



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**MODERN EDUCATION SOCIETY'S, COLLEGE OF
EDUCATION, VITA**

**PRASAD CHITRA MANDIR ROAD, VITA, TAL. KHANAPUR, DIST. SANGLI
415311**

www.mesvita.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Our Modern Education Society's, College of Education is private non-aided B.Ed and M.Ed College, affiliated to Shivaji University, Kolhapur . Around our institution there are number of schools from different boards such as State Board, Central Board of Secondary Education, Which are taken during internship . Banking sectors, hospitals, bus stops are situated at a proximal distance. Women hostels, hypermarkets, book depots, other stationery centers, medical shops, café centers are situated at a reachable distance. All nationalize banks are near our institution. Cultural building are adjacent to the college which are a hub for promotion of Indian culture. Religious places such as Ganpati mandir, Lord Shiva tempal, Jain temples are located close to our institution.

The police station, court, and public library, municipal corporation are located very close to the college through which various experiences are provided to the B.Ed trainees. We have conducted lectures on Visakha Guide Lines, Protection of Women from Sexual Abuse, Women Laws, with the cooperation of the legal and police personels. Various activities are also implemented in the college on behalf of Mahila Samupadeshan Kendra.

Vita is known gold industry ,Handloom Business, Poultry Business. Vita city stood first in India in the cleanliness Champaign, swachha Bharat Abiyan. We have also participated in this campaign throw the Horticultural exhibition which had wide range of indoor and outdoor plants that paved the way in augmenting green culture in our environment and facilitated eco-friendly approach. All schools cultural events are organised every year on the occasion of Independence Day and Republic Day to inculcate the values of unity in diversity and develop national Integration.

Vision

Towards The Excellence in Teacher Education

Mission

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

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

MES college of Education Vita has Committed and Supportive management with a vision and mission to prepare teachers for next generation.

Following are some strengths of Institution.

1. Dedicated leadership of the Principal.
2. All staff is well qualified and dedicated.
3. Adequate learning resources and infrastructural.
4. Effective public relations with Parent, teachers & principals of all schools including practice teaching schools, University, other scholars, leaders, professionals in the society.
5. Effective communication and bonding between all B.Ed. colleges affiliated to parent university.
6. Exposure to various department and bodies of Shivaji University.
7. Consistently credibility with NAAC Accreditation and permeant affiliation of Shivaji University.
8. Faculty and students are encouraged to take active participation in outreach programs.
9. Well-equipped Library , computer lab and Language lab.
10. Systematic feedback is taken from stakeholders and students and analyzed.
11. Program and co-curricular activities are organized for professional competence.
12. Democratic administration.
13. High morale is maintained for running institution and making teacher.
14. Accountability in governance.
15. Active participation is taken from Alumni .
16. Library with large collection of books, journals and availability of separate reading rooms for students and teachers.
17. Student admission is well-defined
18. Adequate student support services.
19. Internship opportunities and teaching practice are provided for students in renowned and best schools.
20. Transparent feedback system.
21. An active Internal Quality Assurance Cell (IQAC) plays a central role in the monitoring, augmentation and sustenance of the overall quality of the institution.

Institutional Weakness

1. Our college which focuses on teaching and learning activities rather than on research. Therefore, there is a limited scope in enhancing the research practices in campus. Need more efforts in research work.
2. Value added programs are organised but value added certificate courses are not run in college.

Institutional Opportunity

1. Certificate course should increase.
2. Use LMS system properly.
3. Increase collaboration with NGO.
4. Introduce Module courses for coaching competitive examinations.
5. Academic engagement with retired faculty.
6. Functional counseling cell.
7. Create awareness among student teachers and stakeholders to contribute and participate in the environmental protection.
8. Moving away from single stream college of B.Ed./ M.Ed. to a Multidisciplinary institution.
9. Design orientation and refresher programmes for career advancements.
10. Promote Indian culture through EPC.
11. Organize capacity building programmes for in-service teachers, parents and local people
12. Join hands with NGOs-social organizations for accomplishing programmes.

13. Focus should be on improving Research activities.
14. To organize faculty development programmes for professional growth of teacher.

