



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**RAYAT SHIKSHAN SANSTHAS SWAMI SAHAJANAND  
BHARATI COLLEGE OF EDUCATION, SHRIRAMPUR  
DIST- AHMEDNAGAR**

**WARD NO.1 RAYAT SANKUL, COURT ROAD, SHRIRAMPUR DIST.  
AHMEDNAGAR**

**413709**

**[www.ssbcollege.com](http://www.ssbcollege.com)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Rayat Shikshan Sanstha is one of the largest and most prestigious educational institutions in India. Founded by Padma Bhushan Dr. Karmaveer Bhaurao Patil in 1919, it has emerged as a leader in the field of education, both in terms of quality and quantity, not only in India but also in Asia. The Sanstha's primary objective is to provide education to economically disadvantaged, marginalized, and underprivileged sections of society, without any discrimination based on caste, creed, sex, or religion. This vision is aligned with its motto, 'Education through self-help'.

The TEI, established in 1970, operates as a Grant-in-Aid institution and is situated in Shirampur, Ahmednagar district, Maharashtra. It holds recognition from the National Council for Teacher Education (NCTE) and has been granted 2f and 12b status by the UGC. The college has also obtained permanent affiliation from Savitribai Phule Pune University (SPPU), Pune. It offers a two-year regular B.Ed. program and currently accommodates a single unit of 50 student teachers. In addition to the B.Ed. program, the college provides skill and career-oriented education through seven short-term courses and seven add-on/certificate courses.

From its humble beginnings, the TEI has evolved into a renowned center for teacher preparation, boasting numerous accomplishments. Over the years, it has trained more than 5000 student teachers who have gone on to excel in established educational institutions, government sectors, and various other fields. The college has received accreditation with an 'A' grade from the NAAC in both the 2004 and 2014 assessment cycles. It has also been honored with the Excellence Award by the Sanstha management, SPPU Pune and Jilha Parishad Ahmednagar. The TEI is dedicated to offering a distinctive learning environment that reflects the evolving demands of the times. It believes in fostering an innovative educational atmosphere, providing opportunities and experiences for student teachers and faculty members to grow, thrive, and succeed. Through effective collaboration among all stakeholders, the college aims to achieve even greater heights in the future.

With a strong commitment to national unity, integrity, and in line with the National Education Policy 2020, the college aspires to achieve excellence.

### **Vision**

To emerge as a center of excellence in the field of Teacher Education in rural area.

### **Mission**

1. To provide experience-based learning for multi-faceted development.
2. To impart proper orientation and training considering national values and core elements.
3. To foster innovative and responsible integration of technology in education.

4. To install the spirit of inquiry through research.
5. To sensitize students with a sense of belongingness, integrity and gratitude.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- Education is available to all eligible students at affordable fees.
- Pollution-free and eco-friendly green and clean campus.
- Adequate infrastructure for teaching, learning, research and extension activities.
- Well-furnished and spacious class rooms and laboratories.
- 5 out of 6 faculty members are Ph.D.
- Academically encouraging and conducive atmosphere, dynamic and diverse student population with 98.72% belonging to reserved categories.
- Library and office with computerization.
- Staff quarters, Hostel facility both for boys and girl student teachers.
- Committed, visionary and Proactive management.
- Accredited with A grade in first two cycles; only teacher training college in university jurisdiction.
- Well-developed ICT facilities with 100 Mbps connectivity and integration of ICT across the academic and administrative services, and e-governance using ERP.
- Conducted Quality audits on AAA, Green, Environment, Energy, Educational management, Fire Safety and Gender equality.
- Remarkable Solar Energy Harvesting.
- Registered Alumni Association supportive for Student Development.
- 30 MoUs, and 271 Collaborations and linkages.
- Excellent contribution through online education during the COVID-19 pandemic through development and delivery of e-contents.
- N.S.S wings of the college are active in their respective field and provide community work.
- Awarded by Management, University and Govt. of Maharashtra.
- Instituted 26 Best Practices.

### Institutional Weakness

- Non availability of non-salary grant.
- No Interdisciplinary programs.
- Restrictions on the appointment of permanent staff.
- Limited scope in the revisions and modifications in the curriculum at the institute level.

### Institutional Opportunity

- Starting 4-year Integrated teacher education programme
- Starting a greater number of skill-development and vocational courses.

- Increase in representation of Teachers on University Authorities.
- Scope for inter-university student exchange programmes.
- Scope for collaborative and sponsored research projects.
- Competing for financial support under various government and non-government schemes.

### **Institutional Challenge**

- Keeping pace with the rapid changes in the field of teacher education.
- Aligning programs and updating curriculum to satisfy the objectives of NEP 2020.
- PG course in teacher education is permanently self-financed.
- The Alumni input and support in terms of academics and donation.
- Maintaining quality standards in the face of unhealthy competition from private colleges.
- Execution of collaborations with various institutions.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

- Swami Sahajanand Bharati College of Education, Shrirampur is affiliated with SPPU, Pune. Institute has clearly defined the vision and mission statements that are mapped with the current education policy.
- College offers co-education through two-year regular B.Ed. program using choice-based credit system along with 7 self-study courses and 7 value added courses.
- The syllabi of value-added courses are designed by the faculties considering various skills and competencies and approved by CDC through IQAC. The self-study courses and value-added courses have been offered 45 times during 5 years and 341 students out of 341 completed successfully.
- Academic Calendar is prepared in tune with the university calendar and keeps adherence to it. The college has devised a strong support mechanism using ICT and an enriched library with online resources.
- The student-centric mechanism is designed and employed to encourage participative, collaborative, and experiential learning through projects, internships, field visits, surveys, educational tours, case studies, and continuous evaluations through seminars, workshops, group discussions, class tests, home assignments, and practical.
- Faculty members contributed largely in curriculum designing of university 4 out of 6 are BOS members.
- Faculty members are actively involved in Question Papers Setting, Moderation, Assessment, and Evaluations of university examinations.
- Academic flexibility is provided through elective CBCS courses in all programmes.
- Effective curriculum delivery is evidenced through well planned Academic calendar, timetable, Teaching Plan, Teacher's Diary, Bridge Courses, mentoring records, Result Analysis, attainment of POs, and COs that are also maintained in Course File of Teachers.
- Academic audits are periodically conducted to review the curriculum planning and delivery; the reports are approved and maintained with IQAC.
- All the cross-cutting issues such as human values, professional ethics, gender sensitization, environment, and sustainability have been integrated into the curriculum and addressed properly through curricular, extracurricular, and extension activities of various cells.

- The college has a well-defined mechanism to obtain online feedback from the stakeholders. The feedback is collected on curriculum, teaching-learning, support services, and infrastructural facilities to review academic performance and the learning experiences. The feedbacks analyzed and action-taken reports are displayed on the college website.

### **Teaching-learning and Evaluation**

- Admission process is online, centrally administered, transparent, unbiased, and strictly follows the norms of eligibility criteria, statutory bodies, reservation policy of GoM, and university.
- Enrollment percentage is 71.07% with 73.85% students from various reserved categories against seats reserved.
- EWS and Divyangjan students enrolled 2.59% during last 5 years.
- A well-defined academic monitoring policy to monitor and evaluate the performance of learners regularly.
- To cater to the diversified learning needs of students, HEI has a well-planned process of assessment of learning levels after the admissions and organizes various special programs including Student Induction Programme and Mentoring to enhance learning levels and familiarize objectives of NEP through OBE.
- Advanced learners are encouraged to achieve ranks and slow learners to enhance their degree percentage.
- Teacher-student ratio is 14:1, while 82.86% of faculties are recruited, and they adopt appropriate teaching pedagogies to address the experiential, participative, and problem-solving approaches using ICT integration to enhance the learning experiences through various activities.
- Systematic planning, preparation, and adherence to the academic calendar, through scheduling of examinations, internship, curricular and co-curricular events and monitoring through review meetings, teaching plans and Teacher's diary is evident from the Course file of Teachers.
- The students' performance and learning outcomes-based education (OBE) are integrated in the system. The Programme Outcomes and Course Outcomes are defined in the syllabus and implemented properly which has resulted in improvement in the pass percentage, knowledge, skill, competencies and overall holistic development of students.
- 6 Ph.D. Teachers, 4 research guides, and 01 Professor. Teachers take initiatives to learn and keep abreast with the latest developments, innovate, improve their work and contribute for individual and institutional excellence through various training and development activities.
- IT integrated evaluation system is realized through conduct of examinations, mark list processing, and Publication of results.
- Average pass percentage for last five years is 97.33% and results are higher than university average percentage.
- Attainments of COs and POs are evaluated both directly and indirectly. Attainment reports are analyzed to reinforce the advantages of OBE.
- Mentor-mentee system is introduced in and helps in sorting out students' grievances.

### **Infrastructure and Learning Resources**

Over the years, an effective infrastructure has been built to provide a conducive teaching –learning environment.

- The college has built up area of 3092.27 sq. meter spread over 42 acres of land. Campus area having

administrative, academic, guidance blocks, library, hostels, guesthouse, staff quarters, principal bungalow and play ground.

- ICT enabled 4 classrooms, 1 seminar hall, 7 guidance rooms, 2 reading rooms, health and yoga room, cultural activity room, ICT lab, research room, sick room.
- The College library is fully automated. It uses Libraria Software, which is an Open-source Integrated Library Management System. Library with 15649 books, 04 periodicals,
- The teachers and students have access to e-journals subscribed by the college library; e-books purchased by the college library and can have access to e-resources (e-journals and e-books) through NLIST programme of INFLIBNET, the membership of which is renewed on annual basis by the college library. Separate Girl's Reading Hall.
- User-Books ratio 1:130
- Rs. 3.54 Lakhs spent on Library resources and 353 books added during the assessment period.
- 25 Computers, 2 laptops, Student-Computer ratio of 1:6, 9 printers, 5 scanners, 2 copiers, 3 LCD projectors, 3 sound systems, 1 smart board, Quick Heal security, Networking with LAN and WiFi extending internet connectivity throughout the campus.
- The college has established Digital English language lab terminals. Students learn the phonetics with the help of ACE digital language lab software. The language lab is well equipped with 10 computers and essential accessories.
- Uninterrupted power supply with inverters UPS backup system.
- One Boy's and one Girl's Hostel.
- Sports facilities including cricket, volleyball, basketball, softball, badminton, kabaddi, kho-kho, and a 400-meter running track. Indoor games such as carrom, chess, and table tennis etc.
- Separate Administrative Office and Examination office with VRIDDHI ERP software, Record Room.
- AMC are made available for Library, Vriddhi ERP, Tally and LIBRERIA softwares.
- College Garden and Canteen facility
- Divyangjan Facility: Ramps, Wheelchair, Toilets
- CCTV Surveillance system with 16 cameras.
- Fire Safety System.
- Adequate Washrooms-30 blocks.
- Rooftop Solar Power Generation units (03) with 21 KW capacities.

## **Student Support and Progression**

- College prioritizes the students and has well-defined mechanism for Student Support and Progression.
- Various cells/committees, comprising teachers and student representatives are functioning effectively to ensure the academic, physical, economic, and social welfare and provide an inclusive learning ambiance to the socioeconomically weaker section of society.
- College has established Policy and Procedure to help students to avail scholarships and Freeships.
- 87.56 % of Students have benefitted from Scholarships and Freeships offered by GoM and nongovernment agencies during assessment period.
- 06 Programmes for Capacity building and Skills enhancement were organized.
- 66.32 % of Students benefitted by Career Counselling and guidance for competitive examinations.
- 55 of outgoing students have been placed during assessment period. Various placement orientation workshops and Campus placement drives are organized by Career guidance and Placement cell.
- 21 of outgoing students have continued higher studies.
- 03 Programmes organized for guidance and preparation of competitive examinations and 128

participated during assessment period.

- 24 students excelled in NET/SET/Civil services/State government examinations.
- 106 Medals and Awards have been achieved by students in Sports and Cultural events.
- 101 Sports and Cultural events have been organized during assessment period and 295 students participated.
- Effective Grievance Redressal Mechanism is in place to ensure the timely redressal of grievances including sexual and ragging instances. No cases of ragging or sexual harassment reported during the period. Grievances related to the examination are resolved as per statutory guidelines.
- Mentoring of Students is carried out largely for overall development of students.
- A Student Council is in place and entrusted with significant responsibilities. The representatives of student's council are actively involved in festivals, annual functions and organizes various student centric activities.
- Meritorious students are encouraged and awarded Endowment Prizes through Annual Function for their outstanding performances in academics, sports and cultural activities.
- Registered Alumni Association contributed significantly to the development of the institute in terms of 80 books, Guidance talks, donations and mentoring sessions.

## **Governance, Leadership and Management**

- The governance of the college is aligned with its vision and mission and mapped with national policies of higher education. A well-defined, decentralized, and participatory organizational structure.
- Well-structured organogram is instrumental in realizing the vision mission.
- Statutory bodies of the college namely, Governing Body, CDC, and IQAC are regularly reconstituted in accordance with the Maharashtra Public University Act, 2016, GoM, UGC and NAAC.
- College has 26 well-defined policies covering e-Governance, Academics, Research, Code of Ethical Conduct, Environment, ICT, Statuary cells, Maintenance, etc., and are revised to the needs of time.
- Perspective/Strategic Plan 2017-2022 formulated and deployed; achievement of outcomes/goals reviewed periodically in realizing the vision.
- E-Governance implemented using IT integration in Administration, Finance and Accounts, Student Admission and Support, and Examination helped enhance transparency, anticipation, and accountability.
- College implemented Welfare Measures for staff largely through Statutory Welfare Schemes, Financial Assistance, Rayat Banking Schemes, Medical Assistance, Awards, and Career Advancement through training and Promotions.
- CAS through PBAS evolved 01 Professor, 03 Associate Professors and 5 Assistant Professors.
- 6 Teachers benefited financially to attend 29 conferences/seminars, and membership in professional bodies.
- 10 Teaching and non-teaching staff participated in 18 FDP/training programs. College conducted 16 collaborative training/orientation programs for teaching and non-teaching staff using linkages/collaborations and MoUs.
- Rs. 6,79,591: Funds received from NGOs, philanthropists, and individuals.
- Grants received from UGC, and BOD for strengthening learning resources and infrastructure augmentation utilized effectively for the establishment of Hostel, Laboratory, NRC and Virtual Classroom.
- Financial accounts are subjected to regular internal, statutory and GoM audits.
- State-of-the-art infrastructure and beautiful green campus strongly supporting the teaching-learning process.

- College is recognized and honoured with certificates and awards for quality processes.
- Major Quality initiatives institutionalized by IQAC are Quality Audits like AAA, AQARs, Green, Environmental, Energy, Gender Equality and fire Safety; paperless culture, Feedback and SSS mechanism, efficient use of ICT, e-content development, online education during the COVID-19 pandemic, mapping and evaluation of outcomes etc.
- Significant achievements during the post-accreditation period through efforts of IQAC includes ISO 21001:2018, Participation in AISHE survey, MoUs and Collaborations, and Joint activities.

### **Institutional Values and Best Practices**

- HEI promotes gender equity, an inclusive environment and instituted various activities in commitment towards society and environment for sensitization and sustainable development. These efforts are noteworthy in terms of a number of recognitions.
- Statutory cell: Anti-Ragging and Sexual Harassment Committee, ICC, Grievance Redressal and Women Empowerment Cell are functional.
- Facilities for Women: Safety and security, Counselling, Health center, Common Rooms, Reading Rooms, Hostel, Day-care center, Washrooms, Sanitary Pad Vending Machines, etc. are contributing for conducive environment.
- Earn and Learn Scheme.
- Initiatives: Fearless Girl Campaign (Nirbhay Kanya Abhiyan) and Beti Bachao, Beti Padhao–Mission, Digital Literacy for Women, Entrepreneurship Development Programme, Love, Sex and Sexual Harassment, Personality and Skill Development, Self-employment and Competitive examination.
- Celebration of national and international days/events/festivals contributed for holistic development.
- Initiatives for Energy conservation: Solar Panel (21kW) and Solar water heaters (1200 ltr.), Wheeling to the grid (3Units), Sensor-based energy Conservation, use of LED and Power efficient equipment.
- Quality audits: Green, Environment, Energy, Educational management, Fire Safety, Gender equality audits conducted.
- Efficient waste management practiced.
- Water conservation initiatives: Rainwater harvesting maintenance, Bore-well Recharge and Drip Irrigation and AMCs
- Facilities for Divyangjan: Ramps, Toilets, Wheelchair, Exam Fee Concession ensures barrier free and friendly environment.
- Green Campus initiatives: Promotion of public transport and e-bikes, Medicinal Plant Saplings, QR Coding of Plants, Bird Feeders and Nesting Boxes.
- 56 Awards and honours, Tree Plantation, Swachh Bharat Abhiyan, Awareness Programmes help inculcate human values and ethics.
- Sahajanand Magazine recognized and awarded by university.
- Kerala Relief Fund, Flood Disaster Relief fund (Kolhapur- Sangli), Covid-19 Pandemic awareness and Donation (Rs.1,18,671/-), blood donation camp, contributes for communal socioeconomic sensitization.
- Out of 26, two best practices: 1) Project on Inculcating Reading Culture among School Students 2) Teacher Eligibility Test (TET/CTET/TAIT) Workshop summarized.
- NSS Outreach programme & National Priority Programme (NPP) to develop Social responsibility as a distinctiveness summarized.



## Research and Outreach Activities

- College is providing quality education and involved in research activities also.
- Research culture is promoted through Academic Research Committee and Research Policy that guides quality research, research ethics and monitors the research activities.
- Institute established very good research facilities; laboratories, and learning resources.
- College has strengthened its research capacity and increased the research output substantially during the last five years.
- 6 faculty with Ph.D., 04 research guides, and 18 research scholars. Two scholars awarded Ph.D. degree.
- College provided Rs. 0.42 Lakhs as seed money to research scholars.
- Faculties completed 01 funded research projects with an outlay of Rs.4.22 Lakhs.
- College promotes students for Innovation competitions such as AVISHKAR to express their creative ideas.
- Faculties published 79 journal articles, 37 chapters/books, and 56 proceeding articles.
- 16 Workshops on research proposal, projects and methodology conducted.
- Seven Certificate Courses started for the entrepreneurship skills development.
- Institute promotes stakeholders for holistic development and sensitizing to social issues at the large through extension/outreach activities.
- Received 56 Awards from GOs and NGOs for extension/outreach activities and conducted 323 activities for social wellbeing through NSS and other support services. All the students participated in extension activities.
- Developed collaborations, and linkages with 271 organizations, signed MoUs, conducted 271 activities on various aspects through IQAC.
- Extension and outreach activities are conducted mainly in context with cleanliness, Swachh Bharat, health and hygiene, Blood donation, AIDS Awareness, Beti Bachao Beti Padhao, Disaster management, Yoga Day, Anti-Tobacco Drive, Constitution Day, Voters Day, Science Popularization, Women's Empowerment, Gender Equity, Tree Plantation, Entrepreneurship, Road Safety Campaign, Environmental Awareness, Nirbhay Kanya Abhiyan, Soft Skill programs, etc.
- All these activities helped to create awareness among students by raising their self-confidence.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAYAT SHIKSHAN SANSTHAS SWAMI SAHAJANAND BHARATI COLLEGE OF EDUCATION, SHRIRAMPUR DIST- AHMEDNAGAR
Address	Ward No.1 Rayat Sankul, Court Road, Shrirampur Dist. Ahmednagar
City	Shrirampur
State	Maharashtra
Pin	413709
Website	<a href="http://www.ssbcollege.com">www.ssbcollege.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mukund Sahebrao Pondhe	02422-222487		02422-222487	
IQAC / CIQA coordinator	Vijay Santu Patole	091-9975295989	9975295989	02422-222487	vijay.patole9@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

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	Savitribai Phule Pune University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	29-03-1971	<a href="#">View Document</a>		
12B of UGC	29-03-1971	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
NCTE	<a href="#">View Document</a>	03-07-2019	47	Collage has restored NCTE recognition

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Ward No.1 Rayat Sankul, Court Road, Shrirampur Dist. Ahmednagar	Rural	42	3092.27

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BEd, Education	24	Graduation	Marathi	55	52

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				7			
Recruited	0	0	0	0	0	0	0	0	6	0	0	6
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				9
Recruited	4	0	0	4
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	3	0	0	2	0	0	6
M.Phil.	1	0	0	2	0	0	1	0	0	4
PG	1	0	0	3	0	0	3	0	0	7
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	3		0		3

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	26	0	0	0	26
	Female	67	0	0	0	67
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	2	2	4	2
	Female	9	6	9	10
	Others	0	0	0	0
ST	Male	9	7	7	3
	Female	4	2	3	5
	Others	0	0	0	0
OBC	Male	0	1	2	1
	Female	17	13	13	13
	Others	0	0	0	0
General	Male	4	4	2	5
	Female	19	21	16	13
	Others	0	0	0	0
Others	Male	5	7	4	2
	Female	13	6	11	10
	Others	0	0	0	0
<b>Total</b>		<b>82</b>	<b>69</b>	<b>71</b>	<b>64</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Answer The institute fully embraces the vision of the National Education Policy, which aims to increase the Gross Enrolment Ratio (GER) to 50%, provide quality education, and develop self-reliant human resources as global citizens. In line with this, the Institute's Internal Quality Assurance Cell (IQAC) has organized seminars and workshops on the NEP 2020. These events have involved educationalists, academic peers from universities, and stakeholders, allowing for a comprehensive understanding of the objectives and phases of NEP 2020. Swami Sahajanand Bharati College of Education, affiliated with Savitribai Phule Pune University, Pune, strictly follows the prescribed syllabus provided by the</p>
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university. To foster holistic academic growth among students, the college has proposed an interdisciplinary curriculum that offers students the freedom to choose their preferred options from a range of subjects, crafts, and other choice-based offerings. Students can select optional subjects/courses based on their interests and needs. Additionally, the college offers short-term and value-added courses to ensure the development of relevant skills. The faculty members are encouraged to undertake interdisciplinary/multidisciplinary research projects. The Teacher Education Institution (TEI), being a teacher education institution, acquaints student teachers with interdisciplinary and multidisciplinary approaches, enabling them to implement these methods in their classrooms. The institution has established linkages, collaborations, and signed Memoranda of Understanding (MoUs) to create a multidisciplinary learning environment through various academic and research activities. The introduction of interdisciplinary courses/education to students is in accordance with the guidelines provided by the Government of Maharashtra (GoM) and the university. The specific implementation guidelines for teacher education colleges are not been issued by the concerned authorities till the time. TEI staying updated with official notifications and announcements from the relevant authorities to obtain the latest information regarding the implementation guidelines for teacher education colleges under NEP 2020. The decision to transform the affiliated college into an autonomous college through multidisciplinary education depends on the institutional policy, planning, decision-making, and execution, which are currently under consideration.

