



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SHRI SHIVAJI COLLEGE OF EDUCATION

SHIVAJI NAGAR AMRAVATI

444603

www.shivajibed.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Shivaji College of Education was established in June 1960 with the mission of providing quality education to trainee teachers. It is run and managed by well-known Shri Shivaji Education Society, Amravati founded by Dr. Panjabrao Deshmukh. The Society was registered in December 1932. In 1958, it had one primary school, seven middle schools and eight colleges. Today it runs 24 senior colleges 54 Jr. colleges, 75 middle schools, 35 hostels mainly in the region of Vidarbha but also in other parts of the state.

The college is affiliated to Sant Gadge Baba Amravati University, Amravati (M.S.) India and is located in the heart of Amravati city. Principal and the staff of college always take initiatives to conduct various activities and exert for the betterment of student's mental and physical performance. The courses being offered in the college are B.Ed. and Ph.D. The college is recognized by the Government of Maharashtra and is affiliated to Sant Gadge Baba Amravati University. The N.C.T.E., has accorded its recognition to the B.Ed. course.

The institution possesses an imposing building two storied spread over an area of about one acre of land, a huge playground, girl's hostel and ample resources required for Education. Having lush green space and beautiful gardens. The institution has all the necessary infrastructural facilities like spacious class rooms with ICT facilities, laboratories, a comprehensive library, clean water supply, electricity, generator, etc. An auditorium, conference room, indoor and outdoor games facility, both for the students and members of the staff. The college firmly adheres to norms and standards laid down by the University and National Council for Teacher Education in the best spirit. Schools from different Boards such as State Board, Central Board of Secondary Education, Indian Certificate of Secondary Education, International Schools, etc. in and around it so it has a better exposure during internship at various levels.

Vision

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

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.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Accredited with 'A' grade by NAAC in 2014 CGPA 3.53
2. Progressive, Visionary Management
3. Two Staff member are the Member of Board of Studies in Education
4. Qualified and competent faculty
5. Located in heart of the city and easily approachable
6. Programmes on Value added courses
7. Ph.D. Research Centre in faculty of Interdisciplinary studies in the subject Education And Library &Information Science.
8. Good rapport and strong relationship with Practice teaching schools.
9. Collaborative initiatives conducted with university.
10. Well-spaced infrastructural facilities.
11. Good academic results.
12. Faculty publications through Books and Research articles in various journals.
13. Campus enabled with Wi-Fi connectivity and technologically equipped classrooms.
14. Scholarships to Students
15. Internship / Action research Projects carried out by Students
16. Student participation in National / State level competitions, Seminars and Conferences
17. Faculty development – Teaching and Non-teaching Staff
18. Eco-Friendly Green Campus
19. Hostel facility for Girl's

Institutional Weakness

1. Time constraint in organizing several programmes.
2. Awaiting the notification for Research funded projects from Governement organisations
3. Delay in admission process by the State CET Cell has affected admissions and examination of the B.Ed programme.
4. Delayed sanction of scholarship by the State Minorities department adversely affects the students.

No autonomy.

Institutional Opportunity

1. Fully solar powered campus.

2. Additional Certificate courses
3. Integrated B.A. B.Ed., B.Sc. B.Ed., B.Com. B.Ed. course.
4. Technological advancement for Hybrid learning
5. Research Initiatives
6. Collaboration with International Universities/ school/ college of education.
7. Government funded Research projects.
8. MOU and collaboration with International Organizations
9. Faculty/student exchange programmes

Institutional Challenge

Delay in receiving Research funding

Delay in B.Ed Semester end exams affecting students placements.

Increasing cost of various resources to be obtained and sustained

Demand for other professional courses.

UGC grant Research funded projects

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- **Curriculum planning :-**

Curriculum of B.Ed program of our Sri Shivaji College of Education is governed by Sant Gadge Baba Amravati University, Amravati. College executes the curriculum provided by University very effectively. Planning of implementation of the curriculum is done in transparent manner through academic calendar, staff council meeting and time-table. The Principal and faculty are a part of curriculum implementation committee. Suggestions and feedback is sought during staff council meeting and implemented accordingly. A well structured induction program is organised and students are oriented towards Program learning outcomes and Course learning outcomes. PLO's and CLO's are also communicated through the prospectus and uploaded on College website.

- **Academic flexibility -**

The students have adequate flexibility to choose pedagogy and elective courses. Qualified teachers are available to teach these courses for developing professional competencies, certificate courses like 'Content cum methodology' 'Yogic practices for healthy life' where offered to students during the last five years.

• **Curriculum Enrichment :-**

During internship students are trained to conduct action research, develop Year plan, Unit plan ,Daily lesson plan,Unit test and organisation of various co- curricular activities.

- Collaborative tasks, like Micro teaching, Integrated lesson and Simulation lessons are organised.
- Research competencies are developed through training for action research and Dissertations and thesis writing for Ph.D in education.

The practicum Critical understanding of ICT provide support to all types of learner in developing competencies and expertise in the use of ICT tools.

For developing skills and desirable attitudes among students celebration of days , sports days and various workshops like Drama and art in education,SUPW workshop and Teaching aids workshop are organised a continuous process of obtained feedback from students is followed to make our students employable and a good citizen of the society. Feedback is analysed and report of feedback analysis is displayed on college notice board

Teaching-learning and Evaluation

Shri Shivaji college of education offers B.Ed., Ph.D. in LIS and Ph.D. programme in education. The intake capacity of B.Ed. programme is 50 students per year. As the college is Government aided, follows Central Admission Process for getting students admitted. Our college is affiliated to Sant Gadge Baba Amaravati University, Amravati. As Per Syllabus the programme structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. It comprises of three broad inter related curricular areas:

I) Perspectives in education

II) Curriculum and Pedagogic studies

III) Engagement with the field.

Different opportunities are provided to the students to develop competencies and skills related to school-based practices, communication, construction of assessment tools and organizing events etc. Internship is planned very systematically in renowned schools and colleges of Shri Shivaji Education Society. Various workshops are organised based on practicum and EPC.

These Workshops include Experiential Learning, Participative Learning, Problem solving, Brain Storming, Group discussion, Projects, Field Visits, Presentations, active learning methods. Student-teachers participate in college assembly, co-curricular events, course activities, outreach initiatives, internship activities, content enrichment programmes which aims at holistic development of the student-teachers. Effective monitoring mechanism is in place during internship programme. Continuous mentoring is provided to student-teachers to prepare for professional life based on their personal and academic growth. Workshops, seminars, guest lectures and content enrichment programmes are conducted for students to provide exposure on various aspects related to education. The college has been upgrading its IT infrastructure regularly. Students are motivated to use ICT support for their learning, practice teaching, internship and co-curricular activities. Extension activities provide exposure to students about recent developments and are encouraged to think critically, be innovative and

creative in tasks assigned to them. Continuous Internal Evaluation is done in accordance with academic calendar maintaining transparency and fairness in evaluation. Assessment is incorporated into the learning process to achieve the PLOs and CLOs of the course.

Infrastructure and Learning Resources

The infrastructure facilities and other learning resources of the college are used very well for the teaching-learning process. Maintaining and utilizing physical academic support facilities. The quality of the teaching-learning process is maintained by adopting appropriate policies and procedures utilizing the infrastructure facilities of the college. The college is equipped with adequate facilities for accommodating the needs of students, faculty, and the administrative staff.

The college has a well-maintained computer lab, Wi-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. College possesses a well-stocked and fast-growing library. The library has installed E-Granthalaya software for Library Automation. Library is partially Automated 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. College possesses a well-stocked and fast-growing library., Cataloguing and identification. Students are expected to borrow books

It Full fill information needs of the Faculty, Research Scholars and Students towards accessing. All information is provided on college website, Important links of Digital Resources are also Provided on college website.

Student Support and Progression

The institute is working to create various abilities among the students of the institute and also to improve their skills. As students are the focal point, they are counselled. Emphasis is placed on acquisition of technical skills along with academic growth. From the point of view of social consciousness, the college conducts activities of visiting students with disabled, destitute, old people in old age homes. Cultural, educational, physical sports, yoga programs have been emphasized in the college with a view to all-round development of students. Programs are organized to practice debate, elocution, public speaking. All the physical facilities are provided for the students in the institute. A grievance redressal committee has been constituted in the college and a grievance redressal box has been installed.

Through the Placement Cell in the institute, school principals from the city and various districts are invited to the institute for the purpose of getting the students a job. Institutions provide jobs to needy students. Many

students have benefited from this. Students are encouraged to pursue higher education from the college. The students of the college are pursuing post-graduate studies in the courses of various branches. The institute provides guidance to the students regarding the competitive examination due to which many students have cleared the NET/SET/TET/CTET examination.

The students of the institute play an active part in the student council and carry out the role entrusted to them in the best way. And also gain proficiency. Students actively participate in sports and cultural programs. Alumni Association Govt is registered in the institute. Alumni meet is organized every year. Alumni have contributed a lot to the institution.