Institutional Challenge

1. Multi-disciplinary Programme-

Setting up a new environment for multi-disciplinary/ 4 year strategic action plan. Planning a multidisciplinary flexible curriculum with disciplinary knowledge, pedagogical discipline and apprenticeship based.

2. Funding facility is not available.

3. Delay in admission procedure has adverse impact on B.Ed. program.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular aspect of MES College of Education is governed by Shivaji University, Kolhapur. College executes the curriculum provided by university very effectively and gives its valuable input by active participation in curriculum development, curriculum orientation programme for revised syllabus and in meeting of BOS following are some strategies which followed for effective in house curriculum implementation.

Induction meeting by the faculty headed by the principal to plan out detailed schedule of curricular and co-curricular activities in the academic year. Our college remains in direct contact with BOS for any changes or improvement in curriculum. Our principal Dr. Gulavani Megha is the Dean and BOS member. Planning of implementation of the curriculum is done in a transparent and effective manner in the institution through academic calendar, session plans and time table. The syllabus, pedagogy and infrastructure have been regularly upgraded to remain responsive to changing needs. Academic processes are streamlined with timetables, workloads and other administrative tasks prepared well in advance before starting of the new session. While planning curriculum implementation, focus is given on PLOs and CLOs of the program. Teachers and students are also oriented about them during teacher induction programmes and student orientation programme respectively.

To develop skills and for professional enhancement of students, the curriculum is designed by university in such a manner that student can naturally learn the cross-cutting issues. Seminars, Project work and Group Discussions have been organized on different topics to develop a constructivist approach. Experiential learning through internships projects and field trips is specifically facilitated.

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

As a learning organization we focus on improving, so continuous process of obtaining feedback from different stakeholders is followed to make our students employable and a good citizen of the society. Feedback is analysed, which helps improving teaching learning process and curriculum implementation.

Teaching-learning and Evaluation

MES college of Education Vita is always in the forefront to provide qualitative education to its students through its well established teaching learning process by the highly qualified principal, faculty members, and committed administrative members. There are 100% enrollment of students in B.Ed every year .

The institution ensures access and support to students from all sections of society. Reservation policy is followed during admission process. . The institution assesses the different types of learners and according to their need physical, emotional support is provided with the help of Diagnostic and Learning Readiness Test and Class room interaction and last year marks after the admission. Academic support is provided to students according to their learning Level assessed. Induction program helps to fill up the gap between the new subject and old knowledge to meet the Course learning outcome. The college has a “Mentoring Policy” to provide the students support on issues related to their strengths, weaknesses, prospective opportunities and challenges faced in relation to Curricular and co-curricular aspects.

The college has been upgrading its IT infrastructure regularly. Different opportunities are provided to the students to develop competencies and skills related to school based practices, communication, construction of assessment tools and Organizing events etc. Internship is another important ingredient of B.Ed program. Before Internship pre practice workshop for preparedness of students are conducted. Visit to innovate school and resources add the different eyesight to improve more than as is it. Internship is planned very systematically in renowned schools of Sangli district Effective monitoring mechanism is in place during internship programme. The college has well qualified faculty involved in teaching-learning

Teachers are regularly updated with the teaching-learning and evaluative methods by Organizing various workshops, participating in Refresher course, orientation programme and in-house discussions. Continuous Internal Evaluation is done in accordance with academic calendar maintaining transparency and fairness in evaluation. The institution has an effective Grievance cell for redressal of grievances. Various day celebration, organizing cultural and social awareness program improve the quality of teacher education.

Infrastructure and Learning Resources

The institution has adequate facilities for Teaching-Learning. The college campus has a total land area of about 2.18 acres. Built in Area is about 1594.94 sq.mtrs. The College library is partially automated. It uses Biyani Software, which is An Open-source Integrated Library Management System The ICT facilities are updated regularly with recent developments to meet the new demands as per changes in the technology and society .In language lab advanced version is used. College Advisory and Development Committee is responsible for the overall planning and development of the College. Requirements for Physical, Academic, and supports facilities for new purchases and maintenance of Old is collected regularly under the guidance of above said committees and Stakeholders’ suggestions are also Considered. In computer lab 31 computer are available and all are free access to students.