2. Academic bank of credits (ABC):

The choice-based credit system (CBCS) for all programs is fully implemented from the academic year 2015-16 as per the guidelines of UGC, NCTE and SPPU, Pune. In the CBCS system, a B.Ed. student has to earn 80 compulsory credits from the curriculum. Being an affiliated college, TEI follows the CBCS system and the university has a depository for credits in the form of ABC. SPPU recently (15.10.2022) instructed with a mandate for students to create an ABC id by registering at <http://abc.gov.in/> to digitally store the academic credits earned by students from HEIs. This facilitates

	<p>students to choose their own learning paths to attain degree/diploma/certificates in context with multiple entry and exits as well as anytime, any-where, and any-level of learning. Now, students have registered with ABC id.</p>
<p>3. Skill development:</p>	<p>As an affiliated college, TEI has been offering the CBCS B.Ed. program since 2015-16. The curriculum for this program is based on the guidelines provided by NCTE and incorporates courses aimed at skill development. In order to strengthen the academic programs in alignment with the NEP, the faculty members have designed five short-term and seven value-added certificate courses that cater to the local needs and aim to develop specific skills relevant to the degree programs. These courses have received approval from the IQAC and CDC, and are currently in the process of being approved by the affiliating university. To enhance the practical skills of the students, the TEI emphasizes experiential learning through project work, internships, and skills training programs. The Career Guidance and Placement Cell organizes workshops that provide guidance on the skills required in different organizations, competitive examinations, and placements. Professionals from various organizations are invited to deliver talks and conduct placement camps, which not only help students acquire the necessary skills but also enhance their placement prospects. Additionally, the National Service Scheme (NSS) trains students in a systematic manner to develop life skills and create awareness about social issues. Mentoring students is considered one of the institution's best practices, as it enables students to explore future employment pathways and facilitates their overall development towards nation-building.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Teacher Education Institution (TEI) has been providing higher education through its B.Ed. program since 1970. The medium of instruction for the program is Marathi, which is also the mother tongue of all the students. The syllabus for the B.Ed. program includes subjects such as the philosophical and sociological foundations of education, which aim to familiarize students with our rich cultural heritage. Communication with stakeholders is primarily conducted in Marathi, and the college organizes functions, extension activities, and outreach programs involving stakeholders in the same language. One of</p>

the key competencies emphasized by TEI is the development of cultural awareness and expression through the mother tongue, Marathi. This fosters a sense of identity, belongingness, and appreciation among the students. To achieve this, the college focuses on imparting a strong understanding and knowledge of their own cultural history. The implementation of NEP 2020 is expected to further reinforce and promote this cultural heritage. To support language learning and appreciation, TEI has established a language laboratory and maintains an extensive collection of books in various regional Indian languages. Language plays a crucial role in connecting with art and culture, influencing communication through literature, plays, music, films, and other mediums. Recognizing the significance of language, the college organizes a range of linguistic competitions through cultural committees. Faculty members are also encouraged to contribute articles to local newspapers and deliver popular science lectures in regional languages. In addition to these efforts, the college celebrates events such as Marathi Language Conservation Fortnight, Marathi Rajbhasha Divas, Matrubhahs Divas, and Hindi Din, which further promote and appreciate linguistic diversity. As per the directives of the University Grants Commission (UGC), SWAYAM offers 27 courses in mother languages, including Marathi, to address language barriers and promote Indian languages. This provides learners with the flexibility to study in their mother tongue. Moreover, TEI actively participates in the Ek Bharat Shrestha Bharat initiative, initiated by the Government of India, to integrate the Indian knowledge system. During the challenging period of the COVID-19 pandemic, TEI smoothly transitioned to online teaching and successfully conducted various functions using digital platforms. This was made possible due to the availability of ICT-enabled infrastructure. Overall, TEI is committed to promoting linguistic diversity, preserving and celebrating local languages, and integrating Indian knowledge systems, while providing quality education in the B.Ed. program.

5. Focus on Outcome based education (OBE):

TEI follows the university CBCS curriculum for B.Ed. programme which is based on NCTE Curriculum Framework. Programme and Programme

Specific Outcomes (POs, PSOs) are narrower statements that describe what students are expected to be able to do by the time of graduation. Course Outcomes (COs) are statements describing significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course. POs and COs, designed by faculties considering graduate attributes, are stated and displayed on the website. TEI clearly defines the expected learning outcomes for each course or program within the B.Ed. curriculum. These outcomes reflect the knowledge, skills, and competencies that aspiring teachers should acquire during their studies. Curriculum and teaching methods are aligned with the defined learning outcomes. Variety of instructional strategies, including lectures, discussions, case studies, field experiences, and technology integration are used to enhance learning. A robust assessment system is used to evaluate student progress towards the learning outcomes. It includes mix of formative and summative assessments, such as assignments, projects, presentations, written exams, and teaching practice observations. TEI offer timely and constructive feedback to students, highlighting their progress and areas needing improvement. This information is used to identify patterns, strengths, and weaknesses in the curriculum and teaching strategies. Faculty members then take decisions to improve the teaching-learning process and enhance student outcomes. TEI Promotes active learning strategies that encourage students to actively participate in their own learning. This includes collaborative projects, group discussions, problem-solving activities, and real-world applications of knowledge. It Provides professional development opportunities for faculty members to enhance their understanding of outcome-based education principles and teaching strategies. Partnerships with schools and other stakeholders in the education community is established to provide opportunities for B.Ed. students to gain practical experience and apply their learning in real classroom settings. Engaging with the larger educational community also helps in keeping the curriculum relevant and up-to-date.

6. Distance education/online education:

TEI provides valuable opportunities for aspiring teachers to pursue their studies remotely, allowing for

flexibility and accessibility. It has the necessary technology infrastructure to support distance education. This includes reliable internet connectivity, video conferencing tools, and other platforms that facilitate online learning and communication. These facilities proved to be critically important during the pandemic for the development of e-content, video lectures, e-question papers, and their streamlined delivery. Keeping in view the convenience of the student, the various technological tools used by the faculties, especially during the pandemic lockdown. Google Classroom, Zoom, Google, using videos as teaching and learning aids, interactions, assignments, and revisions conducted are some of the institutional efforts towards blended learning. The e-content developed are available to all learners through college and university website. TEI Provides comprehensive support and guidance to students who are engaging in distance education. It offers orientation sessions and tutorials on how to navigate the online learning platforms and tools and assigns mentors who can provide guidance throughout their online learning journey. It also facilitates virtual classrooms or webinars where students can interact with instructors in real-time. Hands-on teaching experience is provided through virtual classroom observations, simulated teaching scenarios to gain practical experience. TEI promotes training on effective online pedagogies, course design for online delivery, and utilizing technology tools for virtual instruction for professional development of the faculty. It encourages faculty members participation in virtual conferences, webinars, and online professional development activities to expand their professional networks. Thus, by leveraging technology and implementing effective pedagogical strategies, TEI tried to create engaging and impactful online learning experiences that prepare students for their future teaching careers.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, The TEI has established Electoral Literacy Club (ELC).
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<p>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?</p>	<p>Yes. The TEI has duly constituted ELC consisting of the student representative as a Student Coordinator (2), faculty coordinator (1), and members (6). It is headed by the Principal of the college. The TEI has established the Electoral Literacy Cell (ELC) to engage student's youth through activities, to sensitize them on their electoral rights, and to familiarise them with the electoral process of registration and voting. It aims at strengthening the culture of electoral participation among young and future voters. The objectives of the ELC are: To educate the voters to build a truly participative democracy, To spread voter awareness with basic knowledge related to the electoral process, and To promote voter literacy among all eligible citizens to vote and make an informed decision during the elections. ELC works proactively with faculty and student representation to achieve aforesaid objectives.</p>
<p>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.</p>	<p>TEI has organized various activities and programs to promote electoral literacy among the students, youth and community. 1.Constitutional Day (26th November) is celebrated every year to aware stakeholders of the constitutional values and contribution of the Constitution in Indian Democracy with the pledge. 2.National Voters Day (25th January) and Democracy (Fortnight 26th January to 10th February) are celebrated every year to educate stakeholders and the community about electoral rights, processes, and duties to strengthen a truly participative democracy. 3.Students excelled in the elocution, slogan and essay completions organized by TEI. 4.The employees of the institute are actively involved in the successful completion of elections of Grampanchayat, Panchayat Samiti, Zilla Parishad, Legislative Assembly, and Parliament through various duties assigned by the election commission. Employees are trained about the complete election process and the instruments used (EVM, Ballot, VVPAT) prior to elections. All these efforts in creating awareness about elections, rights, and responsibilities of voters are well appreciated by Election Department, Tehsil Office, Shrirampur.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in</p>	<p>On the occasion of Voters Day, a rally was organized to raise awareness among stakeholders and the community about building a stronger democracy through the electoral process. The rally featured hoardings and banners displaying slogans related to</p>

<p>electoral processes, etc.</p>	<p>the event. Following the rally, the Honorable Principal, Dr. M.S. Pondhe, along with representatives from the local Election Commission, took a pledge. They also encouraged students and youth to actively participate in the electoral process while upholding democratic values and ensuring safeguards. Additionally, the stakeholders were urged to participate in a quiz organized by the Election Commission of India as part of the Systematic Voters' Education and Electoral Participation (SVEEP) program. Expert talks were conducted by faculty members on topics such as 'Lokshahi, Nivadnuka, and Sushasan' (Democracy, Voting, and Good Governance) and 'Constitutional Values in the Indian Constitution.' The objective of these activities was to emphasize the importance of active participation in the electoral process, instill democratic values, and promote awareness about the significance of voting. By engaging in such initiatives, the college aims to contribute to the development of a robust and participatory democracy in the region.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>TEI has taken the initiative for the registration of all eligible voters from the premises and community. The employee of the institute takes sincere efforts for the registration of Nashik Graduate Constituency, Maharashtra State as well as various academic bodies of Savitribai Phule Pune University, Pune elections. All the students are above 18 and have been registered as voters in the electoral roll as noticed from the survey.</p>

## Extended Profile

### 1 Students

#### 1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
82	69	71	64	57
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		

#### 1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	55	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 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
40	40	40	40	40
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 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
31	33	38	22	26
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

**1.5**

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	33	38	22	26
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

**1.6**

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

2021-22	2020-21	2019-20	2018-19	2017-18
51	36	33	42	31
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**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
6	6	6	6	6

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

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

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

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>

## 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
11.7	6.8	16.9	18.3	17.9

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

### Number of Computers in the institution for academic purposes..

#### Response: 14

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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:**

**Response:**

TEI, as an affiliated college, diligently adheres to the curriculum prescribed by Savitribai Phule Pune University. To ensure effective curriculum implementation, TEI has established various initiatives and policies. These include the preparation of an academic plan by the IQAC at the beginning of each academic year, the publication and implementation of an Academic Calendar to facilitate smooth academic activities, and the conduct of staff meetings by the Principal at the start of each semester/term to effectively plan and implement the curriculum.

TEI also places importance on the holistic development of students and enhanced employability. They organize a Student Induction Programme (SIP) for newly admitted students and have a Student Mentoring Cell that fosters healthy relationships with students and provides counselling for their overall development. Teachers maintain comprehensive course files containing important details such as Teacher's Diaries, program outcomes (POs) and course outcomes (COs), syllabi, teaching plans, attendance records, assignment information, evaluation reports, and attainments.

To enrich the relevant courses, TEI encourages faculty participation in teacher training programs, induction/orientation programs, workshops on the National Education Policy 2020, syllabus reframing/designing, and training events for Board of Studies (BoS) members. Four faculty members are the BOS member and rest the faculty members are also involved in value added courses curriculum framework. Additionally, TEI offers skill-based/value-added interdisciplinary certificate courses to enhance the learning experiences of students and teachers.

TEI provides support for both slow and advanced learners through bridge courses, remedial coaching, library facilities, and mentoring sessions. The college's infrastructure and ICT practices contribute to an effective teaching-learning process. Learning resources, including a consortium of e-content, are made accessible through the college and university websites, as well as platforms such as NPTEL/SWAYAM.

The teaching-learning process at TEI is student-centric and employs various activities such as assignments, tests, group discussions, problem-solving sessions, seminars, quizzes, debates, demonstrations, presentations (PPTs), videos, animations, and short films. It also involves the use of models, specimens, charts, graphs, ICT-enabled platforms, short-term courses, field visits, industrial visits, village surveys, case studies, projects, and internships.

Evaluation is conducted through Continuous Internal Evaluation (CIE) and University examinations. The

question banks are designed based on the different aspects of Bloom's taxonomy. Formative assessments consider students' performance in classes, class tests, home assignments, tutorials, seminars, and end-semester internal examinations.

The CIE process at TEI is robust and transparent, encompassing the setting of question papers, conducting examinations, discussing answer sheets, and displaying results. Summative assessment is utilized to finalize internal marks. Results are analysed to map course outcomes (COs) to program outcomes (POs). The attainment levels of students are evaluated based on their performances.

The IQAC plays a crucial role in monitoring the implementation of academic activities and reviewing the teaching-learning process. They suggest improvements for effective delivery based on feedback received on the curriculum and the teaching-learning process. These suggestions are communicated to the university's Board of Studies (BoS) for further enhancements. Periodic academic and administrative audits conducted by the Sanstha and IQAC contribute to the strengthening of the teaching-learning process.

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

### 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:**

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

**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:**

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View Document</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Prospectus for the last completed academic year	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>

## 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:**

**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
17	17	17	17	17

**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
37	37	37	37	37

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

### 1.2.2

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

#### Response:

##### 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
7	5	7	7	5

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.2.3

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

#### Response:

##### 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
81	69	71	64	56

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Course completion certificates	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 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:**

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	<a href="#">View Document</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 1.2.5

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



**Response:**

**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
10	0	0	0	0

File Description	Document
List of students enrolled and completed in self study course(s)	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificates/ evidences for completing the self-study course(s)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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:**

**Response:**

The B.Ed curriculum at TEI focuses on providing students with opportunities to acquire knowledge and skills aligned with global teacher education standards. The curriculum emphasizes the development of teacher behavioral components and skills that contribute to the formation of a global curriculum-oriented attitude.

**Knowledge**

Knowledge acquisition is facilitated through various methods such as classroom transactions, seminars/webinars, workshops, discussions, debates, projects, and assignments. These activities encourage critical thinking, analytical thinking, reflective thinking, and effective reasoning, aiming to develop cognitive and psychomotor abilities. A multidisciplinary integrated approach is adopted to promote a universal perspective in knowledge acquisition. Conceptual knowledge is provided, and students are encouraged to apply this knowledge to create representative models and simulation

scenarios. The curriculum also fosters a scientific and literary temper and integrates 21st-century skills relevant to different levels of school education, including primary, elementary, and high school levels. Pedagogical methodologies specific to students' chosen specializations include procedural knowledge for different levels of school education.

The demonstration approach is utilized to teach core subjects and methodologies. Generic teacher education concepts are introduced and then applied at different levels of school education. A flexible teaching approach aligned with constructivist school of thought is embraced. For instance, the internship is divided into an observation phase and an on-the-job teaching phase. During the observation phase, student teachers observe master teachers to internalize fundamental teaching skills and capabilities learned during classroom transactions. They then apply the acquired competencies to their own classroom teaching.

In the first year of the B.Ed program, students are assigned to the primary level, and their lesson plans reflect the preparation for that specific level. Subsequently, students are assigned to the elementary level, and the work they produce after successfully completing this phase demonstrates their capabilities. In the second year, students are exposed to the high school level to reinforce school education skills related to their chosen specializations. The knowledge, skills, and attitudes developed throughout the program are reflected in the community studies project undertaken by the students. The curriculum provides theoretical knowledge and conceptual applications, which are facilitated through dedicated laboratories for each course. Students are encouraged to create representative models and simulation scenarios that demonstrate their understanding and application of concepts. The curriculum includes theory papers on perspectives of education, core courses, and specialized courses that provide appropriate knowledge for becoming successful teachers.

### **Skills**

Skills such as emotional intelligence, critical thinking, negotiation and communication skills, interpersonal skills, and ICT skills are integrated into theory, practical sessions, and projects across all courses. Through add-on courses and Enhancing Professional Competencies (EPC) courses, students have the opportunity to apply these concepts in real classroom settings. For example, in Drama and Art, students select concepts from the school curriculum to write scripts and enact them, emphasizing the significance of various skills and competencies in teacher education. Activities, both individual and group-based, including academic and co-scholastic activities like writing articles for college magazines, creating graffiti artwork in classrooms, poster making, competitions, debates, discussions, essay writing, club activities, dance, and music, are designed to fine-tune student teachers' skills and competencies and promote a scientific and literary temper in integrating 21st-century skills.

### **Values**

The syllabi include areas designed to instil values in students, fostering a sense of worthiness toward the teaching profession and valuing their decision to pursue the course. The subject "Reading and Reflecting Texts" employs an interdisciplinary approach, encouraging students to read passages, reflect upon them, and analyze them using critical reading strategies, thereby developing language skills, critical thinking skills, reflective skills, and problem-solving skills. The inclusion of a certificate course in soft skills was a result of a suggestion made to the IQAC during an autonomy inspection in 2018.

Personality aspects such as performing arts and acting are considered essential for trainee teachers. Therefore, skills like acting and stagecraft are subtly included in the EPC 206 course on Drama & Art, providing a stimulus-variation component during peer teaching phases. Similarly, entrepreneurial skills are developed through a certificate course titled "Educational Management," which enables students to become edupreneurs and acquire managerial skills. Certificate courses and value-added courses are offered in computer education, yoga education, research, art and drama, and soft skills, providing student teachers with the necessary knowledge, attitudes, and skills. The curriculum also fosters critical thinking skills, providing a platform for decision-making in pedagogical approaches. N.S.S. activities are conducted for first- and second-year students to inculcate social values.

### Attitudes

The curriculum and various activities contribute to the development of attitudes such as team spirit, leadership, and communication skills necessary for holistic development. The portfolio project allows students to reflect on their performances in both curricular and co-curricular areas, enabling them to make improvements in subsequent semesters. It also serves as an indicator of their growth and attitudinal changes over time. Mentor teachers assist students in learning technicalities and presentation skills, while mentors plan and cultivate the right attitude towards the course. Reflective journals shed light on students' progress in developing the right attitudes and demonstrating them. Group projects further strengthen collaboration, negotiation, and communication skills as students design instructional plans, analyze curriculum, and teach in peer groups, employing innovative approaches, and more.

File Description	Document
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:**

**Response:**

#### Development of School System

The curriculum comprehensively covers the theoretical aspects, providing a broad perspective on various

school boards, such as the Indian School Certificate (ISC), Secondary School Certificate (SSC), and Central Board of Secondary Education (CBSE).

### **Functioning of Various Boards of School Education**

The syllabus incorporates educational thoughts from both Western and Indian thinkers, acquainting students with the epistemological bases of different school systems' curricula. Lesson plan preparation methods vary across different boards, and students are exposed to a comparative study of curriculum frameworks, syllabi, and textbooks of various boards. Curriculum implementation and evaluation practices under different boards are considered when devising assessment strategies and tools. In-house innovative lessons expose students to national and international perspectives, enabling them to connect different approaches and promote diversity.

### **Assessment Systems**

The methodology paper focuses on "assessment for learning" and "assessment of learning," addressing the diverse forms of assessment used by different boards. Credit-based evaluation, open-book examinations, and rubric design for the Continuous and Comprehensive Evaluation (CCE) model are emphasized, aligning with the norms and standards of national and local educational authorities. Students are introduced to non-formal education, the philosophies of radical thinkers, and alternative education systems like de-schooling, exploring the possibilities of an open school system.

### **Norms and Standards**

International variations in choice-based credit assessment are analyzed, and students become familiar with global norms and standards for teaching and evaluation. The curriculum emphasizes a shift from the Western perception of taxonomy of human behavior and orients students to the functional differences observed in Indian classrooms. Academic standards for teaching, learning, and evaluation are articulated and revised to suit the local context. Changes in teaching methods, rubrics, blueprints, question banks, and scholastic achievement tests are introduced to reflect the functional differences.

### **State-wise Variations**

During their internships, student teachers are exposed to different pedagogical practices of various boards in schools. They are trained to formulate subject-specific academic standards and learning outcomes, taking into account the variations observed across different states.

### **An International and Comparative Perspective**

The curriculum familiarizes student teachers with the diversities in school systems and assessment patterns across different countries and states. Philosophy and psychology courses include discussions on Western versus Eastern thinkers, their ideologies, and approaches, enabling student teachers to understand the foundations, functions, and forms of different boards and international school systems with indigenous practices. A cyclic approach is adopted, placing student teachers in schools of different boards during different semesters. The curriculum deliberately incorporates local background realities to study the types of schools, learning styles, and the diverse requirements of the state. Student exposure to dissertations, case studies, and action research helps them understand emerging issues in the field.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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:**

**Response:**

The Curriculum includes **Perspectives of Education, Specialized Courses, Practicing for Constructivist Teaching, Enhancing Professional Capacities** to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field.

The designed curriculum helps students to understand the interconnectedness of various learning engagements as well as steadily getting them completely ready for the professional field.

All courses are branched out having theoretical as well as practical aspects integrated to skill-based learning. The core subjects and the pedagogy subjects are delivered with a cross subject knowledge to bring linkage. The EPCs which is part of the UG course are designed to support cross-methodology and cross-core papers interconnectedness for improving professional competencies in applying the subject knowledge in real life situations. A methodology lesson is translated into a drama concept. Certificate courses are offered to understand its content and functionality which are intertwined during internship as well as teaching. E.g., Certificate courses in soft skills & conversational English, basic skills in counselling reflects in their capacity building.