Governance, Leadership and Management

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.

To create right competence and attitude in students. To Realize the dream of late Dr. Punjabrao Allies Bhausaheb Deshmukh of creating society useful, mentally alert and physically sound youths for society.

This is the vision and mission of our college.

In order to achieve this vision and mission, the Principal, the entire teaching and non-teaching staff are working with IQAC in various committees.

Our college functions as per the rules laid down by NCTE, Govt Of Maharashtra, SGBAU Amravati.

The help of principal, college staff, alumni, parents, members of different body stakeholders is taken to complete the overall work of the college in a proper manner.

Institutional Values and Best Practices

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. Solar is one of the important ways to cut down electricity costs at institutions. We have install solar rooftop project to meet the power requirement of the institution. **Institution has a stated policy and procedure for implementation of waste management.** E-Granthalay software is installed at the library to issue- return books. To reduce the usage of paper, the administrative office uses Campus-ERP software for maintaining official records. **Institution waste management practices include** Segregation of waste, E-waste management, Vermi-compost. **Institution has water management and conservation initiatives in the form of Rain water harvesting etc. Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment. Institution is committed to encourage green practices Institution is committed to encourage green practices through Green landscaping with trees and plants, Encouraging use of E-vehicles etc.**

Research and Outreach Activities

The college has a policy to promote research activities by providing research laboratories/centers, library, internet facilities and necessary instrumentation. Research activities in the college are maintained and monitored by the IQAC and Research Advisory Committee (RAC) of the college. The college received grants from Government and non-governmental agencies for research projects in the institution. The College has taken

initiatives for creating an ecosystem for innovations by establishing Research Promotion Cell, Information and Communication technology infrastructure. The college has “PhD Research Centers” in Education as well as Library which play an important role in creation and transfer of knowledge. All the teachers are registered as Ph. D supervisors in the Research Centre for various subjects. 24 research scholars are registered for PhD in the college.. The College has strengthened the research facilities in Knowledge Resource Centre by accessing N-LIST consortia of INFLIBNET and National Digital Library of India. The college has 100 MBPS Connection for Internet facilities. The publications of teachers in UGC listed, journals is 20, and in peer-reviewed, conference proceeding and books is 60 . The college has done remarkable extension activities including health awareness, environmental awareness, and various social issues are carried out to inculcate awareness and responsibilities among the students regarding the common social issues and community responsibility.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI SHIVAJI COLLEGE OF EDUCATION
Address	Shivaji Nagar Amravati
City	Amravati
State	Maharashtra
Pin	444603
Website	www.shivajibed.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Vinay M. Raut	0721-2662142	9404859275	-	vinayraut18@gmail.com
IQAC / CIQA coordinator	Amit E. Gawande	0721-2662142	9422943298	-	aegawande@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Sant Gadge Baba Amravati University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	24-07-2013	View Document
12B of UGC	24-07-2013	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	172	The order issued by NCTE does not mention any validity period

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Shivaji Nagar Amravati	Urban	1.01	1879

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	Graduation	Marathi	55	55
Doctoral (Ph.D)	PhD or DPhil ,Education	72	Post Graduation	English,Hindi,Marathi	24	8
Doctoral (Ph.D)	PhD or DPhil ,Education	72	Post Graduation	English,Hindi,Marathi	4	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				2				5			
Recruited	1	1	0	2	1	1	0	2	2	2	0	4
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	2	1	0	3
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

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

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	15	0	0	0	15
	Female	40	0	0	0	40
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	5	0	0	0	5
	Female	1	0	0	0	1
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	0	0	2
	Female	9	7	6	9
	Others	0	0	0	0
ST	Male	4	2	4	2
	Female	4	1	3	3
	Others	0	0	0	0
OBC	Male	5	3	3	6
	Female	13	20	22	21
	Others	0	0	0	0
General	Male	1	0	1	0
	Female	3	13	6	3
	Others	0	0	0	0
Others	Male	5	0	1	1
	Female	7	4	4	3
	Others	0	0	0	0
Total		54	50	50	50

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The College respects the National Education Policy's vision, which calls for high-quality instruction and the development of human resources in our nation as citizens of the world. The university offers a multidisciplinary curriculum that enables students the choice to select the courses they want from a wide range of options in order to foster their overall academic development. The institution emphasises the fundamental ideas of NEP and offers diversity for all curricula and pedagogy, utilising technology advancements in teaching and learning, and promoting rational decision-making, innovation, critical thinking, and creativity. Some of the diverse courses offered by the programmes include the</p>
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	<p>integration of drama and art and the use of ICT in the teaching-learning process. courses that add value, student participation in national priority projects, and skill development. 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. 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>
<p>2. Academic bank of credits (ABC):</p>	<p>The readiness of the institution to execute the Academic Bank of Credits depends on the policies of the affiliating University i.e. SGBAU and the Department of Higher Education. Our institution organize Workshop on ABC every year and enrolled/register students on ABC platform available on Digilocker and generate their ABC ID.</p>
<p>3. Skill development:</p>	<p>The institution offers students the chance to take part in a variety of practical workshops. Their ability to take the initiative to engage in diverse activities is aided by the experiential learning they receive from this. There are planned special or extended talks on instilling values. Humanitarian principles are developed through activities like debate, essay writing, elocution theatre, dance, etc. The curriculum, elective courses, and pedagogical interactions of the institution all demonstrate its commitment to skill development. Our institution offers a two-year teacher education curriculum, which serves as a training ground for future educators. We have added a column to the lesson plan structure called value justification where the student teacher is required to write the value that he plans to instill in the pupils through the subject matter he is teaching. We called this as value based lesson Plan. We at our institution organize various skill development workshop which were useful to teacher trainee's n future.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Our institution offer Marathi medium all the teaching is in Marathi language. For students who are little slow in Marathi for them we use bilingual mode (English, Hindi). though the medium of instruction is Marathi; pupil teacher who want write examination in any other language like (English or Hindi) they were</p>

	<p>allowed to do so. During covid pandemic we use online teaching. We at our institution motivate and give information regarding the same to our students to join online classes like MOOC's. All of the instruction at our institution is conducted in Marathi. We employ bilingual mode (English, Hindi) for those who are somewhat lagging in Marathi. Even though Marathi is the primary language of teaching, students teachers were permitted to write exams in other languages, such as English or Hindi. Online instruction is used during the COVID epidemic. Both faculty and students are invited to enroll in SWAYAM, an online self-study portal offered by the MoE, Government of India. For the staff, promotion scheme are offered upon successful completion of these courses in the form of Career Advancement Scheme.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The programme outcomes (POs), programme specific outcomes (PSOs), and course outcomes (COs) are all laid down in detail by the institution. The objectives of the courses are based on the levels established by Bloom's taxonomy. In addition to domain-specific knowledge, learning outcomes at all levels guarantee social responsibility, morality, and entrepreneurial abilities so that students actively contribute to the country's economic, environmental, and social well-being. The PO-PSO philosophy is also supported by the Course Outcomes (COs). In order to implement the spirit of NEP, the syllabus for every course has been created with careful attention for macroeconomic and social needs in general. Therefore, a variety of instructional methods, such as lectures, seminars, tutorials, workshops, and project-based learning, are used to attain the learning outcomes. 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 in the continuing year they have done so accordingly. Our university is willing to place CBCS pattern for teacher education also and Board of studies in education is also willing to do so.</p>
<p>6. Distance education/online education:</p>	<p>As a result of the pandemic, the college took advantage of its infrastructure, faculty, and provide classes online to students. For two semesters, B.Ed. courses were delivered online to students. Students were urged to register in upskilling classes. Our institution encourages B.Ed. students to attend these</p>

	lectures because MOOCs have developed as a platform for open and distance learning and the SWAYAM platform is offering MOOCs. The students will be exposed to cutting-edge technologies such as artificial intelligence, machine learning, block chains, through value-added courses. The usage of technology will enhance many facets of education for the benefit of the students. Our institution is also an recognized study center of Yashwantrao Chavan Maharashtra open University. we are already offering B.Ed. degree of YCMOU in distance mode.
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Dr. Sanjay B. Khadse : co-ordinating faculty member Shri Darshan Kalmegh : students' co-ordinator The ELCs is functional. Faculty members many times worked as Election officer in various election like Muncipal corporation, State Legislature elections, Lok Sabha Elections etc.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	It is at strengthening the culture of electoral involvement among young and future voters since the ELCs are practical activities and games that are made to stimulate and motivate pupils. Our institution has been designated as polling center this year for SGBAU Senate Elections. Two of the faculty member worked as Presiding officer in this Elections.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Through the college's electoral literacy club, faculty and students organised a social programmes focused on electoral-related issues, including the National Voter Day Celebration and rally, awareness programme to encourage students to register to vote various elections etc.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible	The voting age is 18; all of our students are above this age. All of them are voters during other elections where registration as voter is mandatory we use to motivate them for enrolled for the same.