Student Support and Progression

Students are exposed to a range of capability building and skill enhancement activities. A number of student support facilities such as Vehicle Parking, Common rooms, recreational facility. First aid and medical aid, Book bank, Safe drinking water, library, computer lab etc. and separate toilets for girls are available. The Institution provides additional support to needy students through pay fee in installments. One faculty is appointed who takes care of student welfare and placement Officer is appointed to take care of the Placement Cell. In addition to it the students are also provided with guidance in National level examinations like NET/SLET/ TET/ CTET and the percentage of students qualifying in these Examinations has been increasing remarkably during the last five years. TET /SET /NET workshops are organized time to time to help students and proper guidance to tackle these exams. Student council and student Representatives in different bodies play a proactive role in the institutional functioning lots of cultural events are organized at the institution every year. The college Alumni Association registered and plays an active role in institutional Functioning.

Governance, Leadership and Management

The College of Education vita. which is remarked by every stakeholder has the conducive and homely atmosphere that prevails in the campus. In other words, in the process of molding the prospective Teachers, the management ensures an effective leadership, duly supported by the elements of participatory approach, humanism and generous contribution towards the integral formation of students. Heading the board of management, the Chairman, provides overall directions to the institution and monitors and guides the functioning of the college through Secretary who is also the principal of the college, takes care of recruitment and infrastructure. She also deals very effectively with academic activities of the college. To meet the needs of students and staff, various committees Including academic, co-curricular, students welfare, research, extension and college development are maintained under the vision of decentralized and participatory management. The opinions and voices of various sections from students to non-teaching to faculty get reflected in various committees and thus collective decision is made in terms of transparency in academic performance, the administrative transparency is wonderfully exhibited through the functioning of IQAC, planning and evaluation, grievance redressal, students' welfare and placement committees. During the academic year, the management offers orientation as well as development programmes to both teaching and non-teaching staff and rightly the management undertakes the performance appraisal for the Staff by the stakeholders. The institution travels through the internal and external audit every year in the aspect of finance and academic performance. Meanwhile the management makes every effort to mobilize funds for the effective running of the college. The overall Quality of the institution is monitored and guided by the IQAC which acts like a catalyst. The institution reviews its teaching-learning process periodically through IQAC which collects feedback from students, staff, Alumni, employers and other stakeholders.

Institutional Values and Best Practices

The college is committed to the promise of environmental protection, energy conservation and optimum use of alternate energy; this will ensure an environmentally clean and healthy campus. Accordingly, the college considers as its prime duty to have proper energy policy. While every effort is taken with regard to management of solid, liquid and periodical instructions are given to the students to realize the policy "Less waste, more cleanliness and more cleanliness for better health". The college initiates the students in the projects of vermi-compost, rain water harvesting and plastic free campus and promotes green cover, aesthetically and purposefully with the Maintenance of trees, shrubs and medicinal plants. It is worth mentioning that the

students are familiarized with Community resources, practices and customs through field visits and extension lectures. Trainees to understand the various types of learners. It should be acknowledged that the trainees encounter a New platform to experiment different teaching pedagogies to the backward and medium learners.

Research and Outreach Activities

The On classroom pedagogy. No doubt that the management has created a comfortable eco-system thereby the Freedom is given to the faculty for innovation, creative expression and relevant research. the faculty if a person publishes a research paper/article in any recognized journal as A single author; similarly if a person presents a paper in the national or international conferences. Education'. A separate library for research scholars is well maintained by the college. As part of the requirements of B.Ed. Programme the trainees experience a stay in the villages, Society, the trainees are exposed to social rallies, medical camps.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Modern Education Society's, College of Education, Vita
Address	Prasad Chitra Mandir Road, Vita, Tal. Khanapur, Dist. Sangli
City	Vita
State	Maharashtra
Pin	415311
Website	www.mesvita.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Megha Vishram Gulavani	02347-272733	9881741612	-	mesbedvita@rediffmail.com
IQAC / CIQA coordinator	Sharmila Shahaji Salve	02347-273767	9604126567	-	sharmilasalve06@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Maharashtra	Shivaji University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	15-09-2016	View Document
12B of UGC	15-09-2016	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	12	NCTE has given us recognition which is not for limited time It is permanent recognition