The interconnectedness is apparent in ‘Language Across the Curriculum’, the concept of developing language skills by providing multiple environments to extend student knowledge of the second and third languages beyond the mother tongue. The language skills acquired are applied to course materials, research and projects. The inclusion of relevant source materials prepares students for cross-cultural and multilingual demands of a global society. Students develop lessons plans covering a concept that is introduced in the language class to subject class and then practiced and applied in the co-scholastic domains. Inclusive and gender-neutral activities are developed for proficiency in handling social issues.

Selection of methodologies and exposure to various boards such as CBSE, ICSE& SSC are helpful in

students' placement for their profession.

Electives are offered for self-development and professionalism. Entrepreneurship training emphasizing on establishing their own educational set up.

A few participating activities to mention are:

- Organization of workshops on Entrepreneurship development and women empowerment
- Organization of National Service Scheme (N.S.S) programmes
- Visit to innovative schools, Special Schools (Implementing the State Board / CBSE Boards Curriculum)
- Organization of Seminars / Workshops / Conferences on the topics of Educational Importance
- Writing articles for the college magazine
- Formal letter writing
- Maintaining a self-reflective diary
- Designing innovative lesson plans
- Visiting self-help groups for empowering women.
- Report writing on values promoted through textbooks.
- E-content development
- Campus Interview

Optimal learning environments are provided by articulating the finest curriculum.

MOOC's such as DIKSHA and SWAYAM, Open Educational Resources (OER's), National Programme on Technology Enhanced Learning (NPTEL), Certificate Courses – their functionalities are instructed to students, to augment their professionalism.

Workshops, seminars and conferences were organized on NEP 2020 by the Institution to understand its framework, to seek quality and to consider challenges in the field of education. 21st century skills are accomplished upon to give the students a cutting edge over competitors in their profession and holistic personality development.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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>File Description</b>	<b>Document</b>
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.4.2**

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

**Response:**

<b>File Description</b>	<b>Document</b>
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## 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:**

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

#### 2.1.2

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

**Response:**

**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
28	15	16	22	15



<b>File Description</b>	<b>Document</b>
Final admission list published by the HEI	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	<a href="#">View Document</a>

### 2.1.3

#### Percentage of students enrolled from EWS and Divyangjan categories during last five years

##### Response:

##### 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
4	1	0	0	0

<b>File Description</b>	<b>Document</b>
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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:

**Response:**

The institution attracts students from diverse economic and social backgrounds. Admission is based on academic merit and complies with relevant government reservation policies. During the admission process, the Principal engages with parents and students to assess their needs and aspirations. Counselling sessions are also conducted to familiarize students with the course structure, internal assessment methods, curricular and co-curricular activities, institutional regulations, and available facilities. At the beginning of each academic year, an orientation program is organized to understand the specific needs and requirements of the students. Teachers gauge students' knowledge of the subject matter and their comfort level with different teaching methodologies through informal interactions before commencing the courses. The teaching faculty is attuned to the needs of diverse learners.

Special attention is given to identify and support both slow and advanced learners. The faculty closely monitors the progress of slow learners and maintains regular communication with their parents. Advanced learners are provided with activities and tasks that align with their capabilities. The institution creates a conducive learning environment by promoting peer learning and adapting teaching methods according to the students' needs. Tutorials are conducted based on the specific requirements of the learners. During tutorial sessions, any knowledge gaps are identified and addressed through bridge courses designed for newly admitted students. These bridge courses aim to bridge the gap between the subjects studied in previous classes and the subjects they will be studying in the new courses. Key areas covered in the bridge course include Information and Communication Technology (ICT), Art and Craft, Language Proficiency, Library Resources for Research, and Basic Statistics.

Students are encouraged to read reference books related to their courses and actively participate in various college events, such as organizing sports days and managing morning assemblies. They are also motivated to engage in research-related activities. The institution has a well-established student academic counselling process in place. Additionally, students are assigned to faculty members for counselling throughout their course of study. These counsellors closely monitor academic performance and maintain frequent interactions to identify and assist students facing any challenges that may affect their learning or academic success. The institute ensures regular communication with parents regarding students' performance and attendance. Students are briefed about the curriculum, examination rules, minimum academic requirements, such as attendance, and other activities such as research and development and National Service Scheme (NSS) activities.

File Description	Document
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:**

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Photographs with caption and date, if any	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.2.3

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

**Response:**

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.2.4

**Student-Mentor ratio for the last completed academic year**

**Response:**

**2.2.4.1 Number of mentors in the Institution**

Response: 06

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:**

**Response:**

Our college offers a diverse range of learning experiences to enhance student engagement and knowledge acquisition. We believe in experiential learning, where professors guide students in conducting demonstrations and practical applications in their respective fields. Additionally, we have implemented online teaching methods using platforms such as Google Meet and WhatsApp to provide students with convenient access to lectures and discussions.

Theoretical learning is complemented by practical exercises, allowing students to gain hands-on experience. Field trips are organized for science students, enabling them to observe and collect data and specimens related to their subjects. These trips may include visits to forest areas and industries.

B.Ed. students actively participate in group discussions, mock interviews, and interactive learning sessions. Problem-solving exercises, group discussions, seminars, paper presentations, quiz competitions, workshops, and role-plays are integral components of their learning experience. In response to the COVID-19 pandemic, ICT tools such as PowerPoint presentations, LCD projectors, and interactive boards are extensively used by teachers during online teaching sessions. Student progress is evaluated through mock tests, quizzes, and online assessments. Project work, seminar presentations, and assignments are designed to make learning student-centric.

Our college library is well-equipped, providing students with access to internet facilities, reference books, texts, photocopying, and printing services. Continuous efforts are made to help students realize their potential and develop into effective teachers and agents of societal change. Student-centered teaching methods, such as experiential learning and problem-solving approaches, are integrated into the

teaching-learning process. These methods allow students to apply their classroom learning in practical situations. Copies of students' work are maintained in the library for reference purposes. Students are encouraged to conduct independent research and engage in social outreach activities.

As part of their curriculum, students undertake internships in schools to gain practical insights into school systems, infrastructure, and teaching-learning processes. During their internships, students actively participate in ongoing activities, attend classes, assist in exams, attend parent-teacher meetings (PTMs), and familiarize themselves with the school's vision, policies, decision-making processes, and human resource systems. Second-year B.Ed. students engage in a more extensive internship in various government and government-aided schools affiliated with S.P.P. University, Pune.

Participative learning is embedded in our courses through various methods, tools, and mechanisms, including field-based assignments, visits to relevant locations, group presentations, hands-on exercises, workshops, training sessions, home assignments, quizzes, seminars, expert interactions, and role-playing activities. We encourage students to utilize ICT tools and e-resources to enhance their learning experience. To nurture creativity and other skills, we publish a college magazine. For more detailed information, please visit our college website at [www.ssbcollege.com](http://www.ssbcollege.com).

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

**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	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of LMS	<a href="#">View Document</a>

### 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:**

**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: 5

File Description	Document
Programme wise list of students using ICT support	<a href="#">View Document</a>
Landing page of the Gateway to the LMS used	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional Links	<a href="#">View Document</a>

### 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:**

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

### 2.3.5

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

##### **Response:**

##### **Response:**

Swami Sahajanand Bharati College of Education offers a range of provisions to support and enhance the effectiveness of the faculty in teaching, learning, and mentoring of students. The college fosters a work culture that promotes the professional growth and competence of both the faculty and prospective teachers.

- 1. Working or Participating in Teams:** Under the guidance of mentors, UG and PG students are organized into groups of 13-15 students to facilitate their academic and professional development. They are encouraged and guided to actively participate in scholastic and co-scholastic events.
- 2. Student-Teacher Diversity:** The college values equity and equality, with special attention given to students from socio-economically disadvantaged backgrounds. Support is provided to help them develop life skills, including financial assistance, psycho-emotional support, and technological support to successfully complete the program.
- 3. Balancing Home and College Atmosphere:** During Parent-Teacher Association (PTA) meetings, parents and spouses of student-teachers are briefed about the institution's supportive role in managing the demands of the program. A questionnaire is circulated to inform them about the potential stress involved and strategies to handle it effectively. Throughout the course, student-teachers attend psycho-spiritual workshops and family counseling sessions to strengthen their inner selves. Mentors/lecturers accompany the students and provide precautionary measures to prevent stress caused by unforeseen circumstances.
- 4. Monitoring Activities and Portfolio Projects:** All activities are closely monitored by mentors and in-charge lecturers, who evaluate the learning experiences expressed in students' portfolio projects for their professional growth. Mentors regularly interact with students to identify their strengths and weaknesses, motivating and encouraging them to pursue certificate courses to enhance their professional development. Various opportunities are provided to both faculty members and students to foster their professional growth and enhance their abilities. Talks and seminars on topics such as communication skills, new teaching methodologies, the role of ICT,

personality development, inclusiveness, and life skills are organized. Workshops and seminars are planned to cultivate soft skills and professional competence in students. Each faculty member serves as a mentor for a group of students, consistently monitoring their academic and personal issues throughout the academic year. Mentors address matters related to academic performance, discipline, teaching skills, health issues, and grievances. They provide guidance and counseling to students as needed and also interact with parents to gain a comprehensive understanding of any challenges faced by the students.

5. **Systematic Pedagogy:** Methodology lecturers continuously monitor students' progress based on their abilities and skills. They provide assistance in teaching, conducting seminars, and writing assignments.

The college strives to create an environment that supports personal, social, and academic success for all students. Through these initiatives, Swami Sahajanand Bharati College of Education aims to foster a holistic educational experience that nurtures the growth and development of its students and faculty alike.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**



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

### 2.3.7

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

**Response:**

**Response:**

The teaching-learning process in TEI goes beyond theoretical knowledge and focuses on the application of skills and qualities that are vital for successful teaching. By providing a comprehensive curriculum, practical experiences, activities and supportive learning environments, TEI nurture creativity, innovativeness, intellectual and thinking skills, empathy, and life skills among B.Ed. students. Two cases amongst those are explained below:

#### **Case 1: Best from Waste**

"Best from Waste" is an activity incorporated by college in B.Ed. programs to encourage creativity, problem-solving skills, and environmental awareness among students. This activity allows B.Ed. students to develop innovative approaches to teaching and engage their future students in a hands-on, practical learning experience.

To begin the activity, the students are provided with a variety of discarded or unused materials, such as newspapers, cardboard boxes, plastic bottles, and fabric scraps. She emphasized the importance of sustainability, waste reduction, and repurposing to promote an eco-friendly mindset among the students.

After dividing them into small groups, and each group is assigned the task of brainstorming ideas and creating something useful out of the provided waste materials. Teacher encourages them to think beyond traditional uses and find innovative ways to repurpose the items.

Over the course of a week, the students work diligently on their projects. They collaborated, shared ideas, and explored different techniques to transform the waste materials into unique and practical items. Colorful and interactive bulletin board using old CDs, bottle caps, and discarded fabric, a set of educational manipulatives, such as counting blocks and shape puzzles, using cardboard boxes, Plastic

bottles, Vase from the saree, Rose and vase from the paper, Pen container from the carton, Vase from the Bamboo, Tabla from the coconut shell, Article from the feathers of birds, use of nylon threads, Key chains, Ship from the carton are some of the outcomes of this activity.

Upon completion of the projects, the B.Ed. students present their creations to their classmates. They explain the process they went through, the challenges they faced, and the lessons they learned from the activity. This presentation allows the students to reflect on their experiences and provided an opportunity for peer feedback and discussion.

**Impact on Students:** The impact of the activity "Best from Waste" activity on the B.Ed. students was significant. Firstly, it fosters their creativity and resourcefulness, which are essential qualities for effective teaching. The students learned to think outside the box, explore unconventional solutions, and encourage creativity among their future students.

Secondly, the activity promotes problem-solving and critical thinking skills. The students face challenges during the creation process and had to find solutions independently or as a team.

Furthermore, the activity instilled a sense of environmental responsibility. Students recognizes the impact of waste on the environment and understood the importance of waste reduction, recycling, and repurposing. This awareness enables them to incorporate sustainability practices in their future classrooms and educate their students about the significance of environmental conservation.

The "Best from Waste" activity also enhances collaboration and teamwork among the B.Ed. students. They learn to communicate effectively, listen to different perspectives, and work together towards a shared goal. This skill set is crucial for establishing a cooperative classroom environment and promoting student engagement and participation.

## **Case 2: Value Education through Film Review**

Value education is a crucial aspect of the B.Ed. curriculum, aiming to foster ethical, moral, and social values in students. Film reviews provide an effective medium for B.Ed. students to critically analyze and reflect upon the values depicted in movies and their relevance to the educational context. Every year college organizes film review sessions to promote critical thinking and value education.

In this case students are introduced to a film review activity focusing on value education in his curriculum. The films selected are mostly related with freedom fighters, social reformers and of educational importance which explores themes such as tolerance, empathy, and the power of education. Films like Tare Jameen Par, Super 30, Madam Geeta Rani, Avatar are some of the examples.

To initiate the activity, the students are asked to watch the film and analyze its various aspects, including character development, plot structure, and the values depicted. He encouraged them to critically evaluate the effectiveness of the film in conveying important values and the potential application of those values in their future classrooms.

After watching the film, students participate in classroom discussions, sharing their thoughts, observations, and emotional responses to the film. They explored the values of tolerance, respect, and perseverance portrayed by the characters and reflected upon the impact these values could have in fostering inclusive and empathetic learning environments.

Additionally, students are asked to write film review as a follow-up activity in relation with the analysis and critique of the film, highlighting its strengths, weaknesses, and the relevance of its values in the context of education. They were also encouraged to suggest practical strategies to incorporate these values into their future teaching practices.

**Impact on Students:**The impact of value education through film review on the B.Ed. students is transformative. Firstly, it enables them to develop critical thinking and analysis skills, allowing them to evaluate and articulate their observations and interpretations of the film. These skills are vital for B.Ed. students, as they will be expected to analyze various educational resources and make informed decisions to promote positive values in their classrooms.

Secondly, the activity fosters a deeper understanding and reflection on the values depicted in the film. The B.Ed. students connects the values of tolerance, empathy, and perseverance portrayed by the characters to their own lives and teaching aspirations.

Furthermore, the activity encourages self-reflection among the students. They examine their own values, biases, and beliefs about education and reflected on how the film challenged or reinforced those perspectives.

The film review activity also enhanced the students' communication skills, both written and verbal. Through classroom discussions and written reviews, they learned to express their thoughts and opinions coherently, using appropriate language and evidence to support their arguments.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.4 Competency and Skill Development

### 2.4.1

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

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**

- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

**Response:**

<b>File Description</b>	<b>Document</b>
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:**

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

**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:**

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:**

<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.5**

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

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

**Response:**

<b>File Description</b>	<b>Document</b>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.4.6**

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

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

**Response:**

<b>File Description</b>	<b>Document</b>
Report of the events organized	<a href="#">View Document</a>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **2.4.7**

**A variety of assignments given and assessed for theory courses through**

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

**Response:**

<b>File Description</b>	<b>Document</b>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **Other Upload Files**

1	<a href="#">View Document</a>
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#### **2.4.8**

**Internship programme is systematically planned with necessary preparedness..**

**Response:**

**Response:**

TEI play a crucial role in preparing students for their internship programs, ensuring a smooth and enriching experience. Preparatory efforts made by TEI in relation to the selection/identification of schools, orientation for all stakeholders, defining the roles of teachers, streamlining assessments, and providing exposure to a variety of school setups is explained below:

- 1. Selection/Identification of Schools for Internship:** B.Ed. institutions adopt different approaches when selecting schools for internships. TEI follow a participative approach, involving students in the selection process. Students are given the opportunity to express their preferences, considering factors such as location, grade levels, and teaching methodologies. It also allocates schools based on requests made by students, considering their specific interests or prior experience. The aim is to ensure that students are placed in schools that align with their learning goals and provide a diverse range of teaching experiences.
- 2. Orientation to School Principal/Teachers:** Before the internship begins, TEI organize orientations for school principals and teachers. These orientations serve multiple purposes. Firstly, they introduce the B.Ed. institution to the school staff, establishing a collaborative relationship. Secondly, they provide information about the expectations and objectives of the internship program, allowing school personnel to align their support and guidance accordingly.
- 3. Orientation to Students Going for Internship:** TEI also conduct comprehensive orientations for students who are about to embark on their internships. These orientations cover various aspects, including the objectives and expectations of the internship, the roles and responsibilities of interns, the code of conduct, and the support mechanisms available. Students receive guidance on lesson planning, classroom management, and professional ethics.
- 4. Defining Role of Teachers of the Institution:** The faculty members act as mentors and supervisors for the interns. They provide guidance, support, and feedback to the interns, helping them reflect on their teaching practices and develop professionally.
- 5. Streamlining Modes of Assessment of Student Performance:** This includes defining assessment criteria, rubrics, and evaluation methods to ensure fairness and objectivity. Assessments may include classroom observations, lesson plans, reflective journals, and feedback from school personnel. TEI also facilitate opportunities for self-assessment and peer assessment, encouraging interns to reflect on their own progress and learn from their peers.
- 6. Exposure to Variety of School Setups:** TEI give exposure to variety of school setups. This exposure allows students to understand the diverse educational contexts, teaching methodologies, and student populations they may encounter in their future careers. TEI strive to partner with schools representing different grade levels (primary, middle, and high school) and educational settings (rural, urban, public, and private). This diversity of school setups provides students with a well-rounded experience and prepares them to adapt to different teaching environments.

By implementing these preparatory measures, TEI create a conducive environment for interns to learn, grow, and develop into competent and confident teachers.



File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.4.9

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

**Response:**

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

Response: 05

File Description	Document
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 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:**

File Description	Document
Wherever the documents are in regional language, provide English translated version	<a href="#">View Document</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.11

#### **Institution adopts effective monitoring mechanisms during internship programme.**

#### **Response:**

#### **Response:**

Monitoring mechanisms play a crucial role in ensuring the optimal impact of internships in schools. These mechanisms involve various stakeholders, including teacher educators, school principals, school teachers, and peers.

1. **Teacher Educators:** Teacher educators from B.Ed. institutions play a significant role in monitoring the internships. They act as mentors and supervisors, providing guidance and support to the interns throughout their placement. Teacher educators visit the schools regularly to observe the interns' teaching practices, provide feedback, and assess their progress. They also engage in reflective discussions with the interns, helping them analyze their experiences, identify areas for improvement, and develop action plans. Teacher educators collaborate with the school staff to ensure that the interns receive appropriate guidance and support, fostering their professional growth.
2. **School Principals:** School principals have a crucial role in monitoring the impact of internships in their schools. They work closely with the teacher educators and interns to create a supportive and conducive learning environment. Principals provide guidance and direction to the interns, ensuring they align their teaching practices with the school's vision and policies. They conduct regular meetings with the interns to discuss their progress, address concerns, and provide feedback. School principals also collaborate with teacher educators to establish effective communication channels and ensure that the interns' needs are met during their placements.
3. **School Teachers:** The role of school teachers in monitoring the impact of internships is vital. They work closely with the interns, providing mentorship and support. School teachers collaborate with teacher educators to establish clear expectations and objectives for the interns. They observe the interns' teaching sessions, provide constructive feedback, and share their expertise to enhance their teaching practices. School teachers also engage in collaborative discussions with the interns, encouraging them to reflect on their experiences and develop their pedagogical skills. Their guidance and mentorship contribute to the interns' professional

development and ensure the optimal impact of the internship.

**4. Peers:** Peers, including both fellow interns and experienced teachers, also play a significant role in monitoring and supporting interns during their placements. Peers provide a supportive network for the interns, facilitating the sharing of experiences, ideas, and resources. They engage in collaborative activities, such as lesson planning and co-teaching, to enhance the interns' teaching practices. Peers also provide feedback and encouragement, helping the interns gain confidence and develop a sense of belonging within the school community. The interaction with peers fosters a culture of continuous learning and mutual support, ensuring the interns' optimal growth and impact.

In addition to the specific roles of these stakeholders, monitoring mechanisms may also involve regular meetings, documentation of observations and feedback, and the use of evaluation tools and rubrics. Teacher educators, school principals, school teachers, and peers collaborate closely to ensure the interns' progress, address challenges, and provide necessary support.

By implementing effective monitoring mechanisms, TEI, school principals, school teachers, and peers contribute to the optimal impact of internships.

Top of Form

File Description	Document
Documentary evidence in support of the response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:**

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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:**

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional Link	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

### 2.5.1

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

**Response:**

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
English translation of sanction letter if it is in regional language	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.5.2

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

**Response:**

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

Response: 06

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.5.3

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

**Response:**

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

Response: 107

<b>File Description</b>	<b>Document</b>
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 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:

##### Top of Form Response:

The college has implemented several major initiatives to promote the personal and professional development of its teaching staff. These initiatives aim to enhance their knowledge, skills, and effectiveness in teaching, as well as keep them updated with emerging trends and methodologies in education. Here are the key initiatives:

- 1. Regular Staff Meetings:** During staff meetings, teachers engage in reading and reflecting on emerging areas of teacher education, particularly those relevant to the New Education Policy (NEP). They discuss new and old methodologies, pedagogies, and share information with their colleagues, fostering a collaborative learning environment.
- 2. Discussions and Seminars:** The college organizes discussions on various current issues, including the NEP 2020. They also conduct seminars, webinars, and capacity building sessions for in-house members, focusing on areas of interest such as design thinking. These platforms provide opportunities for knowledge sharing and professional growth.
- 3. Professional Development Courses:** The faculty members are encouraged to undertake professional development courses for their personal growth and to benefit the institution. They engage in courses related to faculty development, pedagogy, soft skills, ICT, and online courses like MOOCs. The faculty's professional growth is also supported through add-on courses on MOOC portals and UGC programs. Faculty members are adept at selecting journals and books as references, and they actively participate in seminars, conferences, workshops, and FDPs, presenting papers at various forums. They also organize workshops and seminars for students and other teachers, including national webinars.
- 4. Orientation and Refresher Courses:** All faculty members are encouraged to attend orientation and refresher courses conducted by the Academic Staff College and other recognized institutions, which are mandatory for their career advancement. When faculty members attend short-term courses or workshops, they are required to brief their colleagues on the topics or concerns related to teacher education programs.
- 5. Preparation of e-Content:** Faculty members are invited by the affiliating university to prepare e-Content under the Pandit Madan Mohan Malaviya National Mission on Teachers & Teaching. Engaging in these tasks enhances their academic and technological skills, contributing to their professional development.
- 6. Research and Publication:** Many faculty members are actively involved in research and publication. They write books, articles, and papers in journals, and contribute chapters to books. Additionally, they are members of various magazines and online libraries. The college subscribes to various online journals, providing teachers with access to the latest information and educational trends. Faculty members also regularly visit the physical library to stay updated. They explore different digital technologies to enhance offline and online teaching methods, expanding learning opportunities for both students and themselves.