students as voters.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
129	113	101	97	85
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	30	25	25	25
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
47	46	47	35	45
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
47	46	44	35	44
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	54	50	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	8	8	8	8
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	9	9
File Description		Document		
University letter with respect to sanction of p		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
23.80	22.20	29.75	32.37	15.30
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2**Number of Computers in the institution for academic purposes..****Response: 20**

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Effective curriculum as well as its efficient delivery is integral part of education and is best suited to enable individual to live as a responsible citizen of the society. In our Institution IQAC with staff council plans and prepares Academic calendar of the college keeping in mind the calendar of the university. Our Institution is being affiliated to Sant Gadge Baba Amravati University , Amravati strictly follows the curriculum prescribed by our university itself. Although we do not have autonomy in setting up the curriculum, but the curriculum being taught is constantly under surveillance as suggestions and comments are invited every year from stakeholders. Before the commencement of the new academic session, orientation meeting and planning to review the curriculum headed by the Principal is done with the help of staff council. The meetings are conducted periodically by the principal to discuss the different kinds of issue keeping in mind the broad vision and goals of the institution as well as the local and global needs of the students and society. Teaching focus, class assignment, internal assessment, practicum, workshop, co-curricular and outreach activities, use of reference material for teachers are discussed. Institution also focus on mid-course curriculum planning meeting to ensure whether any plan is being followed or any change required. The recommendations regarding curriculum are communicated to university officials through the college faculty who are the member of Board of Studies and Academic Council of affiliating body. 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. Every academic year starts with orientation workshop to make student familiar with Institution, curriculum and learning outcome of the programme. Organization of workshops and conferences by the institution is also the part of planning and reviewing the curriculum. For this experts in the field of education are invited. Presentation of papers and participation in seminar and workshops by the faculty is a regular practice of the institution in this context.

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

1.1.2

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

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

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

Response: A. Any 5 or more of the above

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

1.1.3

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

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

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 93.33

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

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

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

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

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

1.2.2

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

Response: 3

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

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

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

1.2.3

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

Response: 79.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
95	47	95	97	85

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

1.2.4

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

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

Response: E. None of the above

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

1.2.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

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 endeavour towards development of teacher proficiency and competence that would enable and empower the teacher to meet the requirement of profession.

A fundamental or coherent understanding of the field of teacher education

Our Institution follows the curriculum provided by the university. Before the commencement of regular classes, students are given a coherent understanding of teacher education programme through orientation workshop. During this workshop students are oriented about the objectives and activities of teacher education programme to be undertaken during the session. New Entrants are made aware about Programme learning outcome and course learning outcome as well as the rules and regulation of the institution

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

The Institution enables the students to acquire the and skills for different levels of school education through hands on experiences such as internship and school engagement. Faculty of the Institution uses different strategies and technique like demonstration, seminars, group discussion, power point presentations for clarity and understanding of each subject prescribed in curriculum

Capability to extrapolate from what one has learnt and apply acquired

Our Institution provide an opportunity to apply and practice theoretical knowledge in real life situation through field experiences. In the beginning of session orientation workshops are organised for acquiring teaching competencies. Each faculty gives theoretical knowledge as well as practical demonstration of each teaching skill, technique, method and models of teaching. Then student teacher practiced each and every skill in a small group of peers. The workshops of Year Plan, Unit Plan, Simulation lesson plan, Unit test are also organised and opportunity provided to acquire the knowledge and apply it during school internship by students.

Skill/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others.

The Institution provides different activities and organises various programmes to develop different types of skills. The Institution organised various workshops for enhancing professional competencies like Workshop on Reading and reflecting on text, Drama and art in Education, Understanding of self, Use of ICT in Education, Preparation of teaching aids and SUPW. Peer guidance and peer tutoring helps the students to work in collaboration. Celebration of important events and various curricular activities of Institution facilitates the development of emotional intelligence, critical thinking, negotiation and communication skill within students.

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

1.3.2

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

Response:

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, statewise 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.

Development of school system

The curriculum covers the theoretical aspects exhaustively. The programme gives a broad perspective of various boards such as Indian Certificate Secondary Education (ICSE) Secondary School Certificate (SSC) and Central Board of Secondary Education (CBSE).

Functioning of various boards of school Education

Students are familiarized with a comparative study of curriculum framework, syllabus and text books of various boards. Curriculum implementation and evaluation under different boards are considered for preparing assessment strategies and tools. In house innovative lessons expose them to national and international perspectives.

Assessment System

The methodology paper, core paper like, Assessment for learning and scholastic achievement record caters to the various forms of assessment of different boards Credit based evaluation, Open book examination, design of rubrics for CCE are modelled focusing in diverse boards thus aligning with the norms and standards of national and local standards.

Norms and standards

Students are familiarized with the global norms and standards for teaching and evaluation . Academic standards for teaching, learning and evaluation are articulated and revised as per the suitability of local context. Changes in teaching methods , models of teaching, scholastic achievement test are all familiarized as per the functional difference.

Statewise Variation

The students teachers are exposed to different pedagogical practices of various boards in school during

the internship, trained to formulate subject specific academic standards and learning outcomes

An International and comparative prospective

Country wise and state wise variation are familiarized in the diversities of school system and assessment pattern. A cyclic approach is adopted to place student teacher in schools of different board in different semester. Provision for in-house transaction of curriculum deliberately permits to the local background

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

1.3.3

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

Response:

In teaching field students have to develop skills to be up to 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 a 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 practises these lessons in a group. In school Internship student teachers plan their lesson as per school time-table and consolidate professionally relevant understanding that they have gained in college through various teaching learning strategies and activities. They prepare variety of lesson plan, teaching strategies and number of teaching aids catering to diversity in the classroom and teach accordingly. Teaching strategies are decided according to the need of learner and topic to be taught. Student teachers are also motivated to identify weak students and organise remedial teaching to them. They are also advised to diagnose the problems in learning specific subject by school student and perform some activity or suggest some measures to solve the problem. In this way student teachers are motivated to undertake action research in school. During Internship student teacher plays a teacher role in real situation and become a part of total school system by conducting 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. They also maintain result records,attendance records etc.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	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 103.6

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

2.1.2

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

Response: 162.93

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

2021-22	2020-21	2019-20	2018-19	2017-18
46	46	37	43	47

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years**Response:** 3.47**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	0	0	0

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

2.2 Honoring Student Diversity**2.2.1**

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

Response:

The determining factors to identify different learning needs of students are Language Proficiency, Capability, Knowledge of Technology, Intelligence level etc. of the students. At the entry stage, the overall percentage of marks obtained at the qualifying examination CET is the main indicator. An Entry Level discussion is conducted at classroom level which helps in identifying the Slow and Advanced learners. The Remedial classes are conducted for slow learners. The teachers, through Mentor-Mentee scheme, interact with students to motivate them, and guide them. Advanced learners are motivated by making them to participate in programmes or competitions.

To identify level of readiness at the stage of entry level to undergo professional education programme, College has scheduled interviews of students. In this process, their interests, competencies, inherent skills, hobbies, achievement, and goals are discussed. Their level of confidence is judged. They express their views about teaching profession and teaching learning process. At the time of interview students have to decide their teaching pedagogy and optional papers. To understand students' 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 are allotted to carry out different activities related to these committees.

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

2.2.2

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

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

Response: D. Any 2 of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Data as per Data Template	View Document

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 14.33

2.2.4.1 Number of mentors in the Institution

Response: 9

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The Experiential learning and participative learning:

Student teachers conduct 10 microteaching lessons and 40 practice teaching lessons. These all are ways of the Experiential learning. They carry out Case study of an adolescent learner and understand to 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 and sharing of experiences reflecting on text enhances various skills.

Field visits enhance their learning experience.

School engagement and school internship provides opportunities for learning experiences through field visits. Action research project is approach to field visits which enhances learning experience. The participative activities introduced by the college include: Assignments, Group Discussions, Seminars, Project Writing, Brainstorming sessions, Debates, Quizzes, Exhibitions, Writing Articles, Community Surveys etc. Workshops and Seminars conducted by the college avail students a chance to be a part of innovative academic gatherings. Extra-curricular activities, Sports and Cultural activities help in developing the overall personalities of the students.

Problem Solving Techniques:

To develop problem solving abilities of the students, opportunities and proper guidance is given to the students to conduct research and case study as a part of their curriculum. Through this the students learn new knowledge by working on different problems. Here students get opportunities to observe, understand, analyze, interpret and find solutions to the problems. The importance given by the college to Problem-solving techniques is well reflected-in the Field work, School internship, School Engagement and the Projects undertaken by the students.