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Prasad Chitra Mandir Road, Vita, Tal. Khanapur, Dist. Sangli	Rural	2.18	1594.94

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BEd, Education, Education	24	Graduation	Marathi	55	55
PG	MEd, Education,	24	B.Ed. D.Ed. with Graduation	Marathi	55	10

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	3				2				12			
Recruited	0	1	0	1	0	1	0	1	3	3	0	6
Yet to Recruit	2				1				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	7	0	0	7
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

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

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	10	0	0	0	10
	Female	45	0	0	0	45
	Others	0	0	0	0	0
PG	Male	4	0	0	0	4
	Female	6	0	0	0	6
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	0	3	2
	Female	6	3	3	7
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	5	5	7	6
	Female	26	12	16	16
	Others	0	0	0	0
General	Male	2	7	5	6
	Female	17	27	17	22
	Others	0	0	0	0
Others	Male	0	0	3	0
	Female	0	1	4	6
	Others	0	0	0	0
Total		58	55	58	65

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Modern Education Society's, college of Education is affiliated to Shivaji University, and it strictly adheres to the prescribed syllabus of the University. For holistic academic growth of students, and interdisciplinary curriculum is provided which gives freedom to the students to choose their preferred options from a range of options offered by the institution as teaching subjects. As there is the topic co-relation in the syllabus of B.Ed., students know about the inter relationship among different subjects, and hence can apply interdisciplinary and multidisciplinary approach, easily. To make these approaches more clear, the students were asked to take one lesson related to environment and teach it</p>
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	<p>with multidisciplinary and interdisciplinary approaches. The students took the lessons using videos, presentation and other ICT tools and integrated their subject with environment. Thus students understood the interdisciplinary & multidisciplinary approaches.</p>
2. Academic bank of credits (ABC):	<p>The college is ready to implement the ABC. (Academic bank of Credits.) But that depends upon the guidelines of the University and the Higher & Technical Education Department of Maharashtra. The university is in the process of developing ABC for all the affiliated colleges and they have asked for the registration of the students for ABC. All the students have registered now. For this purpose, a centralized database along with the database of the college is to be established to digitally store the academic credits earned by the student from various courses so that the credit earned by the student in the previous classes could be forwarded when the student enters the program again. For monitoring ABC, a proper technical support system is to be created. There is, however, little scope to go beyond University norms for an affiliated college.</p>
3. Skill development:	<p>To strengthen the skill development capacity of student teachers the institution has undergone a number of Memorandum of Understanding MOUs have been signed to enhance the employability and teaching skills of future teachers. A number of value added courses are to be initiated by the institution on various topics that include communication and personality development. Integration of ICT in Teaching Learning, Life skills Education, Soft Skills, Integrating Art in the Teaching Learning process and training in self-defense etc. The institution organizes seminars, webinars, interactive talks of experts and other training sessions and workshops to develop the required skills among the students.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The college ensures appropriate integration of the Indian knowledge system by adopting multilingualism in the classrooms. Students can also attempt papers in English, Hindi and Marathi. Opportunities are provided to the students to participate Youth and Heritage Festival to inculcate sense of national integration, love for art, culture, and a civic sense among the student community, where the subject like sociology, and philosophy as</p>