The Swami Sahajanand Bharti College of Education places great emphasis on the professional growth of its teachers. Their promotions are governed by the Career Advancement Scheme (CAS) based on the Academic Performance Indicator (API) attained by them. Through these initiatives, the college ensures that its teaching staff remains well-informed, competent, and capable of providing quality education to their students.

Top of Form

File Description	Document
Documentary evidence to support the claims	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Evaluation Process

### 2.6.1

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

**Response:**

**Response:**

In the B.Ed. course, for each year, a total of 1000 marks are allocated for evaluation, and out of these, 440 marks are allocated for internal work in the first year, while 600 marks are allocated for internal work in the second year. Here is a breakdown of the major components and activities for internal evaluation in different courses:

1. **BED 101 to BED 107 & 201 to 205:** For Continuous Assessment, three activities are organized during the year for each of these courses. One activity is dedicated to practical work, another activity involves a written examination. For the third activity, students can choose and complete any one activity from a range of options such as Multiple-Choice Questions, Quiz, Presentations, Field Visits, Projects, Seminars, etc. For the Courses BED 106 & BED 107, the internal evaluation includes Practical Work given under each course and a Written Examination.

2. **BED 108: Teaching Competency I:**

- **Micro teaching:** Students are required to give 12 micro-lessons. They select six teaching skills from a given list and complete the cycle of two lessons ("teach-reteach") for each skill.
- **Integration:** Each student teacher conducts two simulation lessons of minimum 30 minutes duration.

1. **BED 109: Teaching Competency II:**

- **Technology-based teaching:** Students conduct two lessons using technology on a peer group.
- **Team teaching:** Students conduct two lessons based on the concept of team teaching.
- **Lessons using Models of Teaching:** Students conduct two lessons based on any two models of teaching suitable for the course BED 107 - Pedagogy of school subjects they have chosen.

1. **BED 110 & BED 206-207:**

- **Practice lessons (6 lessons):** Students gain teaching experience in a classroom environment by delivering a total of six practice lessons. For the first year, three lessons are for each teaching method, and for the second year, two lessons are for each method. These lessons are conducted in secondary schools and higher secondary levels.
- **Introduction to Internship:** A four-week internship program is organized for the first year for field experience. A 16-week internship program is also organized for the second year.

1. **BED 111: Enhancing Professional Capacities:**

- **Critical Understanding of ICT:** Student teachers complete modules enlisted in the INTEL program approved by Savitribai Phule Pune University. They work alone or in pairs for the practical aspect.
- **Co-curricular Activities and Social Services:** Student teachers organize and participate in co-curricular, extracurricular, and social service activities arranged regularly throughout the year in the college.

1. **BED 112: Health and Yoga (2 credits):** This course includes physical exercises, games, special programs on yoga and Surya namaskar, sports activities, lectures on physical and mental health, and awareness lectures organized for the student teachers.

2. **BED 208-212: Enhancing Professional Capacities:** These courses aim to develop professional capacities among student teachers. Various activities are carried out throughout the academic year under these courses.

These internal assessment components and activities provide a comprehensive evaluation of the students' performance, skills, and understanding in the B.Ed. program.



File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

File Description	Document
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.6.3

**Mechanism for grievance redressal related to examination is operationally effective**

**Response:**

**Response:**

Top of FormThe college has established a well-organized mechanism for the redressal of examination-

related grievances. Students are provided with channels to approach their teachers, the College Examination Officer, and the Principal to seek resolution for their examination-related grievances. The following procedure is followed for the redressal of examination-related grievances:

#### **Nature of Grievances:**

1. **Grievances related to internal assessment:** These grievances pertain to the assessment conducted within the college for evaluating students' progress.
2. **Grievances related to pre-examination:** These grievances are associated with the preparatory processes and procedures before the actual university examination.
3. **Grievances related to university examination:** These grievances concern the conduct and evaluation of the university examination.
4. **Grievances related to re-evaluation of answer sheets in pre-examination:** If a student is dissatisfied with the marks received in a particular paper during the pre-examination, they can raise a grievance for re-evaluation.

#### **Examination Grievance Redressal Mechanism and Procedure:**

1. Students raise their grievances to the College Examination Officer. The officer examines the grievances and determines their nature.
2. If the grievances are of a normal nature, positive discussions take place between the College Examination Officer and the students. A decision is taken in the best interest of the student after the discussion.
3. If the grievances are of a major nature, the College Examination Officer submits the relevant grievance to the Examination Grievance Redressal Committee. The committee positively discusses the complaints received and, if necessary, takes a decision in the best interest of the student after consulting with the concerned students.
4. In the case of grievances related to the pre-examination, where internal evaluation is conducted at the college level, students can apply for re-evaluation within five days from the declaration of results. The College Examination Officer presents the student's grievance to the Examination Grievance Redressal Committee. The committee appoints two expert teachers who re-evaluate the answer sheet based on the provided marking scheme for the respective subject. The re-evaluated result is then communicated to the concerned student.
5. If a student is not satisfied with the marks obtained in the University examination, they have the option to apply for Revaluation/Reassessment directly to the University. Students can also request photocopies of their answer sheets from the university. The College Examination Officer assists such students in the process.
6. If a student feels that the marks obtained in any practical or activity are unsatisfactory, they can raise a grievance to the College Examination Officer. The officer presents the student's grievance to the Examination Grievance Redressal Committee. The committee appoints two expert teachers who verify whether the practicals and activities were evaluated according to the evaluation scheme provided by the University. The experts then re-evaluate the relevant practicals and activities. The result of the re-evaluation is communicated to the concerned student.

Through this grievance redressal mechanism, the college aims to address examination-related grievances and ensure fairness, transparency, and student satisfaction in the evaluation process.

Top of Form

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.6.4

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

##### **Response:**

##### **Response:**

Before the start of the academic year, the examination cell of the college publishes the internal assessment calendar. The Internal Evaluation Cell holds a meeting on the first day of the academic year to constitute the examination committee and publish the internal evaluation calendar for the entire year. This calendar is prepared to ensure that teachers are aware of all the activities related to the continuous internal evaluation process. It is published on the college's website, displayed in the examination cell, and posted on the college notice board. The examination committee monitors the internal evaluation process throughout the year.

Here are the key points regarding the internal evaluation calendar and activities:

1. Internal evaluation work for compulsory subjects in the B.Ed. course begins at the start of the academic year. Practical work and activities related to these subjects are expected to be completed two months prior to the university examination. The internal work for compulsory subjects is mainly scheduled from July to March.
2. In the first year of the B.Ed. course, students gain real teaching experience through workshops such as Micro Teaching, Integrated Lessons, Team Teaching, Models of Teaching, and Technology-based teaching. The internal work for B.Ed. first-year courses 108 to 110 is scheduled from August to the end of February in the calendar.
3. Practice lessons and student services, which provide students with practical teaching experience, are conducted from November to March. This applies to both first-year and second-year B.Ed. students.

4. Additionally, internal assessment activities related to the professional development of students are conducted throughout the academic year.
5. The academic calendar plays a crucial role in creating an environment for teaching, learning, and discipline. It is prepared by the Academic Committee of the college and includes details such as the commencement date, total number of working days, holidays, internship schedules, and dates for semester-end examinations. This calendar is issued by S.P.P. University, Pune, and the Government of Maharashtra, Department of Higher Education.
6. TEI strictly adheres to the calendar issued by the University and plans all its activities according to the specified dates. The college also prepares a college-level Academic calendar, which includes details of orientation programs, co-curricular activities, extra-mural activities, student welfare department activities, National Service Scheme events, Gandhi exams, special day celebrations, workshops, pre-internship, and practice teaching schedules.
7. The Academic calendar is reviewed by the IQAC (Internal Quality Assurance Cell) before being uploaded to the college website. At the beginning of the academic session, students are informed about the academic calendar, and it is prominently displayed on notice boards and strategic locations within the college. The College-level academic calendar helps faculty members plan their course delivery, research work, academic activities, and co-curricular activities. It assists them in supervising and monitoring the syllabus completion and planned extra-curricular activities.

By following the academic calendar, the college ensures effective planning, coordination, and implementation of various academic and co-curricular activities throughout the year, benefiting both students and faculty members.

Top of Form

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

**Response:**

The institution takes several measures to ensure the alignment of stated Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) with the teaching-learning process. By doing so, the TEI aims to promote a comprehensive and effective educational experience for the students. The following are the ways in which the alignment is ensured:

- 1. Development of Well-Defined PLOs and CLOs:** The institution invests time and effort in developing clear and well-defined PLOs and CLOs for each program and course. These outcomes are formulated keeping in mind the expected knowledge, skills, and competencies that students should acquire upon completion of the program or course.
- 2. Communication of PLOs and CLOs:** The institution employs various means to communicate the PLOs and CLOs to the students, faculty, and other stakeholders. These include displaying them on the institute's website, department notice boards, magazines, lab manuals, and other relevant publications. Additionally, they are discussed during orientation programs and disseminated through the principal's address, alumni meet, and classroom interactions.
- 3. Integration into Curriculum:** The PLOs and CLOs are integrated into the curriculum design and development process. Faculty members ensure that the learning outcomes are reflected in the course objectives, content, teaching methodologies, and assessment methods. This alignment ensures that the teaching-learning process directly contributes to the achievement of the desired outcomes.
- 4. Faculty Awareness and Training:** The institution conducts regular faculty development programs, workshops, and training sessions to enhance the awareness and understanding of the PLOs and CLOs. Faculty members are provided with the necessary guidance and resources to align their teaching strategies and assessment methods with the stated outcomes. This ensures that they have a clear understanding of the intended learning outcomes and can effectively implement them in their teaching.
- 5. Ongoing Monitoring and Evaluation:** The institution establishes mechanisms to monitor and evaluate the alignment between the teaching-learning process and the stated outcomes. This includes regular feedback and assessment processes that allow for the identification of gaps and areas for improvement. The feedback collected from students, faculty, and other stakeholders is used to refine and enhance the alignment of the learning outcomes with the teaching strategies.
- 6. Curriculum Review and Revision:** The institution regularly reviews and revises the curriculum to ensure the continued alignment of PLOs and CLOs with the changing needs of the industry and society. This review process involves collaboration with external stakeholders, industry experts, and academic professionals to ensure that the curriculum remains relevant and up-to-date.
- 7. Institutional Support and Resources:** The institution provides the necessary support and resources to facilitate the alignment of PLOs and CLOs with the teaching-learning process. This includes the provision of instructional materials, technology-enabled learning tools, library resources, and infrastructure required for effective implementation.

By employing these strategies, the institution ensures that the stated PLOs and CLOs are effectively integrated into the teaching-learning process. This alignment enables students to acquire the desired knowledge, skills, and competencies, and prepares them for their future careers and professional endeavors.

Top of Form

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7.2

### Average pass percentage of students during the last five years

#### Response:

#### 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
31	31	37	22	25

File Description	Document
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:

#### Response:

The institution takes a proactive approach to monitor the progressive performance of B.Ed. students and assess their attainment of professional and personal attributes aligned with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). The following describes the manner in which progress in student performance on learning tasks is recorded in the transcript, focusing on both cognitive and professional attributes:

- 1. Assessment Methods:** The institution employs a variety of assessment methods to evaluate students' performance. These methods include written examinations, assignments, practical assessments, classroom observations, reflective journals, presentations, and group projects. Each assessment is designed to measure specific cognitive and professional attributes associated with the PLOs and CLOs.
- 2. Rubrics and Criteria:** Clear rubrics and assessment criteria are developed for each learning task to ensure consistent and objective evaluation. These rubrics define the expected standards and benchmarks for performance, making it easier to assess and record the achievement of specific learning outcomes. The rubrics encompass both cognitive and professional attributes, providing a comprehensive assessment framework.
- 3. Grading System:** A grading system is used to quantify and document students' performance on learning tasks. The institution follows a standardized grading system that assigns letter grades, grade points, or numerical scales to reflect the students' level of achievement. The grades are determined based on the extent to which students demonstrate the desired cognitive and professional attributes outlined in the PLOs and CLOs.
- 4. Transcript:** The institution maintains a comprehensive transcript for each B.Ed. student, serving as an official record of their academic progress. The transcript includes information such as course names, credit hours, grades, and cumulative grade point average (CGPA). It provides a holistic overview of the student's performance in cognitive and professional areas throughout the program.
- 5. Cognitive Attributes:** The transcript records the students' progress in terms of cognitive attributes associated with the PLOs. This includes their understanding of educational theories, pedagogical knowledge, critical thinking abilities, problem-solving skills, research competencies, and content mastery. The grades achieved in relevant courses indicate the level of proficiency attained by students in these cognitive areas.
- 6. Professional Attributes:** The transcript also documents the students' development of professional attributes aligned with the CLOs. These attributes encompass their teaching skills, classroom management abilities, communication proficiency, collaboration skills, ethical awareness, and commitment to professional growth. Assessment methods such as classroom observations, teaching practice evaluations, portfolios, and reflective assessments provide insights into students' progress in developing these professional attributes.
- 7. Continuous Monitoring and Feedback:** The institution ensures continuous monitoring of student performance and provides regular feedback to support their growth. Faculty members and mentors review assessment results, identify areas for improvement, and offer constructive feedback to students.
- 8. Personalized Support and Remedial Measures:** If students encounter challenges in achieving the desired learning outcomes, the institution provides personalized support and implements remedial measures. This may include additional mentoring, tutoring, workshops, professional development sessions, and counselling.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7.4

### Performance of outgoing students in internal assessment

#### Response:

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

Response: 31

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7.5

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

#### Response:

#### Response:

Top of Form

The assessment tasks and the performance of B.Ed. students are designed to reflect their initially identified learning needs and ensure their progress towards achieving the intended learning outcomes. Here are examples that demonstrate how the assessment tasks and student performance align with their identified learning needs:



- 1. Diagnostic Assessments:** At the beginning of the academic year, students undergo diagnostic assessments to identify their strengths, weaknesses, and learning needs. These assessments can include comprehensive interviews, aptitude tests, or subject-specific assessments. The results help educators understand each student's starting point and tailor their instruction and assessments accordingly.
- 2. Customized Assessments:** Based on the identified learning needs of individual students, customized assessments are designed to target specific areas of improvement. For example, if a student struggles with classroom management skills, they may be assessed through a simulation exercise where they are observed managing a classroom scenario. This assessment provides targeted feedback and supports their development in that particular area.
- 3. Varied Assessment Methods:** Assessment tasks are diversified to accommodate different learning styles and needs. Some students may excel in written examinations, while others may perform better in practical assessments or oral presentations. By using a mix of assessment methods, such as written tests, projects, presentations, case studies, and group work, students are given opportunities to demonstrate their understanding and skills in ways that suit their learning preferences and needs.
- 4. Formative Assessments:** Regular formative assessments are conducted throughout the academic year to monitor students' progress and provide ongoing feedback. These assessments allow educators to identify areas where students need additional support or intervention. For example, a formative assessment may involve students submitting periodic reflection journals, participating in classroom discussions, or engaging in peer feedback activities. This feedback loop helps students stay on track with their learning needs and make necessary adjustments.
- 5. Individual Learning Plans:** In cases where students have specific learning needs or exceptionalities, individual learning plans (ILPs) are developed. These plans outline personalized goals, accommodations, and instructional strategies tailored to address the student's unique requirements. Assessments within the ILP framework are designed to measure progress towards the individualized goals and track the effectiveness of the support provided.
- 6. Feedback and Reflection:** Assessment tasks are not only focused on grading but also emphasize providing constructive feedback and opportunities for self-reflection. Feedback from educators helps students identify their strengths and areas for improvement, enabling them to adjust their learning strategies accordingly. Self-reflection activities, such as learning portfolios or self-assessment exercises, encourage students to take ownership of their learning and further align their efforts with their identified learning needs.

By incorporating these approaches, the assessment tasks and student performance in the B.Ed. program are tailored to meet the diverse learning needs of students. This ensures that students receive the necessary support and opportunities to grow and succeed, aligning their performance with their initially identified learning needs.

Top of Form

<b>File Description</b>	<b>Document</b>
Documentary evidence in respect to claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.8 Student Satisfaction Survey

### 2.8.1

**Online student satisfaction survey regarding teaching learning process**

**Response:**

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:**

**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	0

#### File Description

#### Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[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:**

**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	0

<b>File Description</b>	<b>Document</b>
Sanction letter from the funding agency	<a href="#">View Document</a>
Income expenditure statements highlighting the research grants received, duly certified by the auditor	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.1.3

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

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

**Response:**

<b>File Description</b>	<b>Document</b>
Sanction letters of award of incentives	<a href="#">View Document</a>
Institutional policy document detailing scheme of incentives	<a href="#">View Document</a>
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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>File Description</b>	<b>Document</b>
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Details of reports highlighting the claims made by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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:**

**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
20	15	18	14	12

<b>File Description</b>	<b>Document</b>
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/content page of the journals in which articles are published	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

**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
7	9	2	13	6

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 3.3 Outreach Activities

### 3.3.1

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

**Response:**

**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
1	1	1	1	1

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

### 3.3.2

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

**Response:**

**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
22	28	12	27	22

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

### 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:**

**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
82	69	71	64	57

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Any other relevant link	<a href="#">View Document</a>

### 3.3.4

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

##### **Response:**

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

1. **National Service Scheme (NSS) Unit:** The NSS units at the college organize various outreach programs, including cleanliness drives, awareness campaigns, and community engagement activities. For example, they may conduct door-to-door surveys to assess the needs of the community, raise awareness about important topics such as education, health, and drug addiction, and organize rallies to spread awareness among the public.
2. **Extra Mural Activities:** The college encourages students to engage in extra mural activities that promote social awareness and community development. Through these activities, such as cleaning school campuses and public places, organizing voter awareness programs, and conducting nature conservation programs, students gain practical experience in addressing social issues.
3. **Samarth Bharat Abhiyan:** Students actively participate in Samarth Bharat Abhiyan initiative. Student Welfare committee undertake various community-oriented projects, such as providing economic assistance to needy students, organizing workshops on relevant topics, and supporting initiatives related to community development.
4. **Environmental Initiatives:** The college emphasizes environmental awareness and sustainability through in-house programs such as the Plastic Free Environment and Swachh Bharat (Clean India) campaign. Students engage in activities such as planting saplings, promoting waste segregation, composting, and creating awareness about the harmful effects of plastic.
5. **Experiential Learning Programs:** Students have the opportunity to participate in experiential learning programs that foster their understanding of social issues and community development.



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

6. **COVID-19 Initiatives:** During the COVID-19 pandemic, the college took proactive measures to raise awareness and support the community. Students were actively involved in initiatives such as creating posters and slogans to honor COVID-19 warriors and organizing mask donation drives. These activities helped students develop essential skills such as counseling, volunteering, and community support, while also demonstrating the importance of collective action during challenging times.
7. **Collaborations with NGOs and Community Organizations:** The institution collaborates with local NGOs, community-based organizations, and social enterprises to create meaningful engagement opportunities for students. Such collaborations can include joint projects, research partnerships, or volunteer programs. By working alongside these organizations, students gain insights into the strategies and interventions implemented for community development and social change.
8. **Field Visits and Internships:** Students are provided with opportunities to undertake field visits and internships in community settings. These experiences expose them to the realities of marginalized communities, helping them gain first-hand knowledge of the challenges faced by different sections of society. During field visits, students may interact with community members, observe their living conditions, and learn about their struggles and aspirations.

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>
Relevant documentary evidence for the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 3.3.5

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

**Response:**

**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	<a href="#">View Document</a>
Appropriate certificates from the awarding agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

**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
1	1	1	1	1

File Description	Document
Report of each linkage along with videos/ photographs	<a href="#">View Document</a>
List of teachers/students benefited by linkage exchange and research	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:**

**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: 12

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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>File Description</b>	<b>Document</b>
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

- **Response:**

College has ensured the provision of adequate facilities for teaching and learning, meeting the minimum specified requirements set by statutory bodies. The college recognizes the importance of infrastructure in creating an effective educational environment and has systematically developed its facilities with a future vision of needs and utility. Here's an overview of the adequacy of facilities at the college:

- **Infrastructure:** The college has a well-divided infrastructure, including the Main Building, Guidance Wing, Library Building, Science Lab, Psychology Lab, ICT with Language Lab, Playgrounds, Hostels, and Staff Quarters. These buildings are designed to cater to the various needs of the students and faculty members.
- **Classrooms and Seminar Hall:** The college has spacious classrooms equipped with modern ICT teaching aids, creating an ideal learning environment. Additionally, a seminar hall is available for conducting workshops, seminars, and guest lectures, facilitating interactive sessions and knowledge sharing.
- **ICT Lab and Language Lab:** To promote the use of technology in education, the college has a fully equipped ICT Lab with an adequate number of computers. The Language Lab is designed to enhance students' language skills through interactive learning methods.
- **Library:** The college maintains a well-organized library with a diverse collection of print resources and electronic resources. The library is partially computerized, offering web OPAC (Online Public Access Catalogue) and mobile OPAC facilities for convenient access to library resources. Reading rooms and research rooms are attached to the library, providing students with a conducive space for study and research.
- **Sports and Games Facilities:** The college recognizes the importance of physical fitness and offers various sports facilities, including cricket, volleyball, basketball, softball, badminton, kabaddi, kho-kho, and a 400-meter running track. Indoor games such as carrom, chess, and table tennis are also available for recreational purposes.
- **Administrative Office and Meeting Hall:** The administrative office is well-organized with cubicles for different sections, including accounts, scholarship, establishment, property, general register, and eligibility. The office is integrated with ICT for efficient management of administrative processes. A meeting hall facilitates discussions and coordination among staff members.
- **ERP and Accounting Software:** The college utilizes Vridhhi ERP Software for streamlining admission processes, ensuring efficiency and convenience for students and staff. Tally software is employed in the accounts section for effective financial management.