Brainstorming:

Different individual and group activities like essay writing, poetry writing, and elocutions, writing scripts for Natak are conducted with the students to express their thoughts and motivate them to generate ideas of their own. This practice is also adopted by teachers in the classroom teaching and also in pedagogy subjects so that teach trainees also learn how to use this as a method in their teaching.

Focused group discussion

Teacher educators teach through a lecture cum discussion method in class so that students can enhance their learning by contributing their thoughts and knowledge in the class. In the discussion sessions students are the active members of the class environment and they are monitored by the teacher facilitating opportunity of a healthy discussion and decision.

Online mode

Online mode is also used for teaching learning process like google classroom. Various assignment and tests are posted and get submitted online. Conducting online classes through Zoom, Google Meet, Use of different tools like Blog writing, Use of WhatsApp groups, sharing of e-resources with students, sharing different links with students all these efforts are made by teachers to enhance learning of the students. Opportunities for conducting online surveys are provided to students. Various online assessment tools like google forms, Kahoot are used.

The college is very much committed to the development of student's complete development by introducing experiential, participative learning and problem-solving methodologies.

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

2.3.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

2.3.3

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

Response: 100

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

Response: 129

File Description	Document
Programme wise list of students using ICT support	View Document
Data as per Data Template	View Document

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

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 group. The college has developed a culture where every student has equal opportunity to develop competencies.

During the commencement of the academic year, students are divided into **groups or teams** randomly

and a mentor is assigned to each team. The main role of the mentor lies in providing any kind of guidance in enhancing professional performance and development in the mentee. The team meets on different occasions to discuss needs of individual students in regard to their personal and academic growth in the institution. Students those who lack teaching skills are given extra time for preparation, assigned peer tutors, extra assistance in and outside the classroom. The problems or an issue of every mentee is recorded in a note book for future reference. The mentoring etiquettes such as confidentiality, self respect and a healthy relationship are highly maintained between the mentor and the mentee. The mentors update students **with recent developments in education and life**. This is needed for the mentors in order to bring about life long learning opportunities in the future. Knowledge based assignments and hands on activity are given to students where they are expected to make vast references for the topics assigned. This helps students to keep themselves updated about current and recent developments in education and strengthens learning diversity among students.

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

2.3.6

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

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

Response: B. Any 4 of the above

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

2.3.7

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

Response:

The institution makes provisions for pre-requisite training using Models of Teaching with the purpose of active engaging students in particular cognitive and social tasks. The orientation to the types of teaching models is covered under the Course paper- Pedagogical subjects Theory based orientation is given by the concerned method teachers stressing more on the syntax of each family of models. The modern teaching models such as Inquiry Training Model of Teaching, Concept Attainment Model of Teaching and Direct instructional Model of teaching from various Models are demonstrated by the respective pedagogy teachers and are practiced by the student teachers. The Inquiry Training Model develops information-processing and problem-solving skills. Students are involved in the construction of in-depth knowledge through active involvement in the inquiry process. Thus, the model reflects creative interests and goals Concept Attainment Model develops the power of innovative imagination and focuses on improving analytic skills, in depth content mastery and attainment of new concepts.

To make Teaching-Learning more interesting, the institute has adopted innovative and creative methods in the process of teaching and learning.

1. Creativity – **To provide a supportive and interactive environment where students can explore their imagination, generate ideas and develop their abilities workshops like Audio visual workshops , SUPW Workshops , Performing arts ,Drama and arts Workshops are arranged in college.**
2. Innovativeness – **Through ICT Workshops and Action Research Workshops opportunity is provided to stimulate innovative thinking and explore new perspectives.**

3. Intellectual and Thinking skills- **To enhance cognitive abilities** activities like reading and reflecting on text, Psychological Experiments, Pre internship Workshop (Diagnosis and Enriching the Teaching Skills,

Demonstration of Lesson Plans and Simulation Lesson, School Engagement) **are executed for student teachers.**

4. Empathy- **Activities like** Understanding of self, Parent – Teacher Association Programme, Social Visit activity, **etc help students understand the perspectives, needs and intentions of others.**

5 To Develop life skills – **As a part of curriculum,** Life skills orientation programme under internship,

Yoga education Workshops, Environment projects and community work **are organized to develop life skills**. For Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students following ways are adopted by teachers **Use of Google Classroom , Personalized Learning** adapts it classroom teaching for various activities and specially in pedagogy class. **Project-Based Learning (PBL) use of open ended questions, peer teaching ,blended learning, active learning methods are used.**

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

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

2.4.2

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

1. Formulating learning objectives
2. Content mapping
3. Lesson planning/ Individualized Education Plans (IEP)
4. Identifying varied student abilities
5. Dealing with student diversity in classrooms
6. Visualising differential learning activities according to student needs
7. Addressing inclusiveness
8. Assessing student learning
9. Mobilizing relevant and varied learning resources
10. Evolving ICT based learning situations
11. Exposure to Braille /Indian languages /Community engagement

Response: C. Any 4 or 5 of the above

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

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: A. All of the above

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

2.4.5

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

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

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document

2.4.6

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

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

Response: A. All of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

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

Planning an Internship Programme involves several key steps to ensure its success. The internship program is systematically planned in different phases during the entire B.Ed. course. The various schools under Shri Shivaji Education Society provides internship opportunities on request basis. Student teachers are oriented through practice of Micro-teaching lessons, Integrated lessons and Simulated lessons. Demonstration lessons by the faculty members followed by post-demonstration discussion is held. To achieve programme outcomes, as per the Academic calendar, Internship schedule is outlined. Both student teachers and practicing schools are provided information about the Internship programme its Time-table, expectations, policies and safety guidelines. Evaluation metrics to assess school interns are established. The progress of Student teachers is monitored and observed by the respective Incharge faculty members and host organizations and given proper feedback to them. At the end of the programme, feedback is gathered from both the student teachers and practicing schools to enhance the future iterations of the Internship programme.

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

2.4.9**Average number of students attached to each school for internship during the last completed academic year****Response:** 7.83**2.4.9.1 Number of schools selected for internship during the last completed academic year****Response:** 6

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The focus of the Internship programme is on developing teaching skills, fostering student learning, and professional growth. Hence monitoring mechanism support the intern's development as an educator and ensure they receive feedback, guidance, opportunities for improvement.

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

2.4.12

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

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

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

Response: A. All of the above

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

2.4.13

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality**2.5.1**

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

Response: 91.11

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years**Response:** 97.56**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 8

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

2.5.3**Average teaching experience of full time teachers for the last completed academic year.****Response:** 25**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 225

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4**Teachers put-forth efforts to keep themselves updated professionally through**

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

Response:

The faculty of Shri Shivaji College of Education is continuously engaged for professional growth which is reflected by activities like-

Teachers often participate in continuing education programs, workshops, seminars and conferences related to their subject area or teaching methodologies. They also attend professional development programs. These events provide opportunities to learn about new research, teaching techniques and educational resources.

Online resources dedicated to professional development offer access to articles, webinars, videos, and discussion forums where teachers can exchange ideas and learn from experts.

Collaborative learning communities provide platform to collaborate, share best practices and discuss innovative teaching methods.

Teachers network with colleagues, both within and beyond share ideas and insights.

They conduct research to explore new teaching strategies, evaluate the effectiveness of their instruction and stay informed about the latest developments in their field. They also guide the research scholars of Ph.D. and post-graduate students for M.Ed. dissertations of PGTD SGBAU.

Teachers engage in reflective practice by regularly reviewing their teaching methods, seeking feedback from students and colleagues and adjusting their approach based on the outcomes. It helps them to stay aware of their strengths and areas for improvement.

Overall, the faculty of college are dedicated to lifelong learning and understand the importance of staying updated professionally to provide the best possible education for their students

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

2.6 Evaluation Process

2.6.1

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

Response:

The college believes in transparent mechanism of Internal Assessment. Teacher Students are communicated of the process well in advance and are made aware of the evaluation pattern. The complete guidelines and rules regarding examinations are provided in the College Prospectus and the same are displayed on college notice board. For teacher students, internal assessment comprises Term End Examinations, Personal Interviews, Reading Sessions, Group Discussions, Assignments, Seminars, Reports, Projects, Class Tests etc.

As per the Skill Enhancement Module and Practicum given in the syllabus, Teacher students submit their Subject wise work to respective subject teacher. Two Unit Tests of each subject are conducted. For Seminar Student teachers are allotted subject wise topics and present themselves with Power Point Presentation. They submit Home Assignments and project reports and Field visit reports within allotted time span. Term end Examination is scheduled and conducted as per Academic Calendar.

After the internal evaluation, students' performance is discussed with the students and necessary suggestions are given for further improvement.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document

2.6.2

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

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

Response: A. Any 4 or more of the above

File Description	Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The grievances of the students related to examinations are addressed at two levels- College and University depending upon the nature of the grievances.

The college has an Examination Committee to carry out the effective implementation of internal assessment and college examinations. In case of any grievance, the College collects the applications on prescribed forms and forwards it to the authorities concerned.