	<p>prescribed in the syllabus also acquaint the students with our rich culture. . Indian Knowledge system will include knowledge from ancient India to modern India and clear sense of India's future aspiration with regard to education, Health and environment. College of Education celebrates Hindi , Marathi Diwas to encourage language learners and understand the Cultural values permeated by the literary works in Hindi Further, Indian Ethos and professional Ethics , Indian culture and heritage in curriculum of B.Ed. ,teaches cultural values in Indian tradition so a would be teacher imbibe value orientation. Through Drama and art in education we provide them exposure toward Indian culture. The college is planning to host Events, lecture series and performances open to the larger community to promote Indian Knowledge systems, languages, culture and values.</p>
5. Focus on Outcome based education (OBE):	<p>M.E.S college of Education has adopted Outcome Based Education (OBE) for B.Ed. programme. Learning Outcomes have been appropriately defined at Programme& course level (PLOs/CLOs), and appropriate learning experiences are designed and delivered to facilitate attainment of the stated learning outcomes. Outcomes are assessed and attainment analytics are used to improve the academic quality. B.Ed. course is designed with outcome centered on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. All the courses, subjects and Value-added courses have, CLOs and PLOs all efforts are being made to achieve these objectives by the end of the course. In faculty Orientation and student Induction Programme the introduction, importance, and tasks to achieve these CLOs and PLOs are informed to the teachers and students. As a teacher Education Institution, the main focus is to produce teachers that are well trained to meet the demands of the contemporary education system. To fulfill its responsibility, the institution offers opportunities to student teachers to keep their knowledge updated by organizing awareness programmes on recent educational policies</p>
6. Distance education/online education:	<p>As the COVID and the pandemic situation has forces all of us to do the things which we were otherwise trying to avoid giving various reasons. Use of distance and online education became inevitable during the pandemic. This can be considered as the</p>

new normal, which is envisaged in New Education Policy as well. Institute has successfully imparted its course content delivery in online mode during the Pandemic (COVID-19) and also conducted online examinations successfully. For increase in focus on the skill Improvement and competency development of the students, it is essential that an identified set of skills and values will be incorporated into higher education. Our teachers took this situation as an opportunity, and started teaching through online mode. All the syllabus during those years was completed through the different modes like using PPT, YouTube, Google etc. Our faculty is preparing to have their own YouTube presentation. Use of MOOCs and SWAYAM will also be done in coming academic year.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
112	114	113	114	102
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	29	20	39	34
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
57	56	58	56	46
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
57	56	58	56	46
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	58	55	58	56
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	7	7	7

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	17	17	17

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.54679	14.18117	32.37061	30.92094	4.72521

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

3.2

Number of Computers in the institution for academic purposes..

Response: 35

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Response:

The College is an affiliated college to Shivaji University, Kolhapur The B. Ed syllabus is revised in 2014-15 .In the syllabus Two theory papers and 1 EPC syllabus was framed by our college faculty. Since then the same syllabus is followed,it is not changed.So our faculty had no opportunity in revising the curriculum. In COVID -19 period some theory chapters and some practicum was reduced.Our College principal and University BOS member Dr. Gulavani M.V worked and made special contribution as the chairman on it and She also on the Examination Reform.

Steps include:

University nominated members prepare syllabus for respective courses.

Revised curriculum is put forward to the members of the Statutory Bodies for review, suggestions and approval before the new curriculum is transacted.

Ensure effective curriculum delivery through systematic, strategic, transparent processes.

Local context, to Indian classrooms with respect to academic standards, instructional designs, Scope emphasizing on value sensitization, environmental issues etc .

House curriculum Planning

In the month of July the academic year starts. On the first day meeting is held with all the teachers and the principal. Paper practical's are divided into faculty and tentative date for this practical also decided.

It is also considered how the exam should be conducted and how the procedure should be.

Similarly with theory and practicum various co-curricular activities also carried out for example independence day birth and death anniversary of various freedom fighter national leaders, extension lectures expert lectures skill development lecture etc. Co-curricular activities distribution is also planned at the planning of curriculum or annual planning. All the programs are conducted according to the planning. below are semester wise planning

Sem-1

As a teacher the skills that are required for teaching are introduced with the micro teaching. In addition to this how to prepare lesson plans for classroom teaching and how to deliver lessons in class are demonstrated and guidance is given about it. How to prepare educational tools and learning materials, teaching aid demonstration is also given through teaching ad workshop.

Sem -2

In the second semester models of teaching , field visit ,two weeks internship and theory paper are allotted through syllabus. according to that guidance and various activities are conducted and implemented through institution. Internal exam is conducted for practice.