- **Campus and Security:** The college campus encompasses a beautiful garden that creates a healthy and conducive atmosphere for learning. It is protected by a walled compound, fencing and security guards. CCTV cameras are installed to ensure the safety and security of students and staff.
- **Solar Panels:** As a step towards sustainable energy, the college has installed rooftop solar panels with a total energy capacity of 21 kW. This initiative promotes environmental consciousness and reduces dependence on traditional energy sources.
- By providing these facilities, TEI ensures an environment conducive to effective teaching and learning. The infrastructure meets the minimum specified requirements by statutory bodies, enabling the college to deliver quality education and support the holistic development of students.

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:**

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

Response: 1

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

Response: 04

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

#### 4.1.3

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

#### Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.2	0.2	3.3	7.6	8.50

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:

The college library has implemented a comprehensive library automation system called 'LIBRERIA (Version 2.0)', which is an Integrated Library Management System (ILMS) software designed by

Maharashtra Knowledge Corporation Limited (MKCL). The system is fully automated, providing efficient management of library operations and services. Some key features of the library automation system are as follows:

1. **Book Management:** The system allows for efficient management of books in the library. It includes features such as accessioning, barcoding, and cataloguing of books. Each book is assigned a unique barcode, facilitating easy tracking and circulation.
2. **Membership and Circulation:** The automation system handles membership management, allowing users to register and borrow books. It maintains records of user details, tracks book loans, and automates the circulation process, including check-in and check-out.
3. **Online Public Access Catalogue (OPAC):** The library automation system includes an OPAC that provides online access to the library's collection. Users can search for books, access bibliographical details, check availability, and place holds or requests for materials.
4. **Web OPAC:** The system offers a web-based OPAC facility, enabling users to access the library's resources remotely through the internet. This allows users to search for books and access library services from any location.
5. **E-Resources and Online Databases:** The library has subscriptions to various e-resources and online databases. This includes e-books, e-journals, e-databases (both bibliographical and full-text), and other digital resources. Users can access these resources through the library's online platform.
6. **Remote Access:** The automation system facilitates remote access to e-resources, allowing users to access digital materials outside the library premises. This feature enhances the convenience and flexibility of resource access for students and faculty.
7. **Institutional Membership:** The library has institutional membership with INFLIBNET NLIST centre in Gujarat, providing access to a wide range of e-resources. This includes access to online full-text e-journals, e-books, and other research materials.
8. **Expenditure on Books:** The library maintains records of expenditure on books, indicating the investment made in acquiring new resources. The table provided highlights the expenditure for the past five years, reflecting the commitment to enhancing the library's collection.
9. **Collection and Resources:** The library automation system manages a collection of 15,649 books, including textbooks and reference books. It also includes a small number of journals/periodicals and CDs. The system organizes and categorizes these resources for efficient retrieval and access.
10. **Annual Maintenance Contract (AMC):** The library has an AMC in place for the maintenance of computers and software. This ensures that the library automation system remains functional and up to date. The AMC with MKCL ensures continued support for the software and its smooth operation.

The implementation of library automation in the college library improves the efficiency of library operations, enhances resource accessibility, and provides a user-friendly interface for students and faculty to access a wide range of materials. It streamlines cataloguing, circulation, and resource management, thereby creating a conducive learning environment for the college community.

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.2

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

##### **Response:**

The college library provides a gateway for remote access to library resources, ensuring that teachers and students can access the library's materials from anywhere. The library uses the web-based Online Public Access Catalogue (OPAC) system, which is part of the Libreria software developed by Maharashtra Knowledge Corporation Ltd. (MKCL). This cloud-based library management system offers a range of features that facilitate remote access to resources.

The OPAC serves as an online database of resources held by the library, allowing users to search for books and other materials. It features a powerful search engine that enables users to easily locate resources based on various fields and parameters. It provides a user-friendly interface that allows teachers and students to browse the library's catalogue, search for books, journals, articles, and other materials, and access digital resources such as e-books, e-journals, and databases.

One of the key features of the OPAC is its multilingual data entry capability, which allows users to search for resources in different languages. This feature caters to the diverse linguistic needs of the college community and ensures that users can access materials in their preferred language.

The OPAC offers different search options to facilitate efficient searching. Users can perform field searches, Boolean searches, keyword searches, truncation searches, and wildcard searches. These search options provide flexibility and enable users to refine their search queries based on their specific requirements.

By providing a gateway for remote access to library resources, the OPAC eliminates the need for physical presence in the library premises. Students and teachers can access the library's resources anytime and from anywhere with an internet connection. This is particularly beneficial for distance learners, off-campus students

To ensure secure remote access, the college employ authentication protocols, such as username and password authentication, to verify the identity of users. This helps protect the confidentiality and integrity of the library's resources while ensuring that only authorized users can access them (N-List).

To ensure a seamless remote access experience, the college library has made the OPAC available through



a dedicated web link. Users can visit this link to access the OPAC and explore the library's collection remotely. The link provides a secure and convenient gateway for students and teachers to connect with the library's resources.

Link: <http://libreria.org.in/SSBEDLIBShrirampur/OPAC/SearchField.aspx>.

Overall, the gateway for remote access to library resources in the college facilitates easy and convenient access to a wealth of materials. It enables teachers and students to explore the library's collection, search for resources, and make the most of the available knowledge and information, regardless of their physical location.

File Description	Document
Details of users and details of visits/downloads	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Landing page of the remote access webpage	<a href="#">View Document</a>

#### 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:**

File Description	Document
Receipts of subscription /membership to e-resources	<a href="#">View Document</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.4

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

**Response:**

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.6	0.7	0.3	0.4	0.5

#### 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](#)

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:**

**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: 15

**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: 15

**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: 15

**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: 15

**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: 15

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	<a href="#">View Document</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="#">View Document</a>

#### 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:**

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3 ICT Infrastructure

#### 4.3.1

**Institution updates its ICT facilities including Wi-Fi**

**Response:**

The B.Ed college has made significant efforts to establish and upgrade its ICT facilities, including Wi-Fi connectivity, over the years. The college has consistently upgraded its IT infrastructure to keep pace with technological advancements and provide a conducive environment for effective education delivery.

Initially, in 2010-11, the college installed a broadband connection from BSNL to enable internet access. At that time, the speed of the broadband connection was 08 Mbps. The Wi-Fi facility was made available to all teaching and administrative staff, allowing them to connect their devices wirelessly and access online resources. This early adoption of Wi-Fi technology showcased the college's commitment to integrating ICT into its educational ecosystem. Recognizing the importance of faster and more reliable internet connectivity, the college further upgraded its Wi-Fi facilities in 2020-21. Two additional Wi-Fi connections were installed, each with a speed of 300 Mbps.

The college has established dedicated computer labs equipped with internet connectivity to ensure that students and teachers have access to ICT resources. There are 14 computers available for student use, along with an ICT Computer lab that includes a Language Lab.

The ICT facilities extend beyond the computer labs, with various resources centers within the institution also equipped with ICT infrastructure. This includes the library, ICT Lab, Language Lab, Science lab and Psychology lab. These resource centers are equipped with computers, printers, scanners, intercom and other necessary equipment to support research and learning activities.

To facilitate multimedia-based teaching and learning, the college has installed LCD projectors and interactive projectors in classrooms. This allows teachers to deliver visually engaging presentations and interactive lessons. Some classrooms are equipped with smart boards, further enhancing the teaching and learning experience through interactive and digital content.

In terms of hardware and software, the college ensures that the computer systems are regularly upgraded with the latest technology. These systems are configured with antivirus software to enhance security and protect against cyber threats. The availability of laptops and personal devices among the faculty members further supports their engagement in online teaching and administrative tasks.

The college has taken steps to integrate ICT tools and platforms into its daily operations. The library has adopted the Libreria-MKCL software, which is a cloud-based library management system. This allows for easy access to library resources through a web-based OPAC system. The college website is regularly updated with relevant information related to academics, administration, admissions, courses, faculty details, circulars, and other essential announcements.

In addition to the physical infrastructure, the college has embraced online communication and collaboration tools. Many teachers utilize Google Classroom as a platform for effective communication, sharing educational materials, and conducting online classes. Recorded lectures, class notes, pictures, and diagrams are shared with students through Google Classroom, ensuring continuity of education, particularly during the COVID-19 pandemic.

To ensure the safety and security of the campus, the college has installed 12 CCTV cameras that monitor the entire premises. This surveillance system adds an additional layer of security and helps maintain a safe learning environment.

<b>File Description</b>	<b>Document</b>
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.2

##### **Student – Computer ratio for last completed academic year**

##### **Response:**

<b>File Description</b>	<b>Document</b>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.3.3

##### **Internet bandwidth available in the institution**

##### **Response:**

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

Response: 300

<b>File Description</b>	<b>Document</b>
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>
Any other relevant Information	<a href="#">View Document</a>

#### 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:**

<b>File Description</b>	<b>Document</b>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link to videos of the e-content development facilities	<a href="#">View Document</a>
Link to the e-content developed by the faculty of the institution	<a href="#">View Document</a>

#### **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:**

**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
11.4	6.5	13.6	10.7	9.4

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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:**

##### **Response:**

The college has established comprehensive policies and procedures for maintaining and utilizing its physical, academic, and support facilities. These policies ensure the efficient operation and upkeep of the college infrastructure, promote a conducive learning environment, and address the needs of students, faculty, and staff.

**Maintenance of Physical Facilities:** The college follows a proactive approach to facility maintenance. At the beginning of each academic year, thorough inspections are conducted by committees such as the College Development Committee, Building Committee, and General Supervision Committee. These inspections assess the availability, condition, and functionality of physical facilities including classrooms, blackboards, lighting, furniture, and other essential components.

**Library and Resource Center Maintenance:** The Library Committee is responsible for overseeing the maintenance of the library and resource centers. They ensure that the library is well-maintained, organized, and equipped with necessary resources. The committee also monitors the functioning of the library automation system, including software updates, database management, and user support.

**Sports and Recreational Facilities:** The college recognizes the importance of sports and recreation for the holistic development of students. The Sports Committee is responsible for creating and maintaining sports facilities on campus. They ensure the availability of adequate playgrounds, equipment, and resources for various sports activities.

**ICT Facilities and Infrastructure:** The ICT Department, in collaboration with authorized dealers and local expertise, is responsible for maintaining and upgrading hardware and software systems. They ensure that computer labs, ICT-enabled classrooms, and other facilities have the necessary equipment, internet connectivity, and software licenses. Regular audits of the ICT infrastructure are conducted, and feedback from faculty and students is solicited to identify areas for improvement.

**Hostel and Support Facilities:** The Hostel Committee oversees the maintenance and utilization of hostel facilities. They ensure that the hostels are well-maintained, provide a safe and comfortable living environment, and meet the needs of resident students. Regular inspections are conducted to address any maintenance issues, ensure hygiene and cleanliness, and enforce hostel rules and regulations.

**Clean Campus:** To maintain cleanliness and upkeep of the campus, the college implements various measures. The Earn and Learn Scheme involves college students in maintaining and cleaning the campus, garden, and library, fostering a sense of responsibility and ownership among the students. Additionally, the college collaborates with contract-based service providers and the Shrirampur Municipal Corporation to ensure proper housekeeping and cleanliness on the campus.

**Annual Maintenance Contracts (AMCs):** To support the efficient functioning of various software applications, the college has Annual Maintenance Contracts (AMCs) in place. These AMCs cover software systems such as Library, VRIDHI ERP, Examination, TALLY, and LIBRERIA, ensuring their smooth operation and timely support.

**Financial Planning and Resource Allocation:** The College Development Committee, in collaboration with other relevant committees, assesses the budgetary requirements for infrastructure upkeep, renovations, and expansions. The allocation of financial resources is done based on priority, urgency, and long-term sustainability. Regular financial audits and reviews ensure transparency and accountability in the utilization of funds.

File Description	Document
Any additional information	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>



## 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:**

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

#### 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:**

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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:**

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

**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>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Report of the Placement Cell	<a href="#">View Document</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of students as teachers/teacher educators**

**Response:**

**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
7	8	12	14	14

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.2.2

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

##### Response:

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

Response: 4

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

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

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

### 5.2.3

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

##### Response:

##### 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
10	02	08	03	01

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1

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

#### **Response:**

#### **Response:**

The student council plays a vital role in the institutional functioning and contributes significantly to the welfare of students. It serves as a representative body for the student community, advocating for their interests, addressing their concerns, and actively participating in various aspects of college life. The following are some of the ways in which the student council plays a proactive role in the institutional functioning and contributes to students' welfare:

1. **Representation and Communication:** The student council serves as a bridge between the student body and the college administration. It represents the students' perspectives, interests, and concerns to the college authorities. By maintaining open lines of communication, the council ensures that students' voices are heard, and their issues are addressed effectively.
2. **Student Welfare and Support:** The student council actively works towards the welfare and well-being of students. It collaborates with the college administration to develop and implement initiatives and policies that promote a safe, inclusive, and supportive campus environment. The council help to organize workshops, seminars, or awareness campaigns and other relevant topics.
3. **Academic Support:** The student council recognizes the importance of academic success and strives to enhance students' learning experience. It organizes study groups, tutoring programs, or peer mentoring initiatives to support students academically. The council also acts as a platform for students to express their academic concerns and suggest improvements in curriculum, teaching methods, or assessment systems.
4. **Student Activities and Events:** The student council plays a significant role in organizing extracurricular activities, events, and cultural programs. These activities not only foster a sense of community and belonging among students but also provide opportunities for personal growth,

leadership development, and creative expression. The council organize sports events, festivals, and other recreational activities.

5. **Advocacy and Representation:** The student council acts as an advocate for students' rights and interests. It raises awareness about student-related issues and concerns, lobby for necessary changes in policies or regulations, and collaborate with relevant stakeholders to address systemic challenges. The council represents students' viewpoints in meetings, committees, and decision-making processes within the institution.
6. **Community Engagement and Social Responsibility:** The student council encourages students to actively engage in community service and social responsibility initiatives. It organizes volunteering activities, outreach programs, and initiatives for the betterment of the local community. By promoting a sense of social responsibility, the council instills values of empathy, compassion, and active citizenship among students.
7. **Student Grievance Redressal:** The student council serves as a platform for students to raise grievances or complaints. It ensures that there is a fair and transparent mechanism in place to address and resolve student issues. The council may liaise with the college administration, establish grievance cells, and facilitate open dialogues to resolve conflicts and maintain a harmonious campus environment.

In conclusion, the student council plays a proactive role in the institutional functioning by representing student interests, advocating for their rights, and actively contributing to students' welfare.

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

### 5.3.2

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

**Response:**

**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
7	6	7	8	6

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

## 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 of the college has played a significant role in the development and progress of the institution. Alumni associations serve as a vital link between the college, its former students, and the community at large, contributing to various functional aspects of the institution's growth. The following are two significant contributions made by the alumni association:

- 1. Campus Placement:** The alumni association has actively organized campus placement drives for student-teachers. In the academic year 2018-19, alumni members Priyanka Kharadkar and Trupti Karir took the initiative to coordinate this event. Through their efforts, schools in the vicinity of the college approached the institution for conducting campus placements. This enabled student-teachers to secure employment in various Marathi and English medium schools with competitive salaries. The alumni association's involvement in organizing campus placements has been instrumental in enhancing the career prospects and employability of the college's graduates.
- 2. Financial Aid and Infrastructure Enhancement:** The alumni association has provided financial assistance and contributed to infrastructure development within the college. In the academic year 2021-22, the association presented items such as a Wireless Router, Dlink Cats Lan Cable, and Connector RJ 45-D link for fast internet access in the college office and for the teaching faculty. This contribution significantly improved the internet connectivity and accessibility for both the administrative staff and the teaching faculty. The alumni association's investment of Rs. 5570/- in internet-related articles demonstrates their commitment to supporting the institution's technological advancements. As a result, all students and teaching staff directly benefited from

the improved Wi-Fi facility, enabling better access to online resources and enhancing the learning environment.

Additionally, the alumni association has organized workshops to guide student-teachers in attempting examinations like TET (Teacher Eligibility Test), TAIT (Teacher Aptitude and Intelligence Test), and CTET (Central Teacher Eligibility Test). Alumni members, including Miss Nayana Pagar and Miss Komal Pardeshi, have provided online guidance and support for these examinations. Their efforts have helped student-teachers prepare effectively and increase their chances of success in these competitive exams. This workshop initiative showcases the alumni association's commitment to the academic and professional growth of the current students.

Furthermore, the alumni association has initiated orientation programs for adolescent girls in practicing schools. This activity aims to raise awareness about menstrual hygiene among girls. In the academic year 2020-21, girl student-teachers were oriented to educate girls in schools and distribute a handbook on menstrual cycles for their reference. This initiative demonstrates the alumni association's dedication to social causes and their efforts to empower young girls by providing them with essential information and support.

Through their efforts in organizing campus placements, providing financial aid and infrastructure enhancement, conducting workshops, and initiating awareness programs, the alumni association has actively supported the college's growth in functional aspects. The alumni association's commitment to their alma mater exemplifies the spirit of giving back and plays a vital role in shaping the institution's success.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 5.4.2

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

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**



3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

**Response:**

<b>File Description</b>	<b>Document</b>
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

### 5.4.3

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

**Response:**

**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
1	1	1	1	1

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 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:**

**Response:**

The Alumni Association acts as an effective support system to the institution by actively contributing to the motivation and nurturing of special talents among students. Through various mechanisms and initiatives, the Alumni Association plays a vital role in creating a positive and inspiring environment for students, fostering their personal and professional growth. The following mechanisms highlight how the Alumni Association serves as an effective support system:

- 1. Mentoring and Guidance:** The Alumni Association provides mentoring and guidance to students, drawing from the experiences and expertise of successful alumni. Alumni mentors offer advice, share industry insights, and provide career guidance to help students navigate their chosen paths.
- 2. Internship and Job Placement:** Many alumni who hold leadership positions as headmasters and principals play an active role in the internship programs of the college. They offer students enriching teaching experiences, exposure to administrative activities, and opportunities to engage in curricular and co-curricular activities. Moreover, alumni often assist in job placements by recommending students for vacant teaching positions in their respective institutions.
- 3. Recognition and Appreciation:** The Alumni Association appreciates and acknowledges outstanding achievements of student-teachers, such as securing top rankings in university or college examinations.
- 4. Promoting Self-Reliance:** Alumni encourage students to be self-reliant by engaging in activities such as opening private tuitions, publishing educational materials, and offering guidance on educational-related ventures.
- 5. Strengthening Library Facilities:** The Alumni Association actively contributes to strengthening the college library by providing resources and facilities. Alumni members donate books, notes, and teaching-learning materials, ensuring that students have access to a rich collection of academic resources.
- 6. Social Media Engagement:** The Alumni Association maintains an active presence on social media platforms, such as WhatsApp and Facebook. Through these platforms, alumni share employment opportunities, provide guidance on competitive exams, and share links to study centers and online resources.
- 7. Financial Assistance:** The Alumni Association provides educational assistance to needy and economically disadvantaged students. This assistance may include providing books, notes, and other essential educational resources to support their learning journey.
- 8. Guest Lectures and Workshops:** Alumni members are invited as resource persons to deliver guest lectures, conduct workshops, and participate in seminars and conferences organized by the college.
- 9. Career Counseling and Exam Guidance:** The Alumni Association guides students in preparing for competitive exams such as TAIT, CTET, and TET. Alumni who have successfully attempted these exams offer guidance on exam patterns, syllabi, study techniques, and career opportunities.

10. **Campus Placement Activities:** The Alumni Association organizes campus placement activities to help students develop skills in resume writing, mock interviews, and English communication.
11. **Health and Well-being Initiatives:** Alumni contribute to the health and well-being of the college community by organizing vaccination drives during the COVID-19 pandemic, facilitating routine health check-ups, and conducting yoga and stress management workshops.
12. **Social Outreach:** The Alumni Association extends its support beyond the college by engaging in social initiatives. This may include solving community problems, organizing NSS camps in nearby villages, and spreading awareness about social issues. Bottom of Form

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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:**

**Response:**

Rayat Shikshan Sanstha, Satara is a pioneering educational society with 769 branches all over Maharashtra. It was founded by Padmabhushan Dr. Karmaveer Bhaurao Patil in 1919 and progressing under the leadership of President Padmavibhushan Dr. Sharadrao Pawar. TEI is established in 1970 to provide quality teacher education and training to the aspirants.

**Vision:** To emerge as a center of excellence in the field of Teacher Education in rural area

**Mission:**

1. To provide experience-based learning for multi-faceted development.
2. To impart proper orientation and training considering national values and core elements.
3. To foster innovative and responsible integration of technology in education.
4. To install the spirit of inquiry through research.
5. To sensitize students with a sense of belongingness, integrity and gratitude.

To attain the mission and vision of the College the institutional set-up works in collaboration with the policy-framework announced by UGC, NCTE and the State Government of Maharashtra. To fulfill the vision, the College follows a path of continuous work along with its monitoring and required modification by means of various committees.

Rayat Shikshan Sanstha, Satara, CDC, and IQAC strive collectively to achieve the vision and mission. CDC is framed according to Maharashtra University Act, 2016, and works democratically. Management endeavours to develop the college as a premier higher education institute by offering quality teacher education and training.

The programs and activities are conducted to achieve the goals in tune with the vision and mission through a well-defined perspective plan and policies framed by IQAC. The overall governance is reflected in its objectives. College ensures equal opportunities to all and tries to bridge the gap through academic, cocurricular, extracurricular, and extension activities.

All academic and administrative units are governed by the principle of participatory management with transparency. It encourages the faculties to develop academic leadership by deputing to lead as conveners, secretaries and organizing committee members of national and international events organized

in the college. College promotes a participatory management culture with the help of 26 committees for the implementation of activities, for overall development and raising the standard of quality education.