The facility for rechecking and re-evaluation of answer sheets is available for the students on paying the requisite fee. Grievances related to internal assessment are handled by the Examination Section of the College whereas grievances related to the external assessment are forwarded to the University.

Students are free to approach teachers and Heads of Departments to resolve their queries related to the marks obtained in internal assessment, if any. If the students concerned are not satisfied by the procedure mentioned above, they may meet the Examination In-charge of the College or the Principal. Students with any grievance regarding evaluation are not only given clarifications, but on demand, they are provided with photocopies of their answer sheets for cross checking. Examination related grievances are received by the authorities concerned in a time-bound manner.

All complaints are attended with utmost alacrity and resolved in a short time. The grievance redressal mechanism related to examinations is efficient as all complaints are entertained without exception, resolved within a reasonable amount of time and is transparent as even photocopies of the answer books, if demanded, are furnished.

The Internal Examination Committee and the respective departments deal with the grievances related to the internal examination. The mechanism is as per university rules and regulations, which also permits students to demand photocopy of his/her answer book after paying the requisite fee. The students can get answer books assessed by the other experts, and approaches to the university or college authority for reassessment. The students have to apply within fifteen days of declaration of the result for grievances. The process is administered systematically, transparently and in an efficient way within the given time span by the university.

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

2.6.4

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

Response:

The college has built-in mechanism to ensure smooth conduct of Continuous Internal Evaluation within the planned time frame.

University provides an Academic Calendar for every academic year. The IQAC prepares an Academic Calendar keeping in view the guidelines given by the university. At the end of every academic year, the academic calendar for the next session is prepared. The same details are provided in the college prospectus, academic diary and on the college website.

The Academic Calendar includes the plan of admission days, teaching days, working days, internal examination and university examination time period. It includes various academic extensions, School Internship, School Engagement, Field visits, sports, cultural events/activities to be conducted in a particular year, and are planned systematically as per the Academic Calendar published by the parent university. It is notified on college Notice Board, published in College Prospectus and College Website too.

The college plans and organizes the teaching-learning and evaluation schedule well in advance. Teaching Plan for the Academic Year is maintained by the teachers in their Academic Diaries. The Examination Guidelines Section of the College prospectus gives details about the pattern of the continuous internal evaluation system. The affiliating university, SGBAU, prescribes the overall framework of time as far as examination timetable is concerned. The college conduct all their continuous internal evaluations within this broad framework.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The programme includes a comprehensive coverage of all areas of teaching learning process and is aligned with PLOs and CLOs through developing academic, professional, research and spiritual competencies among students. These are reflected through curricular areas with respect to Perspective, Pedagogic and Optional courses.

To understand the central concepts, tools of inquiry and structures of the teacher education in particular, high learning experiences are provided to student teachers to make subject matter meaningful.

To develop the skills of student teachers learning experiences are planned in and outside the classroom that are based on learners' existing proficiency, interests, experiences and knowledge, and enable them to understand how students come to view, develop, learn and make sense of subject matter contained in the curriculum.

The behavior, attitude and values of teacher trainees are changed so that they transform into responsible and accountable agents of change in the society, in the perspective of local, national and global concerns and issues vital for human survival, progress and development.

Pedagogy of a School Subject like English, Marathi, Hindi, Urdu, Biological Sc., Math & Commerce create and develop the learning methods, skills and attitude of learners.

Teaching skills are developed in by giving the real experiences of classroom teaching and online teaching by using ICT and its different tools and software.

The capacity among student teachers is developed through Enhancing Professional Capacities (EPC) like - Reading and Reflecting on Texts, Drama and Art in Education, Critical Understanding of ICT and Understanding of Self to use knowledge of effective verbal, non-verbal and media communication techniques to foster active enquiry, collaboration and supportive interaction in the classroom.

A rich programme of curricular and extra-curricular activities is provided to student teachers for all round development of their personalities as a teacher. These activities include Psychological Experiments, Yoga Education, Project Related to Community Experience, Performing Arts (Cultural activities), Environment Project etc.

To provide a supportive and interactive environment where students can explore their imagination, generate ideas and develop their abilities workshops like Audio visual workshops, SUPW Workshops, Performing art, Drama and arts Workshops are arranged in college.

The focus of the Internship and School Engagement programme is on developing teaching skills, fostering student learning, and professional growth. Hence monitoring mechanism support is applied for the intern's development as an educator and ensure they receive feedback, guidance, opportunities for improvement.

Formal and informal assessment strategies are applied to evaluate and ensure the continuous intellectual social, emotional and physical development of the learners.

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

2.7.2

Average pass percentage of students during the last five years

Response: 98.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
47	46	44	35	44

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

2.7.3

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

Response:

The Progressive performance of students along with the attainment of attributes along with PLOs is effective only when the learning is monitored and used for further improvements. The focus lies in classroom level monitoring of students' progress which is essential in bringing about positive attitudes and modifications in ones behaviour. This is achieved through,

The **Perspective papers and Pedagogic courses** enhance the use of various methodologies in teaching and transacting the subject content of the school curriculum. The progressive performance of the students is measured through Microteaching and Integration where the students are equipped with knowledge of integrating teaching skills and simulation of lessons which improves their abilities, skills and expertise in their teaching profession. During the Teaching practice, students are assessed for their content mastery,

transaction of the content and the consistency in using tools and techniques in developing the lesson. Students are trained to apply appropriate Technology in the process of Classroom Communication & Interaction like browsing educational websites, learn to use open education resources and ways of integrating ICT into teaching & learning process. To enhance their professional competencies, students are assessed through peer evaluation, self-evaluation and teacher evaluation through learning of integrating Drama, Art, Self and Yoga into education.

Periodic monitoring is done by the teachers either daily, monthly or weekly with the aim of enhancing learning. This proves effective as the students can improve on their teaching skills, mastery of the subject matter and also enhance interpersonal and intra personal communication with the teachers and peers

The curriculum consists of training students in preparing Individualized education programme wherein they are taught to measure progress

done by children in inclusive setups by stating measurable or annual goals. This training is helpful in attaining the professional attributes of the students and are dependent on instructional level of performance rather than personal level.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 47

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

2.7.5

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

Response:

To evaluate readiness of students to undergo the professional course, informal and formal assessment is conducted through interview and observations **Mentoring and counselling done initially** to identify needs of learners helps in developing classroom practice effectively and achieve better learning outcomes throughout the programme. Learning needs such as enhancement of communication skills, critical thinking, collaboration, problem solving are developed during the programme through scholastic and non-scholastic activities, assignments and seminar presentations which are assessed for various courses. The interactions and discussions reflect on successful teamwork and professional development at the end of the programme. As it is not possible to cater to individual needs of learners separately, the language teachers and subject teachers specifically identify communicative skills, understanding of concepts and content in the subjects and ways of organising instruction in the form of writing lessons and academic reports. Performance of students is assessed through internal tests and exams where knowledge and content mastery of students are measured. The assessment tasks conducted such as micro teaching, language exercises, ICT, simulated lessons, practice in teaching provides a platform for enhancing professional growth. With improvement in research skills, students are able to reflect on immediate problems and work out strategies on improving creativity, problem solving and technical skills. This is done through preparation and assessment of action research projects conducted.

These learning needs with their assessment and outcome of performance are reflected through school based lessons, internship programme, curricular, co-curricular activities and field assignments. As students are trained in writing reflective journals, assignments in reading and reflecting, advanced pedagogy, they are able to organize knowledge using supporting evidence, select relevant learning material and engage in critical analysis of ideas. Teachers provide feedback and constructive suggestions for improvement which in turn enhances self confidence , boosts morale and self-esteem. Through the exposure to different activities, students develop values which heighten thier principles of professionalism and transform into teachers with professional competencies. **Effective transfer of learning and performance**This is measured through participation in academic activities such as micro teaching and intergration,simulated lessons using ICT, development of teaching learning materials, preparation of assignments, organisation and execution of activities and programmes, participation in competitions and conducting individualised education programmes. Students master the above areas in one level and each level transforms the learner to achieve proficiency by transfer of skills and gaining mastery at the higher levels.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.87

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.2

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

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

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	2.0

File Description

Document

Sanction letter from the funding agency

[View Document](#)

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

[View Document](#)

3.1.3

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

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

Response: E. None of the above

File Description	Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.1.4

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

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

Response: B. Any 3 of the above

File Description	Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document

3.2 Research Publications

3.2.1

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

Response: 1.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	01	09	06

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

3.2.2

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

Response: 0.73

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	01	01	00

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

3.3 Outreach Activities

3.3.1

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

Response: 3

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

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

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

3.3.2

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

Response: 49.9

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

the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
50	54	48	50	60

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

3.3.3

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

Response: 49.52

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

2021-22	2020-21	2019-20	2018-19	2017-18
62	45	50	55	48

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

3.3.4

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

Response:

3.3.4: Outreach activities in the community in terms of influencing and sensitizing students to special issues and contribute to community development

The college has implemented a plan to develop a strong Emotional Quotient for the students through organizing interactive activities to understand societal challenges and difficulties. Various activities organized by the college have empowered our students to effectively tackle emergency situations and natural disasters and have developed a sense of social and civic responsibility among them. This sense of responsibility and the imbibed core values of life have made them self-reliant and eventually made them represent themselves as a strong builder of the society. Their visits to special schools, orphanage and old age homes and small scale industries and various places establishes their healthy rapport with the community. The energy of youth has been properly channelized and the students voluntarily and actively got involved in the activities like blood donation, health and hygiene awareness, environment conservation, Wall of Humanity, Cleanliness Drives. etc. Such reared students excelled in the cultural activities. Activities like Tree plantation, “Vrukshotsav” to donate trees, cultivation and preservation of medicinal plants, has enhanced the creativity of the students.. Activities like Cleanliness in and around the campus, minimization and proper disposal of waste, maintenance of green campus have instilled a feeling of belongingness amongst students. Students have realised the importance of three R’s i.e. Reduce, Reuse and Recycle through the activities like vermicomposting of the holy materials, Plastic Eradication Drive, etc. The students' all-around development is achieved through workshops on Health and hygiene. Especially, girl students are groomed with some beauty tips; at the same time, they are made alert about major causes of breast cancer, adolescence issues, and right decision at right time to get married and conceive with all precautions, health awareness the whole year. The sensitization and empowerment of girl students by arranging workshop on self defense, creating awareness about their strengths and right to say no to any embarrassing or enforced situation are some of the activities to mention. For the holistic development of students the skills of Yoga and Meditation, Communication, life skills etc are also taught to the students. The students contribute to the social cause and have visited several schools to get aware about inclusive education by observing its concepts and working.

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

3.3.5

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

Response: 0

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

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

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

3.4 Collaboration and Linkages**3.4.1**

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

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

3.4.2

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

Response: 1

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

Response: 1

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document

3.4.3

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

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

Response: B. Any 5 or 6 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The infrastructure facilities and other learning resources of the college are used very well for the teaching- learning process. Maintaining and utilizing physical academic support facilities. The quality of the teaching- learning process is maintained by adopting appropriate policies and procedures utilizing the infrastructure facilities of the college. The college is equipped with adequate facilities for accommodating the needs of students, faculty, and the administrative staff.

The college has a well- maintained computer lab, Wi-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.

The Students and Faculty of the college have optimally utilized the well mentioned laboratories such as computer lab, technology, psychology lab, and science lab. As per need of new era teaching learning facilities are provided to enhance digital capabilities of student teachers. The institution tries to provide new aspects of technology.

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

4.1.2

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

Response: 66.67

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

Response: 2

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

Response: 3

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

4.1.3

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

Response: 4.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.30	1.27	2.63	1.57	0.029

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

shivajibed.org. on this website all library information is provided.

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 College possesses a well-stocked and fast-growing library.,Cataloguing 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 newspapers 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://>

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

4.2.2**Institution has remote access to library resources which students and teachers use frequently****Response:**

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 in 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 ejournals, 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. All information is provided on college website ,Importnt links of Digital Resources are also Provided on college website.

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

4.2.3

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

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

Response: A. Any 4 or more of the above

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

4.2.4

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

Response: 0.76

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.99	1.45	0.43	0.52	0.40

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

4.2.5

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

Response: 41.25

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

Response: 1150

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

Response: 1277

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

Response: 1095

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

Response: 1040

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

Response: 1130

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

4.2.6

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

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

Response: B. Any 3 of the above

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

4.3 ICT Infrastructure**4.3.1**

Institution updates its ICT facilities including Wi-Fi

Response:

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

Shri Shivaji College Of Education connected with Wi-Fi/LAN.the campus for an interrepted internet accesWi-Fi facility,Networked computer, and printing facility, Scanner-printers,

LCD projectors, interactive Boards White Board and GreenBoards. 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

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 6.45

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

4.3.3

Internet bandwidth available in the institution

Response: 300

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 300

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

4.3.4

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

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

Response: E. None of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 3.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.87	1.27	0.88	0.81	0.87

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

4.4.2

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

Response:

Procedures and policies for maintaining and utilizing physical, academic and support facilities laboratory, library, 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.
- After receiving books in office they are transferred to library department.
- The librarian makes sure that the books are returned after completion of examination by the students, No dues certificate from library is made mandatory for issuing of transfer certificates and leaving certificates.
- Teaching and non teaching faculty are informed to submit the issued books on their credit to the library before the last working day and then after completion of stock verification year,
- H.O.D. of each department places the demand list of the lab. Goods and chemicals as per their requirement new books are issued as per the requirements of faculty and students.

- Library monitors the visits of students and faculty members to library on daily basis as signature attendance on one register of faculty and staff.
- The process of weeding out of old books, journals and other material is checked and resolved by the library committee in consultation with the Principal and Management
- For long term safeguarding of books pest control of books and other material in library is done on periodical basis.

C. Procedure of Purchasing chemicals and laboratory goods

- The office calls for the quotation from different vendors, after Comparing quotations, Then office places the order.
- Once the orders material is received it has been distributed to the respective departments as per their requirements.

D. Maintenance of Academics and physical facilities

- Allotment of classrooms and all other places on the campus is made for each employee for Maintenance and concerned staff's work is monitored by office superintendent.
- 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
- Computers purchased under various schemes are maintained and repaired through annual Maintenance contract. Admission committee guides the students seeking admission to B.Ed. courses Maintenance of sports facilities is done by college staff on regular basis

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: A. All of the above

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

5.1.2

Available student support facilities in the institution are:

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

- 9. Canteen**
10. Toilets for girls

Response: A. Any 8 or more of the above

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

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

Response: B. Any 3 or 4 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 12.04

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

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

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

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 82.98**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 19

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

Response: 20

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

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 9.26**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
01	10	01	04	04

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

5.3 Student Participation and Activities

5.3.1

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

Response:

The Shri Shivaji College of Education has active student council formed as per university guidelines. The council is officially chaired by the honorable Principal of the college and members of committee are as per representations given by the university. The council elects a student as College Representative (CR) and the CR represents in University Representative (UR) elections. The basic need of student council is to cater the requirements of the students by carrying the major functions viz. to identify and help to solve problems encountered by students in the college campus, to communicate the opinion of the students to the college authority on any subject that concerns students and on which the union wishes to be consulted to promote and encourage the involvement of students in organizing various college activities, to involve students as stakeholders in decision making for various academic and administrative duties of college and the affiliated university. This enables the students in gaining leadership qualities, execution of skills, understanding and formulating new rules and regulations. The student council also has representation in the IQAC committee and College Development Committee of the college. There are various committees like Library Committee, Cultural Committee, Sports Committee, Grievance Redressal Committee, Discipline Committee, student welfare committee, Hostel committee, BC cell and Anti Ragging Committee which has student representatives. They give important student centric inputs to the college academic council meeting which helps in taking important administrative decisions. Under the activities of student council students contribute in various capacities as volunteers for Blood donation camp, Road rallies and Blood Donation and Health checkup camp. The representatives from the student council and other college committees contribute in different activities organized by the institution. The students have active representation in college magazine editorial board. The student representation makes various activities of the institution more transparent and this helps in enhancing the credibility of the institutional endeavor. The institution has different subject clubs which has active student representation in arranging different subject related activities, competitions, publications. The student council has representation and

participation in Youth festival at University level for promotion, assistance for team as volunteers. The student representatives are also actively involved in organization of UG Level Seminar and workshops, state and national level seminars, conferences organized by the college during every academic year. The students also actively participate in field based societal and environmental awareness camps and programmes. Various academic field visits are arranged by the institution during entire year and students have representations in planning, implementation of the visits.

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

5.3.2

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

Response: 4.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	06	09	00	05

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association was established in Shri Shivaji Education College Amravati on 20th December 2004. The registration certificate was obtained with the signature of Assistant Institution Essay Amravati Division Amravati. The college received registration number Maharashtra / 823 /04 Amravati. There are regular yearly meetings of Alumni Association. Due to these meetings, I have contributed towards the development of the college. Counseling to the students through various programs, group participation programs, implementation of new educational programs according to the current situation, students are encouraged by organizing discussion on it, as the head teacher of our partner schools under Shree Shivaji Shikshan Sanstha, I got the opinion of the students and changed it and developed it through Intership. And the practice was learned. The student teachers were seen to have new vision of teaching due to the innovative teaching method done by the former student teachers. The new executive committee of the alumni of the college was made in the meeting of the alumni association held on July 28, 2018. A total of 15 alumni were announced on this occasion. Their new executive term will be on July 27, 2023. He should show his talent in the college and guide the students. On the occasion of his birthday, he should contribute to the enrichment of the library by gifting a book to the college library. All the members gave their consent. In order to donate to the college by alumni, it was discussed in the meeting of the alumni association. It was also decided that she should be effective in contributing to the development of the college by carrying out previous cooperative activities. Emphasis is placed on making a significant contribution. The vital relationship between faculty, students and alumni support staff and alumni network is most valuable to the college. Alumni act as ambassadors of the college. Induction Program Placement Study Program Alumni participation is important for the birth anniversary of great men Students encourage placement for the institution This shows their dedication and sense of gratitude The attitude of the school student to get good opportunities and to make the future of social life bright, he should realize social responsibility and help others Keeping in mind that the Alumni of the Alumni Association are active in career guidance and playing roles in other fields, the goal of contributing to the progress of the school by attending student meetings from time to time is reflected in the work and activities of all the Alumni.