Sem-3

In this semester more emphasize is given on practical rather than theory paper the duration of internship is 3 months including various teaching methods lesson co-curricular activities, case study conducting sports ,culture event etc. In this internship trainee are required to conduct psychological measurements test , action research, sports ,various competitions ,field trip cultural event etc To conduct unit test is also mandatory.

Sem-4

With theory paper and practical to EPC programs are allotted in semester 4 in the semester 4 ICT based critical understanding, and understanding the self these two Epc are planed. The trip for educational trip is also plan to get the experience of planning the trip and create awareness of the problems are planning the trip. Community base project work is develop gender issues awareness, environmental awareness, government policies and cultural integrity.

All all the above 2 years B. Ed course practical and theory are implemented and planed accordingly the structure and syllabus given by the affiliated university.

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

1.1.2

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

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

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

Response: D. Any 2 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

1.1.3

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

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

Response: C. Any 2 of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	3	3	3

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	3	3	3

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document

1.2.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description**Document**

Data as per Data Template

[View Document](#)

1.2.3

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

1.2.4

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

1.2.5

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment**1.3.1**

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

Response:

Response:

The curriculum of this institution offered for the B.Ed. and M.Ed. programmes provides opportunities to acquire knowledge and skills of a world-wide teacher curriculum to include the core areas of teacher behavioral components and skills so that the learning areas are focused towards the attitude formation of global curriculum.

Knowledge:

The knowledge domain emphasizing on acquisition, integration, construction, analysis, synthesis and application are provided through classroom transaction, seminars/webinars, workshops, discussions, brain storming projects, assignments which directs towards processing critical thinking, analytical thinking, reflective thinking, and effective reasoning to develop cognitive- psychomotor abilities. Learning through multidisciplinary integrated approach for a universal perspective of acquisition of

knowledge. Students are provided conceptual knowledge and application to create representative models and simulation scenarios. Students are ignited with scientific and literary temper to integrate 21st century skills for different levels of school education and high school levels. Procedural knowledge for different levels of school education skills are included in the pedagogical methodologies that are specific to ones chosen specialization. Core subjects and methodologies are taught using the demonstration approach, wherein students are introduced to generic teacher education concepts and then it is manifested at different levels of school education. A flexible teaching approach that embraces the use of constructivist school of thoughts.

For example, the internship is bifurcated into observation phase and on – the –job teaching. During the observation phase student teachers are required to observe master teachers to internalize the fundamentals of teaching skills and capability practiced during classroom transaction, capability to infer from what one has learnt and apply the acquired competencies to classroom transaction. In Semester I students are assigned to the secondary level and the lesson plans reflect on preparation for that specific level. In Semester II students are assigned to the Internship program, EPC and work produced for successful completion. In Semesters III students are exposed to high school level to reinforce school education skills specific to their chosen specialization. The knowledge, skills and attitudes are being manifested through the community studies project undertaken during the course. Students are provided the theoretical knowledge and the conceptual application of this knowledge that is transacted in the laboratories convened for each course. Action research, constructivist approach, health and physical education work shop developed different abilities and skills in student teacher.

Skills:

Skills such as Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, inter personal skills, ICT ,Collaboration with others etc. are introduced in the theory, practical and projects in all courses. Through practicum, co-curricular activities Enhancing Professional Competencies EPC courses, students are exposed to the application of these concepts and use it in the classrooms. For e.g. in sem-2 Reading and reflecting on text ,sem-2 in Drama and Art ,sem-4 Critical understanding of etc and Understanding the self these 4 EPC students choose concepts from the school content to write scripts and enact them with themes that reflect the significance of various skills and competencies in teacher education. Activities both individual and group (academic and co-scholastic)like writing articles for craft art work in classrooms, poster making, discussions, essay writing, activities of various clubs and committees, dance and music are all built in modalities that fine tune student teachers skills, competencies for scientific and literary temper to integrate the 21stcentury skills. Project related to community experience develop national Integration , self-responsibility and role , social awareness skills in the students. Procedural knowledge for different levels of school education skills are included in the pedagogical methodologies that are specific to ones chosen specialization. Core subjects and methodologies are taught using the demonstration approach, wherein attitudes are being manifested through the community studies project undertaken during the course. Students are provided the theoretical knowledge and the conceptual application of this knowledge that is transacted in the extrapolate from what they have learnt and apply the acquired competencies to new situations.

