveness in all that we do.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

words.

Vision of the college:-

To provide healthy environment for all round development of pupils and impart qualitative and valuable service in the field of teacher education to provide well-trained and responsible teachers to the society in the field of education.

Mission of our college :-

1. To impart qualitative and valuable services in the field of teacher education to the students.
2. To inculcate discipline in terms of regularity, sincerity and punctuality among students.
3. To provide atmosphere for the all round development of the students.
4. To develop civic sense among students.
5. To inculcate values among students.
6. To develop aesthetic sense among students.
7. To provide responsible teachers to the society.
8. To attain community and social development through infrastructural facilities of institution.
9. To provide facilities in research work to the research scholars in the field of education.
10. To develop school- institution- community networking.
11. To turn out physically sound and mentally alert teachers.
12. To create sportive atmosphere among the college and society.
13. To provide healthy atmosphere for the society.
14. To encourage youths in development of all round personality through education.

15. To Relize the dream of late Dr. Punjabrao Allies Bhausahab Deshmukh of creating society useful, mentally alert and physically sound youths for the society.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

Every year we plan institutional practices in a decentralized and participative mode. We meet regularly and plan out our institutional practices in such a way so that every faculty member can be involved and contribute for the qualitative education. We discuss our institutional work in detail, decide the responsibility of every faculty member and assign particular task to them for better planning and implementation. All faculty members have your input in the decision-making process. Also contribute to the betterment of practices.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

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

Every year accounts of the college are being audited as per the rules and regulation. Chartered accountant audit of account is also being done regularly. IQAC is established at college level for the planning, implementation and evolution of different kinds of financial, academic and administrative work. As per the right to

information act we are always ready to give necessary required by anyone.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

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

During the academic year corona pandemic situation was aggressive and it affected to the schedule and activities of the college. In this situation college implemented the curriculum strategically in online mode. All the faculty members tried to give their best performance and contribution in the worst situation. All the students where strategically turned into online education mode. Students wear made acquainted with the online teaching and learning mode. Even practical part of the curriculum was also completed strategically and successfully.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	shivajibed.org
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

IQAC, Planning

Committee, Internship, Examination, Library, Purchase, Grievance Redressal, Publicity, Discipline, Anti ragging -----Etc. Are formulated and functioning at college level. All these bodies contribute in different perspective in the planning, implementation and evaluation of various functions of the college.

File Description	Documents
Link to organogram on the institutional website	Shivajibed.org
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	No File Uploaded
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	View File

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

Various committees were formed at college level. During the year due to the corona pandemic situation almost through out the year online education system was plan and implemented as per the timely guidelines of the government. So there were very few opportunities to arrange meetings of various bodies and committees. All those minutes of the IQAC were organised and some decisions were taken up and accordingly necessary steps were taken up. In the IQAC meeting was resolved to conduct online classes as per the instructions of the government. Accordingly doing the academic year 2021-2022 online teaching and learning process was successfully planned and implemented.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

For making the faculty members well equipped with the use of information and communication technology during the year. Faculty members were encouraged to take part in the various educational seminars, conferences and workshops. In the corona pandemic situation special arrangements were made available for all the teaching and non teaching staff of the college.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

Nil

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

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

Nil

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

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

4

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

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

Institution has prepared performance appraisal form for the teaching and non teaching staff separately which is being used for this purpose. Through these PA forms we try to evaluate the performance of the teaching and non teaching staff and increase their quality of work. This system inspire our staff members to contribute more and satisfy our students. More over it makes staff members conscious towards their duties.

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

6.4 - Financial Management and Resource Mobilization

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

As per rules and regulations every year financial audit of the college is being done. Accounts of the college are being kept systematically and are being audited externally by The V.S.Jadhav and Associates, Chartered Accountants, Rajkamal chowk, Amravati. Ph.No. (O) 07212572957 (M) 9422855135 Email vsjadhaoca@gmail.com. Hear it is to be mentioned that no objections were raised by the external auditor regarding the financial accounts of the college of the 2021-2022. There is no internal audit system. Off course, almost care is being taken up regarding the

maintenance and transparency of the financial accounts. Government audit is being conducted as per the rules and regulation of the government .

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

Nil

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

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

Institutional strategies for mobilisation of funds and optimal utilisation of resources.As college is having very less fund we always try to use it in very effective manner. Always try to avoid unnecessary expenses. Members of the IQAC also take care about the effective use of available fund.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

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

IQAC of the college motivate and encourage all the faculty members for organising various co curricular activities at college level. Even they are requested to motivate all the students to take part in the inter College and other activities. Faculty members are always requested and advised to arrange various students oriented qualitative activities. The enough freedom is given to all the faculty members to plan and implement various activities. College students are also very free to suggest and organise quality initiatives anytime for institutionalizing the quality assurance strategies.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

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

For the review of teaching learning process the IQAC members always questions to the students and discuss about the teaching learning process with them formally and informally. In the meetings of the IQAC to the review of teaching learning process is being done. No specific mechanism is adopted for the review of teaching learning process periodically. But the entire faculty members themselves review the teaching learning process continuously. It is to be noted humbly that the results sheets issued by the University are itself the evidence of the improvement in the teaching learning process. All the students who had completed their training in the year

2021-22 got first class distinctions.

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

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

Nil

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

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	file:///C:/Users/Aspire/Desktop/KJK%20NAAC%2021-22/6.2.4.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	file:///C:/Users/Aspire/Desktop/KJK%20NAAC%2021-22/6.5.3%20IQAC%20report%202021-22.pdf
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

Our college completed its second cycle in 2014 and accredited on 10 December 2014. During the second cycle The NAAC peer team recommended college should start PhD course work for those who are admitted. ICT to be introduced as compulsory subject. As a project work to enhance the writing and reading skills for student teacher. During the second cycle The NAAC peer team recommended college should start PhD course work for those who are admitted. ICT to be introduced as compulsory subject. Our college completed its second cycle in 2014 and accredited on 10 December 2014.