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

5.4.2

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

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

Response: A. Any 6 or more of the above

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

5.4.3

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

Response: 4**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

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

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

5.4.4

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

Response:

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	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

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 Bhausaheb Deshmukh of creating society useful, mentally alert and physically sound youths for the society.

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

6.1.2

Institution practices decentralization and participative management

Response:

Every year we plan institutional practices in a decentralized and participating mode. Every staff member of the college is being included in the various types of the planning and functions of the college. We meet formally and informally regularly and plan out our institutional practices in such a way so that every faculty member and administrative staff can be involved and contribute for providing the qualitative education to the students. We discuss formally and informally all our institutional work in detail, decide the responsibility of every member of the college as per his/her strength and interest as far as possible and assigned particular tasks to them for better planning and implementation. All the staff members are very free to give their suggestions for the betterment of the practices and every staff members are being involved in the various tasks. Our college is like a small family institution. Everyone in the college has healthy and harmonious relationships.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document

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

Following are the some efforts of the institutions towards maintainance of transparency in financial,academic,administrative and other functions :

Every year accounts of the college are being audited as per the rules and regulations of the Government.

Display of audited accounts and all the other necessary information about the college on our website.

Our website itself is the evidence of transparency in various functions and the practices of the college.

IQAC is established at college level for the planning, implementation and evolution of different kinds of financial, academic and administrative work.

Students Council is framed every year.

Various cells and committees are also formulated.

We regularly published our college magazine "GyanJyoti" in which the details about the college are being publish.

As per the Right to information Act we are always ready to give necessary required by anyone. It is the live evidence of the transparency of the college on its financial, academic, administrative and other

functions of the college.

Digital attendance of the staff and students are being recorded.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Every year college plans various activities and implementations it for the best interest of the B.Ed trainees. Our college magazine is one of the symbol of our strategic plan. During the corona pandemic situation was aggressive and it affected to the schedule and activities of the college. All the institution were closed. In this situation college implemented the curriculum strategically in online mode. All the faculty members tried to give their best performs and contribution in the worst situation of corona pandemic. All the students were strategically and gently turned into online education mode. Students were made acquainted with the online teaching and learning mode. Even practical part of the curriculum was also completed strategically and successfully.

Organisation of National Seminar 2021

On the occasion of 123 rd Birth Anniversary of Dr. Punjabrao Allies Bhausahab Deshmukh Our Shri Shivaji College of education, Amravati In Collaboration with Sant Gadge Baba Amravati University, Amravati Organised One Day National Seminar On National education policy 2020 : Transforming Teacher Education 21 December 2021.Hon'ble Harshvardhan Deshmukh, President of Sri Shivaji Shikshan Sanstha attended this seminar.Also Honorable Professor Dr. Dilip Malkhede Vice-Chancellor Sant Gadgebaba Amravati University as Patron.

The organizing committee was as follows :-

Dr Sanjay Khadse, Principal / Convener Shri Shivaji College of Education, Amravati. Dr. Gajanan Gulhane, professor and head post graduate teaching department , Sant Gadge Baba Amravati University Amravati. Dr. Vanita Kale, Professor / Coordinator Shri Shivaji College of Education, Amravati.

Organising Team - Dr Meena Rokade, Dr. Kishor Kshatriya, Dr.Sangita Bihade, Dr. Amit Gawande, Dr. Kavita Watane.As a resource person guide. Dr. Gajanan Gulhane Professor and Head PGTD Education Amravati and Dr. A. B. Marathe Principal, HVPM College of Engineering and Technology, Amravati officiated.A large number of principals and professors of different colleges of education attended this seminar. The whole program was well planed and well implemented by the team work of the college and Sant Gadge Baba Amravati University, Amravati.

Organisation of 7 Days National Workshop :-

Shri Shivaji College of physical Education Amravati in collaboration with Shri Shivaji College of Education Amravati d 7 Days National Workshop on Research Methodology in physical education, sports science, education and library science. 01 - 16th Nov. 2022.Hon'ble Harshvardhan Deshmukh, president of Shri Shivaji shikshan Sanstha,Amravati. Honorable Dilip ingole, Treasurer Shri Shivaji shikshan Sanstha Amravati. Hon'ble Dr . Vijay Kumar Choubey, pro vice chancellor SGBAU Amravati.Hon'ble Dr. Amit Malik,IPLA country head. Convener Dr. Anjali Thakre, principal, Shri Shivaji College of physical Education Amravati. Co - convener Dr. Tanuja Raut, Associate professor and Head department of physical education SGBAU Amravati.Co -convener Dr.vinay Raut, principal Shri Shivaji College of Education Amravati. IQAC Co - ordinator Dr. P.S.Sayar, assistant professor Shri Shivaji College of physical Education Amravati.Organising secretary Dr. Pushplata Deshmukh, Assistant professor Shri Shivaji College of physical Education Amravati. Co organising secretary Dr. Sangita Bihade, Assistant professor Shri Shivaji College of Education Amravati.Organising commity members. Dr. Ullas Deshmukh, Dr. Vandana Khakre, Dr Vinod Masram, Mrs.Swati Nyahatkar, Dr.Anuragini Boke, Dr. Sachin Mahalle.Dr.Vanita Kale, Dr.Chetak Shende, Dr.Kishor Kshatriya, Shri.Sushant Kukade, Dr. Kavita Watane, Shri Jitendra Raut, Dr.Rajesh Das.Dr. Sanjay Khadse, Dr.Amol Datar, Dr. Amit Gawande, Dr. Sarojini Umbarkar , Ku. Jaishree Khadse, Dr. Priya Kinake.

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

6.2.2

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

Response:

Academic calendar is planned and implemented carefully. All the activities of the college are well planned with through discussion and work distribution. The teachers are informed about the changes in the career development scheme, orientation programs, refresher courses, etc. Administrative staff tekes care about the salary, Income tax, provident fund etc.

we follow the rules and regulation of the UGC ,NCTE,SGBAU Amravati,Gov.of Maharashtra and concern authorities.

-IQAC, Student council, Anti Ragging cell, Internal Assessment and Examination,

Research Database, Research, Culture Promotion Committee, RAC, Career Counseling, Guidance Cell & Career Katta, Press Publicity & Photo (Geotag),

Placement Committee, Purchase Committee, Guardian Teacher, Advisory Board For planning add on or New Academic Courses, Admission Committee ARA, Students Attendance, Development, Grievance, Anti-Raging, Garden & Discipline, etc. are formulated and functioning at college level. All these bodies contribute in different perspectives in the planning, implementation, and evaluation of various functions of the college as per requirements. Details of different committees/cell's are available on college website Shivajibed.org. All these bodies contribute in different perspectives in the planning and implementation of various functions of the college.

As per the policy of UGC IQAC Meetings are arranged regularly in which strategic planning of the institutions is being discussed.

As a part of administrative set up we are having proper work distribution among teaching and non teaching staff members of the college.

All the appointments of teaching and non teaching staff members of the college are being done by the government as per rules and regulations.

We follow all the service rules and procedure described by the government, UGC, NCTE and affiliating university.

Government Scholarship are provided to SC, ST, OBC, VJNT, SBC, Etc. Student of the college.

Magazine committee of the college regularly published the college magazine every year.

Magazines are posted on our college website.

As per the circulars of the UGC registration of the students done as a part of the anti-ragging policy.

For giving the benefit of CAS to the college teaching staff, their files for CAS are being checked by the IQAC of the college and forward to the higher authorities

Administrative staff of the college is regularly working for providing scholarships to the all backward class students of the college.

6.2.3

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

- 1. Planning and Development**
- 2. Administration**
- 3. Finance and Accounts**

- 4.Student Admission and Support**
5.Examination System
6.Biometric / digital attendance for staff
7.Biometric / digital attendance for students

Response: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Data as per Data Template	View Document
Any additional information	View Document

6.2.4

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

Response:

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 teaching and learning process was successfully planned and implemented.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

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	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document

6.3.2

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

Response: 0

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

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

6.3.3

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

Response: 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	0	0	0

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document

6.3.4

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

Response: 21.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	04	02	0	01

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5

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

Response:

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	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

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 where 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 Page 62/75 29-05-2023 02:20:08 Annual Quality Assurance Report of SHRI SHIVAJI COLLEGE OF EDUCATION maintenance and transparency of the financial accounts. Government audit is being conducted as per the rules and regulation of the government .