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

### 6.1.2

#### Institution practices decentralization and participative management

##### Response:

##### Response:

The college practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions.

The process of decentralization and participative Management -

- The Principal oversees the Teaching Plans of his/her departmental members.
- Teachers are free to make adjustments in the routine.
- They often take the lead in planning seminars, workshops, career counseling sessions, remedial measures, interdepartmental or/and inter-college exercises, departmental excursions and study tours.
- They have liberty to introduce creative and innovative measures for the benefit of their students.
- They can decide the nature, pattern and duration of special and remedial classes for the students of their department.

Rayat Shikshan Sanstha, Satara is one of the best examples of the decentralization and participative management. The college follow its footprints in its academic and administrative tasks through the various committees. The college is committed to promote a culture of decentralization and participative management. For this, all committee heads in the college have been given full freedom in their work. Similarly, committee heads are encouraged by principals and incumbent to adopt new changes in teacher education and implement them.

Apart from the College Development Committee the College has IQAC, Exam and Lesson Committee.

Throughout the academic year, all the sub-committees participate to resolve the concerning issues for the interest of the institution where every committee member has the freedom to participate in decision making. The students take an active part in the various activities on the campus. This results in the effective and proper execution of the work and promotes cooperation between management, staff, and students.

The Principal, IQAC coordinator, Heads of the various committees are responsible for academic and administrative leadership of the college. The college has always been in favor of participation of faculty, administrative and non-teaching staff and representatives from students, alumni, local society, industry, and other beneficiaries in the general administration of the college. All of them are encouraged to contribute in terms of their ideas, suggestions and recommendations towards identifying and setting organizational goals, problem solving and other decisions that promote a good work culture.

The Principal appoints Heads of the various committees for effective functioning of the college. The senior faculty of the college play important role in the decision-making process of the college. The principal invites suggestions of the senior faculty regarding academic and administrative policies for effective functioning of the college.

File Description	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.3

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

#### **Response:**

#### **Response:**

The institution maintains transparency in the financial, educational and administrative areas. Positive discussions are held with the members of various committees if any major decision is to be taken. In this discussion, the right decision is made taking into account the views of everyone.

#### **Financial Affairs:**

For financial transparency Annual budget is meticulously prepared using TALLY software which helps to streamline the budget under different heads such as College Accounts, Scholarship account, Examination Accounts etc.

Details of approved fee structure are published on college notice board and on college website. Course

fees are charged as per government guidelines. Also, the decision is taken after discussing the fees to be taken before the college admission committee. Being a government aided college salary is deposited in employee's bank account. For any kind of expenditure CDC approval is necessary. Scholarships are directly credited into student bank accounts. Sanstha internal Audit, external audit and Government Audit is conducted to ensure complete transparency.

The Financial Transparency is maintained by the college by displaying Income - Expenditure Statement, Audited Balance Sheet along with the Auditor's report on the college website which has an open access for all.

#### **Academic Affairs:**

1. The principal is academic and administrative Head of college. He shares powers to the Vice Principal and Head Clerk for academic and administrative activities. IQAC co-ordinator, chairperson/co-ordinator of committees and Heads coordinate administrative, co-curricular and extracurricular activities in consultation with Principal. The students are involved in different activities and are given responsibilities in college level activities.
2. The college strictly maintains transparency in the academic functions like displaying of the internal assessment marks on notice board before submitting it to the University.
3. For transparent work in academic area, various cells have been formed in the college. Also, given fully autonomy to their work by Principal.
4. Teaching faculty are given the freedom to teach the subject according to his / her interests and to use different teaching methods and technologies.
5. Student teachers have freedom to choose the elective subjects of their interest. They also have freedom to choose the school of their choice for all practice lessons and for Internship.

#### **Administrative Affairs:**

1. The administration is decentralized in a democratic way. Teaching as well as non-teaching staff are given additional tasks in addition to their normal duties. In the beginning of the session various committees are formed for the effective implementation of various activities organized in the college.
2. College committee Chairman/coordinator and members have given autonomy to plan and execute their activities. They plan their activities in the beginning of academic year and put it for the final approval of Principal before implementation.
3. Members of student council work in coordination with staff and are given freedom to express and implement their ideas in welfare, cultural and social activities.
4. Office Head distributes the office work among office bearers. He is given autonomy to supervise smoother functioning of office administration and student support system in office.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

#### The institutional Strategic plan is effectively deployed

#### Response:

#### Response:

The strategic plan to create an environment conducive to reading, writing, and expressing opinions through the college's annual magazine is outlined below:

**Plan:** The college aims to develop reading and writing skills among student teachers through the Sahajanand Annual Magazine.

**Title: "Development of Reading and Writing Skills in Student Teachers through the Sahajanand Annual Magazine of the College."**

#### Introduction:

In today's digital age, students are reading less and struggling to effectively communicate their thoughts through writing. To address this concern, the college has implemented an activity to foster a love for reading and enhance writing skills among student teachers.

#### Objectives:

- 1.Introduce student teachers to effective reading strategies by providing information on recommended books.
- 2.Encourage student teachers to write articles based on the books they have read and seek expert reviews.
- 3.Select high-quality articles written by student teachers and publish them in the Sahajanand Annual Magazine.
- 4.Submit the magazine produced from this activity to the magazine competition organized by the Board of Students Development at Savitribai Phule Pune University.

#### Implementation:

- 1.Orientation: Student teachers are provided guidance on effective reading and writing techniques.



Recommended books are introduced, and instructions on article writing are shared.

2. Book Selection: Student teachers are encouraged to select a book of their choice from the college library.
3. Reading Phase: Ample time is allocated for student teachers to read their chosen books. After reading, they are asked to write critical articles based on their reading experience.
4. Review Process: The magazine editor reviews the articles submitted by student teachers.
5. Article Selection: The magazine editorial team selects the best articles from the reviewed submissions.
6. Final Review: The selected articles are sent to the Editorial Committee for a final review.
7. Publication: The chosen articles are published in the Sahajanand Annual Magazine, which is produced by the college.
8. Magazine Competition: Following publication, the Sahajanand Annual Magazine is submitted to the magazine competition organized by the Board of Students Development at Savitribai Phule Pune University.

**Evidence of Success:**

1. Over the past five years, a total of 94 articles written by student teachers have been published in the Sahajanand Annual Magazine.
2. In the 2020 Youth Honors Ceremony, the Sahajanand Magazine from 2017-18 won second prize in the professional group district-level competition organized by the Board of Students Development at Savitribai Phule Pune University.
3. In the 2019 Youth Honors Ceremony, the Sahajanand Magazine won third prize in the professional group district-level competition.
4. The Sahajanand Magazine from 2015-16 also received third prize in the professional group district-level competition.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>

**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:**

**Response:**

### **Parent Institute:**

Rayat Shikshan Sanstha is the parent institute which runs this college. It is one of the largest educational institutions in India. The prominent feature of the Sanstha is its democratic administrative set-up. The working of the institution has been guided and patronized by the eminent dignitaries of the national and state level in their capacities as President, Chairman and Organizer. For the purpose of execution, the Sanstha has instituted the posts of the Secretary and a Joint Secretary (Higher and Secondary) the Auditor and the Regional Inspectors. The General Body, The Managing Council, The Executive Council, The Board of Life-Members and the Accounts Committee are the bodies which periodically and democratically settle all issues and fix policies for smooth day-to-day functioning of the Sanstha.

### **College Development Committee:**

College Development Committee includes 15 members, constituted according to the Maharashtra University Act, 2016 Clause 97(1). It prepares annual budget and financial statements, discuss the academic progress of the college, and give suggestions to the Management for the up gradation of teaching- learning process. This body also recommends to the Management for filling the vacancies in teaching and administrative office staff.

### **Principal and College Administrative Committees:**

Principal as a head of the administrative and teaching- learning process pays special attention for smooth functioning of administrative and academic activities. Heads of the all departments and Office head helps him in this matter. The college administration looks into the work related to admission, examination, eligibility, maintaining the daily record, to interact with stake holders, University, Government offices, etc. The Principal forms various committees for monitoring and facilitating several activities organized in the college i.e. IQAC, Examination Committee, Women Grievance Redressal Committee, Student development committee etc.

### **Service Rules, Procedures, and Recruitment:**

The parent institute follows the rule and regulations of UGC for the recruitments of teaching and non-teaching staff. The services are governed by TEI as per the norms and procedures of affiliating university, GoM, and GoI. The policies and procedures for effective work culture of the institution are well set and are practiced regularly. Promotions to the faculty and the staff are given according to CAS rules of the university and GoM on the basis of CRs, APIs, etc. The grievance redressal cell helps timely redressal of grievances to ensure transparency and efficacy. The suggestions obtained through feedback help improve the quality of services to stakeholders.

### **Deployment of institutional Strategic/ perspective/development plan**

The institutional strategic plan is carefully prepared in consultation with the stakeholders as well as by referring to the suggestions provided by NAAC peer team report in the second cycle. Most of the aspects of the perspective plan have been successfully implemented in last five years.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

File Description	Document
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual e-governance report	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.2.4

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

**Response:**

**Response:**

**Activity Name: 'Best Poster preparation and Presentation Award'**

**Agenda 1.** Determining activities for advanced students under remedial teaching.

**Decision/Resolution 1.** It was decided to implement the initiative 'Best Poster preparation and Presentation Award' for advanced learners.

**Objectives:**

1. To develop the skill of making posters among the students.
2. Promoting the skills of advanced students.
3. To develop poster presentation skills among students.
4. Creating positive discussion among students through poster presentation.
5. To promote innovation and increase confidence among students through poster creation

and presentation.

**Implementation:**

1. Guided the activities to the students. Also cleared the doubts of the students.
2. Allotment of topics for making posters. Also told the rules for making murals.
3. Before making posters on a given topic, students were asked to collect information about the topic. The entire period of February month was given for this.
4. In the months of March and April, posters were prepared by the students.
5. The prepared posters were presented on 14/05/2022 and a discussion was held.
6. The students who prepared and presented the best posters were honored with a trophy and a book (Rich Dad Poor Dad).

**Activity Learning outcomes (CLO):**

After the completion of the course the participants were able to

1. Understand the concept of poster presentation.
2. Understand the supplemental content to create posters.
3. Create the posters following the rules.
4. Present the posters in class.
5. Participate in a positive discussion held among the students.
6. Participate enthusiastically in the activity to boost their confidence.
7. Develop skills in poster making.
8. Develop skills in poster presentation.

**Evidence of Success:**

The Examination cell conducted the Best Poster Preparation and presentation Award program for the year 2021-22 on dated 09/02/2022 to 14/05/2022 under the initiative My Class My Voice. Under this activity, students were allotted topics for making posters and presentations by the examination cell. As per guidance, students prepared posters and presented them on 14/05/2022. In this, Geeta Chokhande, Rahinj Vaishali and Deshmukh Anushree were honored with prizes for the best poster preparation and presentation.

1. <https://www.youtube.com/watch?v=81VtPR6SRXI>
2. <https://www.youtube.com/watch?v=kD-VWwjxiu4>

3. <https://www.youtube.com/watch?v=49P06VbTpEY>
4. <https://www.youtube.com/watch?v=ecRAK1M08n8>
5. [https://www.youtube.com/watch?v=\\_panE9-\\_KSo](https://www.youtube.com/watch?v=_panE9-_KSo)
6. <https://www.youtube.com/watch?v=C7dtdUWrGag>

File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

**Response:**

#### I) State Government

1. Group and individual accidental Insurance Scheme
2. Maternity Leave
3. Provident Fund and Defined Contributory Pension Scheme (DCPS)
4. Medical leave facility
5. Duty leave
6. Casual leave
7. Medical Expenses claim By Joint director office

The medical expenses are given for the hospitalization up to 25 lacks. Employee and his/her dependents can get this facility.

#### II) Welfare Measures by management:

1. Rayat Sevak Welfare Fund (Kutumb Kalyan Yojana)
2. Felicitation by the management for achievements of the employees and their wards
3. Accidental Policy for our faculty in only Rs. 60/- to each faculty.

#### III) Rayat Sevak Co-Operative Bank Ltd:

1. The loan of deceased employee is waived to the limit of Rs. 15 lakhs by Rayat Sevak Cooperative Bank Ltd. Satara.
2. Various types of loan and deposit facilities- details are available on website (<https://rayatsevakbank.co.in/>)

#### **IV) Laxmibai Bahurao Patil Co-Operative Credit Society:**

1. Education Loan
2. Felicitates the wards of its members for their academic achievement.

#### **V) Bank of Maharashtra Salary account accidental Insurance Scheme:**

Mahabank Salary Account Scheme with different insurance scheme for salary account holder. Details available on website [https://bankofmaharashtra.in/mahabank\\_salary\\_account\\_scheme](https://bankofmaharashtra.in/mahabank_salary_account_scheme)

#### **VI) College Welfare Measures:**

1. Benefits on retirement through NPS and DCPS, GPF, gratuity and leave encashment.
2. PF Loan, Partial withdrawal and recommendation for loan
3. Vacations, Casual, Earned, Medical and maternity leaves.
4. Travel Grants from UGC, SPPU, Pune
5. Incentives for publications and patents
6. Research facilities: Workspace, seed money and Study leaves for research.
7. Duty Leaves and financial aid for attending refresher/orientation/induction/STC/FDP, seminars, conferences and workshops.
8. Nomination for Awards of University and parent institute
9. Best Teacher Award for teaching faculty to appreciate their excellent work.
10. Best Non-Teaching Staff Award is for support staff to appreciate their excellent work.

#### **VII) Performance Based Appraisal System (PBAS) for Teaching Staff:**

TEI has well-defined Performance Appraisal System for all employees and follows the rules, regulations and amendments of GoM, university and UGC strictly.

1. The performance of employees is assessed periodically after every year of service using PBAS and API scores as per the procedures.
2. The objectives are, to evaluate the performance and potential for teaching, research and extension activities which leads to progressive growth of the employee as well as TEI.
3. PBAS and API forms are verified and evaluated by the HoDs, IQAC and Principal.
4. Teachers due for promotions are recommended through the selection committees.
5. Outcome of PBAS: 1 Professor and 3 Associate Professors.
6. Management uses Key Performance Indicator (KPI) to assess the performance of the principal.
7. The assessment of non-teaching staff is done using confidential reports (CRs) and seniority. The parameters assessed are moral character, modern skills, capacity to handle equipment, discipline, reliability, relations with stakeholders, and organizational and retrieval of documents. On the basis of the performance, employee is granted promotion by parent institute. For unsatisfactory

performances, the employees are directed to reappear with improvements for the appraisal system.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

**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
1	0	5	7	4

File Description	Document
Institutional Policy document on providing financial support to teachers	<a href="#">View Document</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of participation for the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

**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
2	2	1	2	1

File Description	Document
List of participants of each programme	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

**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
2	2	1	4	1



File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.3.5

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

##### **Response:**

##### **Response:**

A strong performance management system is essential for improving the overall organizational performance of teams and individuals, ensuring the accomplishment of the organizational mission and vision. In line with this objective, the college adheres to the Revised Academic Performance Indicator (API) - Performance Based Appraisal System (PBAS) Proforma for Recruitments and Promotion under the Career Advancement Scheme (CAS), developed by the University Grants Commission (UGC) in its 4th Amendment dated 11th July 2016. The institution has implemented a comprehensive Performance Appraisal System for both teaching and non-teaching staff, in compliance with UGC regulations for the appointment of teachers and academic staff.

The assessment of teaching staff's performance is based on several criteria, including their academic qualifications, research experience and training, involvement in research projects, and publications such as papers in journals, books, or book chapters. Their participation in paper presentations at seminars, conferences, symposia, workshops, teaching and evaluation experience, overall teaching experience, courses taught, and duration of evaluation-related activities such as paper setting, invigilation, evaluation, practical exams, and viva voce are also taken into consideration. Additionally, extension work and membership in professional bodies or societies are considered as well.

##### **Process of Performance Appraisal System for Teaching Staff:**

The process of performance appraisal for teaching staff involves evaluation by the Academic Review Committee. Teachers are required to submit a duly filled Performance Based Appraisal System (PBAS) or Annual Self-Appraisal Report (ASAR) at the end of each academic year. The appraisal form covers their teaching role, participation in curricular and extracurricular activities related to social development, and research activities. Supporting documents such as academic diaries, certificates, articles, and other relevant materials are also submitted. The principal's assessment is based on Key Performance Indicators (KPIs) for the evaluation of the principal's performance.

##### **Annual PAR report in a structural proforma for non-teaching staff:**

For non-teaching staff, an annual Performance Appraisal Report (PAR) is prepared using a structured

proforma. The college has established its own mechanism to evaluate the performance of non-teaching staff. The principal writes and forwards confidential reports of administrative staff to the management, ensuring strict adherence to the rules and guidelines set by the state government. The performance of non-teaching staff is assessed based on factors such as professional competence, performance, personal characteristics, attitude towards co-workers, attitude towards the public, and staff-student relations.

By implementing an effective performance management system, the college aims to maintain and enhance the standards of teaching and non-teaching staff, promote continuous improvement, and ultimately contribute to the overall success of the organization.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institution conducts internal or/and external financial audit regularly**

**Response:**

**Response:**

The parent institution has its own audit department for the internal audit. It is carried out regularly. The college conducts internal and external financial audits regularly. The college has a three-tier financial audit system.

1. **Internal Audit:** It is conducted twice a year by the audit department of the parent institution, Rayat Shikshan Sanstha, Satara.
2. **External Audit:** In the second stage, the audit is carried out by M/S. Kirtane and Pandit, C.A. Pune.
3. **Government Audit:** It is conducted by the Administrative Officer, Senior Auditor (Higher Education Pune Region, Pune), and Accountant General, Mumbai.

**INTERNAL AUDIT:**

- The Internal audit for the financial year 2017-18 has been completed on dated 09/09/2018.
- The Internal audit for the financial year 2018-19 has been completed on dated 10/09/2018.
- The Internal audit for the financial year 2019-20 has been completed on dated 27/09/2019.
- The Internal audit for the financial year 2020-21 has been completed on dated 05/03/2021.
- The Internal audit for the financial year 2021-22 has been completed on dated 02/03/2022.

#### **OBJECTIONS & COMPLIANCE IN EXTERNAL AUDIT OF THE YEAR 2021-22:**

1. **Objection:** The receipts of expenses are not available - Sanstha 112(80240), 113 (10800).

**Compliance:** Resolved.

1. **Objection:** Advertisements of the following colleges are not appearing in the published Sahajanand Magazine.

1) Azad College of education, Satara.2) Mahatma Phule Mahavidyalaya, Pimpri

3) Radhabai kale mahila Mahavidyalaya 4) Shri. Swami Samarth Printers, Shrirampur 5) Shri. Shri. Wellness Centre, Shrirampur.

**Compliance:** Resolved.

#### **EXTERNAL AUDIT:**

College conducts external audit of the college books of accounts for the respective financial year. For this purpose, the college appoints a qualified chartered accountant with approval from the Governing Body and the University. The chartered accountant meticulously audits the finance- related documents for all transactions.

External audit for financial year 2017-18 to 2021-22 has been done regularly by CA Named Kirtane and Pandit, Pune.

- The external audit for the financial year 2018-19 has been completed on dated 20/04/2019.
- The external audit for the financial year 2019-20 has been completed on dated 10/03/2021.
- The external audit for the financial year 2020-21 has been completed on dated 18/08/2021.
- The external audit for the financial year 2021-22 has been completed on dated 27/07/2022.

#### **OBJECTIONS & COMPLIANCE IN EXTERNAL AUDIT OF THE YEAR 2021-22:**

1. **Objection:** The scholarship amount is deposited as per the following details. After knowing the details, this amount should be distributed to the students.

**Compliance:** Resolved.

1. **Objection:** Rs.13089.92 balance in NSS bank account. Keep the required amount and deposit the remaining amount in the college bank account.

**Compliance:** Resolved.

1. **Objection:** NSS grant not yet Received from University. The amount should be obtained by informing the University about the details of the expenses.

**Compliance:** Resolved.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0.1	2.7	1.9	3.1

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.4.3

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

**Response:**

**Response**

The college is fully aided by the government of Maharashtra and included under section 2(f) section 12 (b) of the UGC Act, 1956. It is eligible to receive the grants under various schemes of UGC. The college mobilizes funds for its regular activities from various agencies. Apart from this, the college mobilizes funds through alumni contribution/donation, individuals etc. The college generates financial resources through its stake holder's government, CDC, Affiliated University, local well-wishers, alumni and public representatives. The parent institute helps us to mobilize more fund to create well-furnished and healthy campus for the students. The IQAC always search the new resources for mobilizing funds and it has developed systematic procedures for the optimal utilization of these resources. The college has tried to generate funds in form of money and objects. The college has very transparent mechanism of an auditing committee for utilizing this grant and resources has been appointed by the parent institute.

The members of CDC, teaching and administrative staff, existing alumni students contribute to mobilize the resources for college. Students' tuition fees, gratitude funds and the college development funds are the sources of resource mobilization.

**Strategies for fund mobilization:**

- To approach various Govt. agencies for funds for academic, research, student support services and infrastructure development.
- To approach the Savitri Phule Pune University for funds for academic, research, student support services and infrastructure development.
- To approach individuals and philanthropists for support.
- To appeal alumni for financial and non-financial support.

**Optimal Utilization of Resource:**

The college maintains its infrastructure updated from time to time. Officially appointed peons maintain the cleanliness of the classroom and campus of the college. The funds received are collected and used through the cheque, RTGS or NEFT mode. As per the priority and advise of CDC the funds are utilized for infrastructural development and beautification, ICT facilities and its up gradation. Each and every single rupee received, is utilized through proper channel, such as quotation, discussion with committee and cheque or online payment system. The college development committee makes this task as a mission. The infrastructure such as hall, gym and playground are available to the students.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

**Response:**

The institution has implemented an Internal Quality Assurance Cell (IQAC) as a mechanism for quality assurance. The IQAC was established on 11th July 2000 with the objective of streamlining quality initiatives within the institution, in accordance with the norms set by the National Assessment and Accreditation Council (NAAC). It consists of representatives from various internal departments and committees of the college.