1. ICT subject has been made compulsory in our Sant Gadge Baba Amravati University since 2015

2. our college started PhD course work centre of sant gadge Baba Amravati University since 2019.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution makes continuous effort for conservation of energy by minimizing the consumption of energy. Energy conservation is a practice of global warming. It may be attained through well-organized energy use.

Energy Conservation has been done by various methods.

Planting trees all around the campus so that there is a not as much of usage of air conditioners.

Green net insulation enables a building to attain and maintain thermal comfort while using less energy for cooling in summer.

Switching to LED or CFL lighting can save a lot of electricity.

CFLs are less expensive to operate and have a longer lifespan than conventional incandescent lights.

Modern LED bulbs could provide a powerful lighting source at a small fraction of the cost of electricity.

The college is embellished with potted plants for greenery and fresh air.

Alternative sources of energy

Solar is one of the important ways to cut down electricity costs at institutions. We are also trying to install solar rooftop project to meet the power requirement of the institution.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

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

There are plans in place for collecting and separating dry and moist trash. Dust bins are positioned at strategic locations throughout the campus to collect solid trash.

The campus's entire production of biodegradable solid waste is physically collected for composting.

The campus plants benefit from the created manure. A corner is set up for collecting e-waste.

Waste is divided into five categories like general, food, plastic, electronic trash.

Food waste is also used in the compost pit to enhance the soil.

The institution's Principal periodically conducts monitoring.

E-waste items including computers, laptops, scanners, and printers are gathered in the store after approval from management it is given to scrap vendor.

Old monitors and CPUs are repaired and reused

Printing is done only when it is absolutely necessary in order to conserve paper. Used single-sided paper can be used again for printing and writing.

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

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

Two of the above

Sewage Treatment Plant

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

Sanitation and cleanliness are widely practised in the college. High hygiene standards are being upheld by committed employees.

On campus, hand sanitizer usage is compulsory.

Ensure use of secure cleaning materials.

At the institutional level, we take precautions to make sure the safety of any workers utilising cleaning supplies.

The institute is situated in an area with readily maintained greenery. Trees, plants, and other vegetation have all been planted

and are being maintained. These support maintaining a healthy, attractive, and fresh campus environment.

Staff members and students are encouraged to identify ways to increase the amount of green space.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

NIL

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

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

Institution plans community programs viz visit to old age home, special school. Students used to work as volunteers there, help the old age people and spend time with them.

The teachers took lessons using regional languages in the classroom. They efficiently use it to improve the education of their students.

The community's most urgent needs are addressed through project given to students.

Conferences, guest lectures, community talks, campus and other exchanges serve to build understanding and trust between the campus and community.

Institution offers its resources to social organizations for their socially useful projects and activities.

Institution shares its girl's hostel with other institutions to give needy girl students access to a hostel facility.

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

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

D. Any 1 of the above

professional ethics programmes for students, teachers, administrators and other staff
Annual awareness programmes on the Code of Conduct are organized

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

7.2 - Best Practices

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

Best practice-1. Nirantar Paritoshik Yojana

1. Title of the practice:-

Nirantar ParitoshikYojana (Continuance Award Scheme)

2. Objectives of the practice:-

1. To collect money from the donor.
2. To motivate students.
3. To develop Competitive attitude among students.
4. To appreciate and inspire student.

3. The Context:-

Positive motivation is one of the reasons of Students achievement.
 For the same

4. The Practice:-

Many donors (Alumni and former staff members) The donors'
.....

5. Success of the Practice:-

Students teacher inspire to achieve this awards and prizes

6. Problems encountered and resources required:-

The rate of interest on the fixed deposit

Best practice-2. Adoptive Parent Scheme

1. Title of the practice:-

Adoptive Parent Scheme

2. Objectives of the practice:-

1. To Girl child for education.
2. To help girl child in their education.
3. To appreciate and inspire girl child.

3. The Context:-

To educate girls is one of the way to prosperity. It is the best way to reduce inequalities.

4. The Practice:-

Kasturba Kanya Shala (Kasturba Girls School) is one

5. Success of the Practice:-

This practice leads to educate the girl child.

6. Problems encountered and resources required:-

The inflation in every sector of life this

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

7.3 - Institutional Distinctiveness

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

Institutions Distinctiveness

The college was founded by Dr. Punjabrao alias Bhausahab Deshmukh, an erudite scholar, an educationalist, agriculturalist and the union minister of Agriculture, Govt. of India, who recognized the need of teacher training. The institute has been established in 1960.

Shri shivaji college of education is the only privately managed aided institute of teacher training in the Sant Gadge Baba Amravati university. This is the only aided institute in entire Amravati district.

Vision of the institution is to mold and empower students in the pursuit of Knowledge, values and social responsibility and help them to achieve excellence in the field of education. The institution is always inspires the students in the pursuit of knowledge, values and social responsibility.

All teaching faculty members are having Ph.D. and Recognized research supervisor Sant Gadge Baba Amravati University.

Institution have highly qualified and dedicated faculty to impart and inculcates the cultural and social values among the stakeholders.

Adequate and well- maintained infrastructure, well-equipped Laboratories, Girls'hostel.

ICT facilities in teaching learning and administrative process.

Research center in Education is established for Ph.D. aspirant students. This center is recognized by Sant Gadge Baba Amravati University.

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