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

6.4.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

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.

6.5 Internal Quality Assurance System

6.5.1

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

Response:

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

6.5.2

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

Response:

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

6.5.3

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
05	05	00	00	00

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: D. Any 1 of the above

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

6.5.5

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

Response:

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 Ph.D. 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 Ph.D. 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 Gadgebaba Amravati University since 2015
2. our college started PhD course work centre of sant gadge Baba Amravati University since 2019.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

The 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.

We use to put computers on balanced power mode to reduced usage of energy.

Alternative sources of energy

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

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

7.1.2

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

Response:

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.

E-Granthalay software is installed at the library to issue- return books. To reduce the usage of paper, the administrative office uses Campus-ERP software for maintaining official records.

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

7.1.3**Institution waste management practices include**

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

Response: B. Any 3 of the above

File Description	Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Link for additional information	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

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

Response: B. Any 3 of the above

File Description	Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any additional link	View Document

7.1.5

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

Response:

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

7.1.6

Institution is committed to encourage green practices that include:

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

Response: B. Any 4 of the above

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

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**Response:** 0.03**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	.005	0.03

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

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

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.

Tree Plantation is the regular activity in the institution. Institute donate a fund regularly to parent institution in "Smt. Vimalabai Deshmukh Annapurna Yojana" through which food is distributed to needy

patient and their relatives free of cost.

As the institution is centrally located we organised elecrol / voter awarness rallies.

Institution has contributed to Government Covid Fund during Covid pandemic period during the year 2020 and 2021.

Institution donates all the teaching aid prepared by students to practise teaching schools.

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

7.1.9

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

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

Response: B. Any 3 of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best practice-1. Nirantar Paritoshik Yojana

1. Title of the practice:-

Nirantar Paritoshik Yojana (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 they must be motivated. When they see someone among them from senior batch being facilitated and awarded at the hands of a special guest and the faculty members on stage and spectator were clapping and appreciating them

4. The Practice:-

Many donors (Alumni and former staff members) have contributed in this scheme. The donors' names have been written at the facade of college building to reveal respect about them. The amount collected is fixed deposited in the bank. At the time of actual price-distribution ceremony Actual interest accumulated on

5. Success of the Practice:-

Students teacher inspire to achieve this awards and prizes when they see their peers felicitation. This inspiration and motivation have a positive impact on the academic performance of the students. This scheme develops a positive competitive attitude in students.

6. Problems encountered and resources required:-

The rate of interest on the fixed deposit regarding this scheme is consistently decreasing and this is the problem institution is facing now a days. To resolve this problem we are striving to increase this amount

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. By educating the girls we take a step forward towards reducing poverty. But often see girl, children facing discrimination in various forms. Girls do not receive adequate nutrition; they have less or no access to healthcare and there is a huge gap in the education for girls. Some of the main reasons

4. The Practice:-

Kasturba Kanya Shala (Kasturba Girls School) is one of the schools run by our parent organization for girls. Most of the students of this school are from poor family background. Due to poverty some girls use to left their education which results in increase in dropdown ratio. Our institution with the help of teachers from the same school identifies such girl child and help school in financial terms. Then school uses

5. Success of the Practice:-

This practice leads to educate the girl child. School authorities always use to appreciate this initiative of the institution. This practice help in reducing the drop down ratio of the girl students. A small help ...

6. Problems encountered and resources required:-

The inflation in every sector of life this scheme is not away from it this is the problem institution is facing now a days. To resolve this problem we are trying to increase amount.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The college was founded by Dr. Punjabrao alias Bhausaheb 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.

Regularly Placement cell try to organise Placement drive through which many students got Job.

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

5. CONCLUSION

Additional Information :

'A' graded by NAAC in 2014 with a 3.53 CGPA. Progressive, forward-thinking management. Members of the Board of Studies in Education include two staff members. skilled and qualified faculty. located conveniently close to the city centre. programmes for value-added training. Ph.D. Research Centre for Education, Library & Information Science in the Faculty of Interdisciplinary Studies. Excellent tie-up with Practise teaching schools and good rapport. Logically spaced infrastructure. Good academic result.

Concluding Remarks :

The goal of the B.Ed. programmes offered by Shri Shivaji College of Education, which was founded in 1960, is to provide quality education to aspiring teachers. The students receive a solid academic foundation as well as extensive exposure to practical work. The B.Ed. students are sent to various schools of the city for their teaching practice programme. The Ph.D. students do study in a variety of educationally related fields. The courses being offered in the College are affiliated to the Sant Gadge Baba Amravati University. It has received recognition from the National Council for Teacher Education (NCTE). This institution is the most renowned institution in the university.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.3	<p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p> <p>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>165</td> <td>47</td> <td>101</td> <td>97</td> <td>85</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>95</td> <td>47</td> <td>95</td> <td>97</td> <td>85</td> </tr> </tbody> </table> <p>Remark : Input edited as per the data template given by HEL.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	165	47	101	97	85	2021-22	2020-21	2019-20	2018-19	2017-18	95	47	95	97	85
2021-22	2020-21	2019-20	2018-19	2017-18																	
165	47	101	97	85																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
95	47	95	97	85																	
1.2.4	<p>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</p> <ol style="list-style-type: none"> 1. Provision in the Time Table 2. Facilities in the Library 3. Computer lab facilities 4. Academic Advice/Guidance <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: E. None of the above</p>																				
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : Input edited as per the supporting documents</p>																				
2.2.2	<p>Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through</p> <ol style="list-style-type: none"> 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 																				

3. Remedial Learning Engagement**4. Learning Enhancement / Enrichment inputs****5. Collaborative tasks****6. Assistive Devices and Adaptive Structures (for the differently abled)****7. Multilingual interactions and inputs**

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

Answer After DVV Verification: D. Any 2 of the above

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	8	8	8	8

Answer After DVV Verification :

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

Remark : As per the supporting documents Input was edited.

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

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

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: A. Any 8 or more of the above

2.4.2	<p>Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as</p> <ol style="list-style-type: none"> 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : Input edited as per the supporting documents</p>
3.1.3	<p>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</p> <ol style="list-style-type: none"> 1. Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: E. None of the above Remark : Input edited as per the supporting documents</p>
3.2.1	<p>Average number of research papers / articles per teacher published in Journals notified on</p>

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	0	7	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	01	09	06

Remark : As per the supporting documents Input was edited

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	21	7	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	01	01	00

Remark : Input edited as per the supporting documents

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	8	10	8	8

Answer After DVV Verification :

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

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
50	54	48	50	84

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
50	54	48	50	60

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
72	45	50	65	70

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
62	45	50	55	48

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	0	0	0

Answer After DVV Verification :

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

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	7	0	5	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

Remark : As per the supporting documents Input was edited.

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

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

Answer before DVV Verification : 5

Answer after DVV Verification: 1

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.302	1.27676	2.63314	1.57392	0.02990

Answer After DVV Verification :

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2021-22	2020-21	2019-20	2018-19	2017-18
0.30	1.27	2.63	1.57	0.029

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.9954	1.4541	0.43630	0.52590	0.4050

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.99	1.45	0.43	0.52	0.40

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.8741	1.27583	0.88915	0.81400	0.87500

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.87	1.27	0.88	0.81	0.87

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	04	15	23	05

Answer After DVV Verification :

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

03	06	09	00	05
----	----	----	----	----

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.06887	0.08657	0.11695	0.09425	0.07920

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

Remark : HEI has not provided any supporting documents, so input was edited

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	09	04	05	04

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
05	05	00	00	00

Remark : Input edited as per the supporting documents

6.5.4 Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)**5. Participation in NIRF**

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

Answer After DVV Verification: D. Any 1 of the above

Remark : Input edited as per the supporting documents

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	.005	0.03900

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	.005	0.03

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of seats sanctioned year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>55</td> <td>55</td> <td>50</td> <td>50</td> <td>50</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	55	55	50	50	50	2021-22	2020-21	2019-20	2018-19	2017-18	50	50	50	50	50
2021-22	2020-21	2019-20	2018-19	2017-18																	
55	55	50	50	50																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
50	50	50	50	50																	
1.6	<p>Number of students enrolled(admitted) year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>55</td> <td>54</td> <td>50</td> <td>50</td> <td>50</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	55	54	50	50	50	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18																	
55	54	50	50	50																	
2021-22	2020-21	2019-20	2018-19	2017-18																	

55	54	50	50	50
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2.1 **Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23.80631	22.20300	29.75660	32.37182	15.30496

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23.80	22.20	29.75	32.37	15.30