The IQAC focuses primarily on the mission and vision of the institution, aiming to ensure quality assurance and continuous improvement in various programs. To achieve this, the IQAC organizes regular meetings with faculty members and members of the College Development Committee (CDC). During these meetings, responsibilities and duties are assigned to different staff members to ensure their effective execution.

Based on suggestions and inputs from all members, the IQAC prepares a detailed Annual Calendar that outlines the activities and events to be carried out throughout the academic year. This includes the allocation of teaching subjects, formation of committees, and distribution of department-wise responsibilities.

Each department, committee, and other relevant cells are requested to prepare department-wise and subject-wise annual plans to execute activities effectively. The IQAC plays a vital role in coordinating and facilitating meetings to set schedules and agendas. Minutes of these IQAC meetings are recorded and maintained accordingly.

In addition to streamlining processes, the IQAC encourages faculty members to take initiatives in various areas, including research, teaching methodologies, financial matters, student support and progression, co-curricular and curricular activities, as well as building community linkages and establishing

Memorandums of Understanding (MOUs) with external organizations.

Furthermore, the IQAC emphasizes the organization of seminars and workshops, and ensures that department-wise activities are appropriately planned, executed, and monitored. Reports of these activities, along with photographs and feedback forms, are carefully analyzed. Based on the feedback received, action taken reports are generated to address any areas of improvement or required modifications.

The IQAC also plays a significant role in monitoring and ensuring compliance with accreditation standards and guidelines set by the NAAC. This includes the maintenance of records, documentation of best practices, and the assessment of outcomes and achievements.

Overall, the IQAC serves as a pivotal mechanism for quality assurance within the institution. By actively coordinating meetings, facilitating planning and execution of activities, and encouraging faculty initiatives, the IQAC ensures continuous improvement and adherence to quality standards. Through its comprehensive approach, the IQAC contributes to the overall growth and development of the institution.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.5.2

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

**Response:**

**Response:**

The quality of our educational institution depends on the academic excellence in our educational institution. Therefore, IQAC in the college reviews the teaching and learning process from time to time for the development of academic quality.

IQAC plays a significant role in various quality matters of the institution. The IQAC initiates, plans and supervises various activities that are necessary to increase the quality of the education imparted in the college. In the beginning of the academic year a plan is discussed with the principal and members of the IQAC to chalk out quality initiatives to be taken throughout the year. IQAC reviews the teaching and learning process through some of the following initiatives.

- **IQAC Meetings:**

IQAC conducts review meetings at the beginning of the academic year and at the end of every month as needed for quality and development of teaching and learning process. In this, learning and teaching process are mainly reviewed. Also, by having a positive discussion with colleagues, everyone's opinions are heard. Necessary activities are suggested and outline of implementation of the activities is defined.

◦ **University result analysis:**

Every year the examination cell analyses the university result. Examination cell organizes meetings to discuss university result. In this meeting, the results of the university are presented to everyone. Those whose subject result is higher than the university result is felicitated by the college principal, IQAC and examination cell. Remedial measures are suggested for those whose result is below the university result.

◦ **Students feedback:**

At the end of the academic year, IQAC collects feedback from students on the teaching and learning of all teachers. After analyzing the feedback received from the students, IQAC presents the feedback report in the meeting at the very beginning of the academic year. On the basis of the feedback received from the students, positive suggestions are made by the principal for improvement in the teaching and learning.

◦ **Performance Based Appraisal System for Teaching Staff:**

The Academic Review Committee evaluates the performance of teachers. All teachers have to submit the duly filled Performance Based Appraisal System (PBAS) or Annual Self-Appraisal Report at the end of academic year. The performance appraisal form contains the teaching role as well as participation in curricular & extracurricular activities of social development, their research activities. Along with the PBAS form the faculty has to submit the academic diary, certificates, articles and other relevant documents.

◦ **Teaching learning workshops:**

In an academic year, the college organizes workshops like Micro Teaching Workshop, Integrated Lesson Workshop, Simulation lesson workshop; Technology based teaching workshop, Team teaching workshop and Models of teaching workshop. In these workshops, teachers conduct demo lessons. While the teacher is teaching the demo lesson, it is observed by fellow teachers and students. At the end of the demo lesson, a class discussion is held on positives and negatives. Through this discussion, the teaching and learning process of the teachers is directly reviewed.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>



### 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:**

**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
4	5	5	6	4

File Description	Document
Report of the work done by IQAC or other quality mechanisms	<a href="#">View Document</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

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

### 6.5.5

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

**Response:**

**Response:**

Post-accreditation quality initiatives and significant achievements during last 5 years:

1. Teachers maintain a comprehensive course file that includes academic planning, syllabus, teaching plans, course outcomes (COs) and program outcomes (POs), attendance records, question papers, marks lists, course completion reports, and outcome attainment records.
2. The college provides a well-equipped library with the latest books, references, e-books, and access to e-journals for the benefit of the staff.
3. The college encourages faculty members to actively participate in workshops, conferences, seminars, and Faculty Development Programs (FDPs), leading to increased involvement in such events by 76%.
4. The college fosters a research culture by organizing research methodology sessions and guidance talks by experts. In the last five years, five teachers have obtained Ph.D. degrees, and one teacher has obtained an M.Phil. degree. Currently, out of seven teachers in the college, six hold Ph.D. degrees, and four teachers are recognized Ph.D. guides of Savitribai Phule Pune University.
5. The number of research articles published in UGC-recognized journals has increased by 76%.
6. Four faculty members represent the Board of Studies (BoS).
7. Over the past five years, the teachers have presented a total of 76 papers in various seminars, workshops, and conferences.
8. The college has established MoUs and collaborations with 30 other institutions, and it has 138 linkages with different organizations.
9. Faculty members have developed more than 308 e-contents, which proved to be valuable resources during the pandemic.

10. The college has established well-equipped ICT and Language labs to create an optimal learning environment.

### 1. Rapport with practicing schools and its Authority:

The college has established a strong rapport with practicing schools, their authorities, and teachers. As part of the curriculum requirements, student-teachers are directly placed in these schools for internship programs. The duration of the internship program is one month for B.Ed. I year students and four months for B.Ed. II year students. During the internship, student-teachers engage in various activities that help them develop administrative, organizational, and managerial skills. They also build positive relationships with teachers and students in the schools.

### 1. Transforming Traditional Classrooms to Digitized Classrooms:

The college has undergone a transformation from traditional classrooms to digitized classrooms. In the last phase of the NAAC first cycle, the Internal Quality Assurance Cell (IQAC) implemented suggestions from the IQAC and Curriculum Development Committee (CDC) to facilitate this transformation. Over time, the traditional teaching methods involving chalk, dusters, and blackboards have been replaced with the use of LCD projectors, pointers, PowerPoint presentations, and video conferencing. This shift has created an environment of joyful learning and improved understanding among students. Teachers now incorporate ICT tools such as YouTube and Google Classroom, and they create videos for the college's YouTube channel, enhancing the overall learning experience.

Overall, the college has implemented various initiatives to enhance the teaching-learning process, promote research, and provide a supportive environment for both faculty and students.

File Description	Document
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

**Response:**

**Preamble:**

Environment-friendliness and energy harvesting are of prime interest today and are the key factors in achieving Sustainable Development Goals (SDGs) for any organization. Keeping these factors in specifying the energy policy of **Swami Sahajanand Bharati College of Education, Shirampur**, we presume that it is in accordance with the prescriptions of the National Institution for Transforming India (NITI) Aayog with reference to support for renewable energy resources. Another factor of significance is rapidly and dynamically increasing energy demand. Since conventional fuels are finite and will eventually run out, and alternative sources provide energy without adding to the amount of greenhouse gases (GHG) that are accumulating in the atmosphere. SSBCE has the establishment of alternate energy sources in the form of establishment of 21 KW rooftop Solar Power plant. SSBCE energy policy also has taken efficient energy management and conservation through good established procedures specified in its policy.

**Statement**

The Energy policy of SSBCE monitor, conserve, and manage the energy needs of the campus with the growth in the energy demands of the institute; It is the responsibility of the institute in creating awareness among the students and staff about the energy conservation measures. Maintain the efficiently utilize the Electrical Energy with maximum utilization of Renewable solar power Generating system and optimal consumption of lighting load with the proper energy conservation measures in the campus. Also, maintain a green energy campus with the utilization of an energy management system.

**Objectives:**

The following objectives will lead to the implementation of the SSBCE Energy policy

1. Improvement in Energy efficiency to reduce energy consumption and cost.
2. Minimize the energy consumption by use of energy-efficient equipment. and maximize the use of daylight and natural ventilation.

**Action Plan:**

To achieve the aforementioned objectives, SSBCE has developed a comprehensive action plan:

1. Form a committee to monitor and check the wastage of energy in the campus.
2. Conduct of Green Audit, Energy Audit Environmental Audit.
3. Maintain the Energy needs of the campus with a backup power supply system for supplying uninterrupted energy demands.
4. Establishment of energy-efficient utilization measures in the supply, and demand systems as part of energy management of the campus.
5. Replacement of the existing conventional lighting with the LED lamps.
6. Installation of solar street light and sensor based light system.
7. Monitor the electricity bills for the efficient utilization of the solar power plants installed on the campus.
8. Create awareness among the students and staff in energy conservation and management by the Environment Committee and Ecoclub of the college.
9. Encourage students and staff to be energy efficient by encouraging vehicle pooling and the use of bicycles.
10. Organization of expert lectures in the area of energy conservation.
11. The Institute shall continuously review and update the approved policy and is committed to its implementation.

File Description	Document
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.2

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

#### **Response:**

#### **Response**

TEI is committed to transform lives and serve the society through pursuit of excellence in teaching, innovation, lifelong learning, cultural enrichment and outreach services. SSBCE realizes sustainable and holistic waste management essential in reducing its environmental footprint and providing a safe and healthy work environment for teaching and non-teaching employees, students, and visitors. The college has a duty to ensure that all the campus wastes are disposed of responsibly by using proper waste segregation mechanism at the source and if possible, converting it into value added environment friendly product. The purpose of the policy is to facilitate implementation of the action plan brought out in “National Environment Policy 2006”.

#### **Policy Statement**

The College implement the “Polluter-pays principle” in the delivery of its waste management services. The College apply a ‘waste handling process’, to reduce, reuse, recycle and recover waste products in preference to the dumping of waste to landfill. The college requires all the teaching and non-teaching staff, students, guests and anyone else making use of the premises to comply with this Policy and associated “College Environmental Guidance” to ensure compliance with all waste legislations. Any solid waste generated in the campus shall be managed and handled in accordance with the compliance criteria and the procedure laid down in Municipal Solid Wastes (Management and Handling) Rules, 1999.

**The objectives of this policy are:**

- To reduce waste generation at source and facilitate repair, reuse and recycling over the disposal of wastes in a cost-effective manner.
- To provide obviously defined roles and responsibilities to identify and co-ordinate each activity of the waste management.
- To ensure the safe handling and storage of wastes on college campus.
- To deliver appropriate training for teacher, resident, staff, students and other stakeholders on waste management issues.
- To encourage holistic approach of waste management in the campus

**Procedures**

- To reduce waste at institute, students and staff are educated on proper waste management practices through lectures, advertisement on notice boards, displaying slogan boards in the campus.
- Waste is collected on a daily basis from various sources and is separated as **dry and wet waste**.
- Color coded dustbins are used for different types of wastes.
- Daily garbage is collected by housekeeping personnel and handed over to authorized personnel for further processing.
- All waste water lines from toilets; bathrooms etc. are connected with Municipal drainage mains.
- Waste material like plastic, papers etc. are collected and sold out to scrap vendor from time to time.
- The E-waste collected is stored in store room and disposed every year accordingly.
- Empty toners, cartridges, outdated computers and electronic items are sold as scrap to ensure their safe recycling.
- Rainwater harvesting pit is there which is monitored regularly and students are made aware about the concept of rainwater harvesting and its importance as part of NSS activities.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>

### 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>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 7.1.5

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

**Response:**

**Response:**

**Preamble**

Swami Sahajanand Bharati College of Education, Shrirampur takes the responsibility of maintaining a green campus, take environmentally friendly initiatives and increase environmental awareness among its faculty and students.

**Statement**

The college is established in 1970. Over the years, an effective infrastructure has been built to provide a conducive teaching –learning environment. The college has built up area of 3092.27 sq. meter spread over 42 acres of land. Campus area having administrative, academic, guidance blocks, library, hostels, guesthouse, staff quarters, principal bungalow and play ground. Construction of the building is as per the building plan approved by Estate Officer of Sanstha and Chief Officer of Srirampur Municipal Corporation. The open spaces have garden, lawns, parking spaces, open walking passages etc. Tree plantation drive is a regular feature of the college. The campus is with sufficient green cover in the form of trees, lawns and potted plants.

**Objectives**

- To develop specific policy to promote, improve and monitor environmental practices and work towards reducing the carbon footprints in the campus.
- To ensure compliance with all environmental legislations among its stakeholders and maintain the building and lawns in environmentally conscious manner.
- To mitigate the environmental responsibility.
- Perform green audit once a year.
- Encourage car-pooling, use to bicycles.
- To plant sufficient number of trees, potted plants every year and keep the campus green.

**Action Plan**

- 1.College promotes students to use bicycles & E-Scooter.
- 2.Efforts are being made to make plastic free campus.
- 3.Students are encouraged to use jute bags or cotton bags.
- 4.Promotes saplings as a gift to guests at various events.
- 5.Use of slides as a backdrop instead of banners.
- 6.Environmental awareness programs.
- 7.Gardening as a Work experience and social responsibility for students and staff.
- 8.Organization of Eco-friendly activities such as Environment Day, Geography Day
- 9.Efforts to make Plastic free campus.
- 10.Efforts to make Paperless office.

**Procedures**

- The students are given strict instructions to maintain the campus clean and it is reflected in their



handbooks. Several Quotes related to the importance of clean and green environment are displayed on the campus. A gardener and full-time adequate support staff are appointed for the maintenance of litter free clean and Green Campus.

- Separate sanitation blocks for Ladies and Gents students and staff. College ensures timely cleaning of the block by hiring service. The college pays dedicated focus to see that minimal waste is generated in the campus. Solid waste is segregated as bio degradable and non-degradable and handed over to Shrirampur Municipal Corporation) as a part of Swach Bharat initiative and Clean and Green Shrirampur.
- All Departments and classrooms are provided with dustbins for dry wastage disposal. Segregation of waste into dry and wet waste from the separately allotted dustbins is done in strategic locations, thus maintaining the Campus clean and Eco- friendly. Use of sanitary disposal machine is one of the best practices adopted by the college towards eco-friendly disposal mechanisms.

File Description	Document
Documents and/or photographs in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:**

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

### 7.1.7

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

**Response:**

**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
1.8	0.09	0.02	0.10	0.1

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 7.1.8

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

**Response:**

**Response:**

The institution, Swami Sahajanand Bharati College of Education, strongly emphasizes leveraging the

local environment, locational knowledge, community practices, and challenges. The college recognizes the significance of these factors in shaping educational experiences and addressing the needs of the community. Through various initiatives and efforts, the institution actively engages with its surroundings and utilizes available resources to create a meaningful impact.

One of the ways the college leverages the local environment is by organizing training programs and seminars for the teacher community in Ahmednagar district. By collaborating with local educators and practitioners, the college fosters an exchange of knowledge and best practices that are relevant to the regional context. This ensures that teachers are equipped with the necessary skills and insights to address the specific needs of the local community.

The institution also taps into the locational knowledge and resources available in the area. This could include incorporating local culture, traditions, and examples into the curriculum to make learning more relatable and engaging for the students. By drawing on the rich heritage and knowledge of the region, the college provides an educational experience that is rooted in the local context.

The institution takes pride in leveraging the local environment, locational knowledge, community practices, and challenges in various ways. The college organizes training programs and seminars for the teacher community in Ahmednagar district. To develop socially committed teachers, the college has been implementing the National Service Scheme (NSS) program since 2005-06. Through the NSS program, the college conducts various extension activities and programs, such as guest lectures, street plays, commemorations of freedom fighters, educationists, and social workers.

In recent years, the college has conducted several outreach activities in different villages under the NSS program. These activities include guidance on menstrual cycle for teenage girls, awareness campaigns about voting and epidemic diseases during the rainy season, tree plantation drives, cleanliness drives in school premises, donation of educational materials, and celebrations of various important days at practicing schools in villages like Khandala, Vadala Mahadev, Padhegaon, and Ashoknagar.

In 2020-21, the college also participated in the Majhi Vasundhara Abhiyan, an initiative under the Department of Environment and Climate Change, Government of Maharashtra. As part of this initiative, the college organized a Tree Plantation Week from 1st July to 7th July 2021. On Independence Day, a tree plantation event was held at the adopted villages and the college campus. A hundred mango saplings were planted during the event, and the college premises were adorned with trees along the boys' hostel, playground, and administrative building.

The college takes pride in its commitment to environmental conservation and sustainable development. The faculty, staff, and students actively contribute to these initiatives, fostering a sense of responsibility and awareness among the college community.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**Response:**

**Best Practice: 1**

**Title: Project on Developing Reading Culture among School Students**

**Context:**

The reading culture among students is important as it helps create well-rounded individuals who can think critically and analytically. Developing an attitude of caring for the environment and being aware of our actions towards Mother Nature takes time and requires raising awareness in children from an early age.

**Objectives:**

1. Provide school students with exposure to good books.
2. Motivate students to develop good reading habits.
3. Inculcate values of environment protection through reading.
4. Organize a Crackers-free Diwali Campaign by sensitizing students through reading material.
5. To Study the feedback of school students, Head Masters and Teachers
6. Study the general observations of school headmasters and teachers regarding the activity.

**The Practice:**

1. Conduct awareness programs for school students and teachers on reading habits.
2. Provide Sadhana Balkumar Diwali Ank (a special magazine) to students.
3. Provide pamphlets for the Crackers-free Diwali Campaign.
4. Collect feedback from headmasters, teachers, and school students in the Shrirampur City area.

**Evidence of Success:**

Over a period of 5 years, 4,720 students participated in this campaign. Feedback through essay writing competitions, recognition through a best research paper award for this campaign, feedback from headmasters, teachers, students, and parents, appreciation letters from schools, and photographs are the evidence of success.

**Problems Encountered and Resources Required:**

1. Lack in natural inclination towards reading, preferring other activities or distractions over books.
2. Provision of access to e-books, digital libraries, and educational apps.

**Best Practice: 2**

**Title: Teacher Eligibility Test (TET/CTET/TAIT) Workshop**

**Context:**

TEI found that students lack knowledge and preparation for competitive exams, specifically the Teacher Eligibility Test (TET), which has resulted in a low pass rate among the students. Recognizing this issue, the college conducts workshop annually to provide guidance and support for the TET exam.

**Objectives:**

1. To create a supportive and conducive learning environment that motivates students to actively engage in TET/CTET/TAIT exam preparation.

- 2.To address any doubts or concerns that students may have regarding the TET/CTET/TAIT examination and provide clarifications through interactive discussions.
- 3.To administer mock or practice TET/CTET/TAIT exams to assess students' progress, identify areas for improvement, and provide feedback for further enhancement.

### Top of Form

#### The Practice:

An orientation session sets the objectives, while subject-specific guidance is provided by expert teachers. Study materials, including textbooks and sample papers, are given to students. Practice tests and mock exams are conducted to simulate the exam environment, followed by constructive feedback. Doubt resolution sessions and individual support address students' concerns. Ongoing assessment tracks progress, ensuring students are well-prepared for the exam.

#### Evidence of Success:

137 students participated in the workshop in last five years and 28 students qualified the TET/CTET/TAIT exam., their Certificates and photographs.

#### Problems Encountered and Resources Required:

- 1.The existing schedule presents a challenge in allocating enough time for the workshop.
- 2.Limited print and digital study material available in the market.

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

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

Response:

Response:

NSS Outreach programs & National Priority Programs (NPP) to develop social responsibility in

**student teachers as envisioned by the institution's vision. Over a span of 5 years, the institution has conducted a total of 151 Outreach Activities and 55 National Priority Programs (NPP).**

#### **Highlighted Outreach Activities & National Priority Programs:**

- 1.Mask Distribution Drive in Shrirampur City, where NSS students produced and distributed 2617 triple-layer masks to Shrirampur Municipal, Rural Hospital Shrirampur, and Dr. Gangadhar Ogale Hospital, Shrirampur.
- 2.Project on Developing Reading Culture among College Students and teachers, utilizing the special issue "YUVA Diwali" published by Sadhana Publications during the pandemic period of 2020-21. A total of 690 participants took part in the online program.
- 3.Workshop for Adolescent Girls on Menstrual Cycle awareness (benefiting 465 adolescent girls from 2020 to 2022)
- 4.Active participation in the COVID WARRIORS campaign by SPPU NSS, providing dedicated service to people affected by the coronavirus during the pandemic period of 2020-21.
- 5.Blood Directory, Blood Donation & Awareness Program organized by SPPU NSS during the pandemic period of 2020-21.
- 6.Voter Awareness Program organized by ELC
- 7.Tree Plantation drives
- 8.Azadi Ka Amrutmahotsav (celebration of India's independence)
- 9.State Level Leadership Development Training Camp with the participation of 11 NSS students and Dr. Bhagwat Shinde, NSS Program Officer.
- 10.Healthy India, Clean India Campaign activities
- 11.Activities focused on water conservation
- 12.Activities related to National Priority Programs

#### **Appreciations & Recognitions:**

- 1.NSS Program Officer Appreciation Certificate presented by Savitribai Phule Pune University to Dr. Bhagwat Shinde.
- 2.Appreciation by Weekly Sadhana (UGC care-listed and well-known leading opinion makers journal in Maharashtra, founded by Sane Guruji) for valuable contributions in the development of reading culture among school students. Appreciation letters were issued to NSS Program Officer Dr. Bhagwat Shinde, Principal Dr. M. S. Pondhe, SDO Dr. Anil Karwar, and Librarian Asst. Prof. Narayan Mengal for their contributions.
- 3.Weekly Sadhana has appreciated the student-teachers of the college for their valuable contribution to the development of the reading culture.
- 4.Savitribai Phule Pune University (NSS) has issued appreciation certificates for the following activities/programs:
  - Tree Plantation: 14 student-teachers
  - Blood Directory, Blood Donation & Awareness program: 15 student-teachers
  - Covid Warriors for dedicated service: 16 student-teachers.
- 5.Appreciation Certificate presented by the Blood Bank and Gangadhar Ogale Hospital: 28 certificates.
- 6.Appreciation certificates were received for organizing social activities during NSS special camps from the following Grampanchayat Offices of Shrirampur Tehsil:
  - Khandala (Duration: 19.12.17 to 24.12.17)
  - Wadala Mahadev (Duration: 03.01.19 to 09.01.19)

- Wadala Mahadev (Duration: 05.01.20 to 11.01.20)
- Nimgaon Khairi (Duration: 14.02.22 to 20.02.22)

**MOUs / Formal Linkages: The institution has established the following MOUs and for effective implementation of outreach activities:**

1. All Practicing Schools
2. Nityasewa Jondhali Blood Bank
3. Gangadhar Ogale Hospital
4. Grampanchayat Office Khandala
5. Grampanchayat Office Wadala Mahadev
6. Grampanchayat Office Nimgaon Khairi
7. R. B. N. B. College, Shirampur
8. C. D. Jain College of Commerce, Shirampur

<b>File Description</b>	<b>Document</b>
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>



## 5. CONCLUSION

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### **Additional Information :**

Since its inception, Rayat Shikshan Sanstha has witnessed remarkable growth and progress following the visionary leadership of its founder Padma Bhushan Dr. Karmaveer Bhaurao Patil. Its branches have expanded like the branches of a benevolent banyan tree. Presently, the Sanstha manages 42 colleges, including 8 autonomous colleges, 453 secondary schools, 7 training colleges, 67 primary schools (31 of which are English medium), 54 pre-primary schools (31 of which are English medium), 83 hostels (28 for girls), 7 administrative offices, 8 Ashramshalas (residential schools), 3 Industrial Training Institutes (I.T.I), 17 other branches, 1 Rayat Institute of Research and Development, 1 agricultural training school, and 1 Karmaveer Bhaurao Patil Cluster University. In total, the Sanstha manages 737 educational institutions.

This exceptional educational institution operates devotedly in approximately 15 districts of Maharashtra and one district in Karnataka. It employs a dedicated workforce of 12,442 individuals (including 4,143 females) from 184 different castes and communities. Moreover, it caters to the educational needs of an impressive student population of 434,252 (including 210,054 females). These statistics are a testament to the phenomenal progress and achievements of Sanstha. Notably, the Sanstha is currently led by Ex. Union Minister Padma Vibhushan Hon. Sharadrao Pawar, who serves as the President.

With a humble beginning in 1970 the college has become a resource center in education due to its prominent achievements in teacher preparation. The college offers state-of-the-art infrastructure and a green campus providing an exceptional learning environment for its 50-student capacity. It has received the prestigious 'A' grade accreditation in both the cycles of NAAC assessment in 2004 and 2014, making it the only Teacher Education college within the jurisdiction of SPPU, Pune to achieve this distinction. Furthermore, the college stands out as the only teacher education institution with an NSS unit of 50 students from SPPU, Pune, fostering social responsibility among its students. The college is recognized for its transparent and effective internal evaluation system, making it the only teacher education college to receive an 'excellent' remark from the internal moderation committee of SPPU, Pune in the last five years.

### **Concluding Remarks :**

TEI offers accessible education to all eligible students at affordable fees. The college boasts a pollution-free and eco-friendly campus, emphasizing a green and clean environment. It provides adequate infrastructure for teaching, learning, research, and extension activities, including well-furnished and spacious classrooms and laboratories.

The college prides itself on having highly qualified faculty members, 83% holding Ph.D. degree. The academic atmosphere is conducive to learning, fostering an encouraging environment for students. The student population is dynamic and diverse, with 98.72% belonging to reserved categories.

Facilities such as the library and office are computerized, promoting efficiency and accessibility. The college also provides staff quarters and hostel facilities for both male and female student teachers.

Under the guidance of a committed and visionary management, the college has achieved remarkable accreditation, receiving an 'A' grade in the first two cycles. It is the only teacher training college within the jurisdiction of the university to achieve this distinction.

The college is equipped with well-developed ICT facilities, boasting 100 Mbps connectivity and integrating ICT across academic and administrative services. It utilizes an ERP system for e-governance. Quality audits have been conducted on green and environmental practices, energy conservation, and electrical safety. Notably, the college has made significant contributions in solar energy harvesting.

The college has a registered Alumni Association that actively supports student development. It has established collaborations, linkages, and MoUs with various organizations, fostering valuable partnerships.

During the COVID-19 pandemic, the college played a pivotal role in online education, developing and delivering e-content to ensure uninterrupted learning for students.

The college stands out as the only teacher education institution with an NSS unit from SPPU, Pune, fostering social responsibility among its students.

The college is recognized for its transparent and effective internal evaluation system, receiving an 'excellent' remark from the internal moderation committee of SPPU, Pune in the last five years.

The college has received awards from its management, the university, and the Government of Maharashtra, recognizing its outstanding contributions.

Instituting 26 best practices, the college continuously strives for excellence in its educational endeavours.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification										
1.1.2	<p><b>At the institution level, the curriculum planning and adoption are a collaborative effort;</b></p> <p><b>Indicate the persons involved in the curriculum planning process during the last completed academic year</b></p> <ol style="list-style-type: none"> <li>1. Faculty of the institution</li> <li>2. Head/Principal of the institution</li> <li>3. Schools including Practice teaching schools</li> <li>4. Employers</li> <li>5. Experts</li> <li>6. Students</li> <li>7. Alumni</li> </ol> <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: A. Any 5 or more of the above</p>										
1.1.3	<p><b>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</b></p> <ol style="list-style-type: none"> <li>1. Website of the Institution</li> <li>2. Prospectus</li> <li>3. Student induction programme</li> <li>4. Orientation programme for teachers</li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Data updated as per supporting documents.</p>										
1.2.2	<p><b>Average Number of Value-added courses offered during the last five years</b></p> <p>1.2.2.1. <b>Number of Value – added courses offered during the last five years</b> 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>7</td> <td>5</td> <td>7</td> <td>7</td> <td>5</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	7	5	7	7	5
2021-22	2020-21	2019-20	2018-19	2017-18							
7	5	7	7	5							

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
81	69	71	64	56

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
81	69	71	64	56

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

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

Answer before DVV Verification : A. All of the above

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

Remark : Data updated as per supporting documents provided by the HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
82	69	71	39	21

Answer After DVV Verification :

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

Remark : Data updated as per supporting documents provided by the HEI

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

**Structured feedback is obtained from**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : Data updated as suggested

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

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 : Data updated as per supporting documents provided by the HEI

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**

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

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

2.2.3	<p><b>There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students</b></p> <p>Answer before DVV Verification : Whenever need arises due to student diversity                  Answer After DVV Verification: No Special effort put forth in accordance with learner needs</p>																				
2.3.2	<p><b>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</b></p> <p><b>2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 629 1046 763"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>07</td> <td>07</td> <td>06</td> <td>06</td> <td>06</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 842 1046 976"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table> <p>Remark : HEI has not provided the supporting documents as per SOP</p>	2021-22	2020-21	2019-20	2018-19	2017-18	07	07	06	06	06	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
07	07	06	06	06																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	0																	
2.3.3	<p><b>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..</b></p> <p><b>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</b></p> <p>Answer before DVV Verification : 82                  Answer after DVV Verification: 5</p> <p>Remark : Documents provided by the HEI does not ensure the use of ICT</p>																				
2.3.4	<p><b>ICT support is used by students in various learning situations such as</b></p> <ol style="list-style-type: none"> <li>1. Understanding theory courses</li> <li>2. Practice teaching</li> <li>3. Internship</li> <li>4. Out of class room activities</li> <li>5. Biomechanical and Kinesiological activities</li> <li>6. Field sports</li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above                  Answer After DVV Verification: C. Any 2 of the above</p>																				
2.3.6	<p><b>Institution provides exposure to students about recent developments in the field of education through</b></p>																				

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**

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

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

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: D. Any 2 or 3 of the above

Remark : Data updated as per supporting documents.

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**

	<p><b>7. Addressing inclusiveness</b></p> <p><b>8. Assessing student learning</b></p> <p><b>9. Mobilizing relevant and varied learning resources</b></p> <p><b>10. Evolving ICT based learning situations</b></p> <p><b>11. Exposure to Braille /Indian languages /Community engagement</b></p> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : Data updated as per supporting documents.</p>
2.4.3	<p><b>Competency of effective communication is developed in students through several activities such as</b></p> <ol style="list-style-type: none"><li><b>1. Workshop sessions for effective communication</b></li><li><b>2. Simulated sessions for practicing communication in different situations</b></li><li><b>3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’</b></li><li><b>4. Classroom teaching learning situations along with teacher and peer feedback</b></li></ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : Data updated as per supporting documents.</p>
2.4.4	<p><b>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</b></p> <ol style="list-style-type: none"><li><b>1. Teacher made written tests essentially based on subject content</b></li><li><b>2. Observation modes for individual and group activities</b></li><li><b>3. Performance tests</b></li><li><b>4. Oral assessment</b></li><li><b>5. Rating Scales</b></li></ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Data updated as per supporting documents.</p>
2.4.5	<p><b>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</b></p> <ol style="list-style-type: none"><li><b>1. Preparation of lesson plans</b></li><li><b>2. Developing assessment tools for both online and offline learning</b></li><li><b>3. Effective use of social media/learning apps/adaptive devices for learning</b></li></ol>



	<p><b>4. Identifying and selecting/ developing online learning resources</b></p> <p><b>5. Evolving learning sequences (learning activities) for online as well as face to face situations</b></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 2 of the above</p>
2.4.6	<p><b>Students develop competence to organize academic, cultural, sports and community related events through</b></p> <ol style="list-style-type: none"> <li>1. <b>Planning and scheduling academic, cultural and sports events in school</b></li> <li>2. <b>Planning and execution of community related events</b></li> <li>3. <b>Building teams and helping them to participate</b></li> <li>4. <b>Involvement in preparatory arrangements</b></li> <li>5. <b>Executing/conducting the event</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above</p>
2.4.7	<p><b>A variety of assignments given and assessed for theory courses through</b></p> <ol style="list-style-type: none"> <li>1. <b>Library work</b></li> <li>2. <b>Field exploration</b></li> <li>3. <b>Hands-on activity</b></li> <li>4. <b>Preparation of term paper</b></li> <li>5. <b>Identifying and using the different sources for study</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : Data updated as per supporting documents.</p>
2.4.10	<p><b>Nature of internee engagement during internship consists of</b></p> <ol style="list-style-type: none"> <li>1. <b>Classroom teaching</b></li> <li>2. <b>Mentoring</b></li> <li>3. <b>Time-table preparation</b></li> <li>4. <b>Student counseling</b></li> <li>5. <b>PTA meetings</b></li> <li>6. <b>Assessment of student learning – home assignments &amp; tests</b></li> <li>7. <b>Organizing academic and cultural events</b></li> <li>8. <b>Maintaining documents</b></li> <li>9. <b>Administrative responsibilities- experience/exposure</b></li> <li>10. <b>Preparation of progress reports</b></li> </ol> <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 : Data updated as per supporting documents.</p>
2.4.12	<p><b>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</b></p>

	<ol style="list-style-type: none"> <li>1. Self</li> <li>2. Peers (fellow interns)</li> <li>3. Teachers / School* Teachers</li> <li>4. Principal / School* Principal</li> <li>5. B.Ed Students / School* Students</li> </ol> <p>(* 'Schools' to be read as "TEIs" for PG programmes)</p> <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 2 or 3 of the above</p>
2.4.13	<p><b>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</b></p> <ol style="list-style-type: none"> <li>1. Effectiveness in class room teaching</li> <li>2. Competency acquired in evaluation process in schools</li> <li>3. Involvement in various activities of schools</li> <li>4. Regularity, initiative and commitment</li> <li>5. Extent of job readiness</li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above</p>
2.5.3	<p><b>Average teaching experience of full time teachers for the last completed academic year.</b></p> <p>2.5.3.1. <b>Total number of years of teaching experience of full-time teachers for the last completed academic year</b></p> <p>Answer before DVV Verification : 107 Answer after DVV Verification: 107</p>
2.6.2	<p><b>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</b></p> <ol style="list-style-type: none"> <li>1. Display of internal assessment marks before the term end examination</li> <li>2. Timely feedback on individual/group performance</li> <li>3. Provision of improvement opportunities</li> <li>4. Access to tutorial/remedial support</li> <li>5. Provision of answering bilingually</li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above</p>
2.7.4	<p><b>Performance of outgoing students in internal assessment</b></p> <p>2.7.4.1. <b>Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year</b></p> <p>Answer before DVV Verification : 25 Answer after DVV Verification: 31</p>
3.1.1	<p><b>Average number of research projects funded by government and/ or non-government agencies during the last five years</b></p>

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

**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)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	4.22	0

Answer After DVV Verification :

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

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

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

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

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

**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

Answer before DVV Verification : A. All of the above

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

3.2.1 **Average number of research papers / articles per teacher published in Journals notified on 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
20	15	18	14	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20	15	18	14	12

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
7	9	2	13	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	9	2	13	6

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
60	50	64	66	83

Answer After DVV Verification :

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

Remark : HEI has not provided the details of outreach activities that are conducted for the benefit of the society not for their own students.

**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
82	69	71	64	57

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
22	28	12	27	22

**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
14	29	3	7	3

Answer After DVV Verification :

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

Remark : Appreciation certificate will not be considered here.

**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

55	25	82	50	59
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Answer After DVV Verification :

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

3.4.2	<p><b>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</b></p> <p>3.4.2.1. <b>Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</b>                  Answer before DVV Verification : 30                  Answer after DVV Verification: 12</p> <p>Remark : DVV has updated the data for the MOUs falls under the assessment years</p>
3.4.3	<p><b>Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</b></p> <ol style="list-style-type: none"> <li>1. <b>Local community base activities</b></li> <li>2. <b>Practice teaching /internship in schools</b></li> <li>3. <b>Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education</b></li> <li>4. <b>Discern ways to strengthen school based practice through joint discussions and planning</b></li> <li>5. <b>Join hands with schools in identifying areas for innovative practice</b></li> <li>6. <b>Rehabilitation Clinics</b></li> <li>7. <b>Linkages with general colleges</b></li> </ol> <p>Answer before DVV Verification : A. All of the above                  Answer After DVV Verification: D. Any 1 or 2 of the above</p>
4.1.2	<p><b>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.</b></p> <p>4.1.2.1. <b>Number of classrooms and seminar hall(s) with ICT facilities</b>                  Answer before DVV Verification : 04                  Answer after DVV Verification: 1</p> <p>4.1.2.2. <b>Number of Classrooms and seminar hall(s) in the institution</b>                  Answer before DVV Verification : 04                  Answer after DVV Verification: 04</p> <p>Remark : Data updated as per supporting documents.</p>
4.1.3	<p><b>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</b></p> <p>4.1.3.1. <b>Expenditure for infrastructure augmentation excluding salary during the last five</b></p>

**years (INR in lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.27	0.24	3.32	7.63	8.50

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.2	0.2	3.3	7.6	8.50

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

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

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

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

Remark : Data updated as per supporting documents.

**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
0.65	0.77	0.39	0.41	0.54

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.6	0.7	0.3	0.4	0.5

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

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

Answer before DVV Verification : 403

Answer after DVV Verification: 15

**4.2.5.2. Number of teachers and students using library for Month 2 (not less than 20 working**

**days) during the last completed academic year**

Answer before DVV Verification : 836

Answer after DVV Verification: 15

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

Answer before DVV Verification : 1217

Answer after DVV Verification: 15

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

Answer before DVV Verification : 1630

Answer after DVV Verification: 15

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

Answer before DVV Verification : 2016

Answer after DVV Verification: 15

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

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

Answer before DVV Verification : A. All of the above

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

**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

Answer before DVV Verification : C. Any 2 or 3 of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11.46	6.59	13.63	10.75	9.41

Answer After DVV Verification :



2021-22	2020-21	2019-20	2018-19	2017-18
11.4	6.5	13.6	10.7	9.4

5.1.1	<p><b>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</b></p> <ol style="list-style-type: none"> <li>1. <b>Career and Personal Counseling</b></li> <li>2. <b>Skill enhancement in academic, technical and organizational aspects</b></li> <li>3. <b>Communicating with persons of different disabilities: Braille, Sign language and Speech training</b></li> <li>4. <b>Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two</b></li> <li>5. <b>E-content development</b></li> <li>6. <b>Online assessment of learning</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>
5.1.2	<p><b>Available student support facilities in the institution are:</b></p> <ol style="list-style-type: none"> <li>1. <b>Vehicle Parking</b></li> <li>2. <b>Common rooms separately for boys and girls</b></li> <li>3. <b>Recreational facility</b></li> <li>4. <b>First aid and medical aid</b></li> <li>5. <b>Transport</b></li> <li>6. <b>Book bank</b></li> <li>7. <b>Safe drinking water</b></li> <li>8. <b>Hostel</b></li> <li>9. <b>Canteen</b></li> <li>10. <b>Toilets for girls</b></li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: A. Any 8 or more of the above</p>
5.1.3	<p><b>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies</b></li> <li>2. <b>Details of members of grievance redressal committees are available on the institutional website</b></li> <li>3. <b>Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students</b></li> <li>4. <b>Provision for students to submit grievances online/offline</b></li> <li>5. <b>Grievance redressal committee meets on a regular basis</b></li> <li>6. <b>Students' grievances are addressed within 7 days of receiving the complaint</b></li> </ol> <p>Answer before DVV Verification : A. All of the above</p>

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

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)**

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

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

Remark : Data updated as per supporting documents.

5.2.1

**Percentage of placement of students as teachers/teacher educators**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	8	12	14	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	8	12	14	14

5.2.2

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

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

Answer before DVV Verification : 4

Answer after DVV Verification: 4

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

Answer before DVV Verification : 0

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

Answer before DVV Verification : 0

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
27	12	21	20	21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	6	7	8	6

Remark : HEI has split the same activity into the events. HEI needs to re-verify the data.

5.4.2

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

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

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

Answer After DVV Verification: C. Any 2 or 3 of the above

5.4.3

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Data updated as per supporting documents.

6.2.3

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

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

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

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

Remark : Data updated as per supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	8	1	2	1

Answer After DVV Verification :

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

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	0.1	2.745	1.90692	3.15661

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0.1	2.7	1.9	3.1

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
17	12	11	10	11

Answer After DVV Verification :

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

6.5.4	<p><b>Institution engages in several quality initiatives such as</b></p> <ol style="list-style-type: none"> <li><b>1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements</b></li> <li><b>2. Timely submission of AQARs (only after 1st cycle)</b></li> <li><b>3. Academic Administrative Audit (AAA) and initiation of follow up action</b></li> <li><b>4. Collaborative quality initiatives with other institution(s)</b></li> <li><b>5. Participation in NIRF</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above                  Answer After DVV Verification: C. Any 2 of the above</p>
7.1.3	<p><b>Institution waste management practices include</b></p> <ol style="list-style-type: none"> <li><b>1. Segregation of waste</b></li> <li><b>2. E-waste management</b></li> <li><b>3. Vermi-compost</b></li> <li><b>4. Bio gas plants</b></li> <li><b>5. Sewage Treatment Plant</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above                  Answer After DVV Verification: C. Any 2 of the above                  Remark : Data updated as per supporting documents.</p>
7.1.4	<p><b>Institution has water management and conservation initiatives in the form of</b></p> <ol style="list-style-type: none"> <li><b>1. Rain water harvesting</b></li> <li><b>2. Waste water recycling</b></li> <li><b>3. Reservoirs/tanks/ bore wells</b></li> <li><b>4. Economical usage/ reduced wastage</b></li> </ol>

Answer before DVV Verification : A. All of the above  
Answer After DVV Verification: B. Any 3 of the above  
Remark : Data updated as per supporting documents.

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**

Answer before DVV Verification : A. All of the above  
Answer After DVV Verification: D. Any 1 or 2 of the above

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
1.81	0.09	0.02	0.10	0.15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.8	0.09	0.02	0.10	0.1

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**

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

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students on roll year-wise during the last five years..</b></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>82</td> <td>69</td> <td>71</td> <td>64</td> <td>57</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>82</td> <td>69</td> <td>71</td> <td>64</td> <td>57</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	82	69	71	64	57	2021-22	2020-21	2019-20	2018-19	2017-18	82	69	71	64	57
2021-22	2020-21	2019-20	2018-19	2017-18																	
82	69	71	64	57																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
82	69	71	64	57																	
1.3	<p><b>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</b></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>30</td> <td>30</td> <td>25</td> <td>25</td> <td>25</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>40</td> <td>40</td> <td>40</td> <td>40</td> <td>40</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	30	30	25	25	25	2021-22	2020-21	2019-20	2018-19	2017-18	40	40	40	40	40
2021-22	2020-21	2019-20	2018-19	2017-18																	
30	30	25	25	25																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
40	40	40	40	40																	
1.4	<p><b>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</b></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>31</td> <td>33</td> <td>38</td> <td>22</td> <td>26</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>31</td> <td>33</td> <td>38</td> <td>22</td> <td>26</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	31	33	38	22	26	2021-22	2020-21	2019-20	2018-19	2017-18	31	33	38	22	26
2021-22	2020-21	2019-20	2018-19	2017-18																	
31	33	38	22	26																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
31	33	38	22	26																	
1.5	<p><b>Number of graduating students year-wise during last five years..</b></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>31</td> <td>33</td> <td>38</td> <td>22</td> <td>26</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p>	2021-22	2020-21	2019-20	2018-19	2017-18	31	33	38	22	26										
2021-22	2020-21	2019-20	2018-19	2017-18																	
31	33	38	22	26																	

2021-22	2020-21	2019-20	2018-19	2017-18
31	33	38	22	26

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
51	36	33	42	31

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
51	36	33	42	31

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	6	6	6

Answer After DVV Verification:

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

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

Answer before DVV Verification:

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

Answer After DVV Verification:

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

**3.1 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
11.72	6.82	16.94	18.38	17.91

Answer After DVV Verification:

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



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11.7	6.8	16.9	18.3	17.9
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