Attitudes:

Input sessions, competitions such as academic, intellectual and co – scholastic areas are provided to give them opportunities to participate and to develop in the students' knowledge, attitudes, values, skills of team spirit, leadership and communication skills, for holistic development. Portfolio project gives

students a reflection of their previous semester's performances both in curricular and co-curricular areas for betterment of the same in the semesters that follow and also is an indicator of their growth chart and attitudinal changes over a period of time. Guided by mentors/in charges –students learn the technicalities and skills in presentations. A right attitude towards the course is planned by their respective mentors. The reflective journal throws light on the progress of their reflections during their two year programme imbibing the right attitudes and demonstrating it. Group projects strengthen the skills of collaboration, negotiation and communication in designing instructional plans, analyzing curriculum, teaching in peer groups, innovative approaches, etc.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2

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

Response:

Response:

Diversity is everything that makes people different from each other. This includes gender, socio-economic status, ability, age, religious belief or political Belief etc. If you ignore the issue of diversity in the classroom that time we will face some issues. The classroom doesn't just improve social skills, but also have an impact on academic results. It Improves critical thinking skills and encourages academic confidence and motivates students in a proper way.

There are few ways to encourage a culture of diversity in your school.

- 1.Examine your teaching and learning materials
- 2.To know your students Strength and weakness.
- 3.Connect with parents and community.
- 4.Support professional development opportunities.

It must be taken in mind that school is already full of students and staff with diverse and different backgrounds, abilities and skills too. Always try to keep learning and growing. Listen to what others around you are saying. In sem-2 & Sem-3 internship program students learn the Norms and standards of those different types of schools and the functioning of whole system Through the practical of Visit to innovative school and resource center students understand what the actual diversity means. In the visit of

various boards of school e.g CBSC , English medium, Marathi medium School along with aided , unaided school. In the course of Inclusive Education they Understand the functioning of the special schools by providing them the opportunity to visit the special Schools such as school for the deaf and school for mentally retarded. The visit to the normal and special schools etc which enlightens the prospective teachers with the diversities in the school system in India. In Internship program they must have to do Case study of 2 students that also helped too much to clear the concept of diversity and what is role of a teacher to tackle the classroom issues properly.

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

1.3.3

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

Response:

Response:

The essential characteristics of a committed teacher includes the ability to communicate, quickness to adopt new methods of teaching according to the classroom situation, a critical understanding of social reality, taking initiatives in organizing the activities and equipping oneself with the knowledge of modern technology. Hence in order to develop the above skills, various activities are conducted.

Effective Communication

Communication is a prominent skill to convey message in proper way. When the communication is in simple words the learner becomes more enthusiastic and disposed to listening in the classroom that's why the college in its curriculum spends more time and energy in developing the communication skill especially in English. English communication improvement program is organized on time to time. English pronunciation is developed through English language laboratory . In various days Celebration students are encouraged to do anchoring in English.

Pedagogical knowledge

The faculty is initiated into various methods of teaching including Herbatian, lecture, demonstration, discussion, pannel discussion , debet and seminar etc. They are encouraged to exploit the electronic resources to the maximum in their practical work.

Leadership Skills

Every teacher is a leader in the classroom and will be able to influence the younger minds towards leadership. Consequently the trainees are trained to acquire the traits of a leader through formation of students' council and cultural and sports activities and various days Celebrations are organized; further the trainees as a team participate in the organization of college assembly, subject club activities and extension activities that includes tour, social service camp etc .

Techno Savvy

21st century teachers cannot afford to be ignorant of ICT skills. Hence the college has digital language laboratory, well equipped ICT lab, well equipped library. The communications to students and alumni are always transferred through e-resources.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: C. Any 3 of the above

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

1.4.2

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 58.4

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

2.1.2

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

Response: 99

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	29	19	39	34

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

2.1.3**Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 5.14**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	1	0	0

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

2.2 Honoring Student Diversity**2.2.1**

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

Response:**Response:**

Assessment of the learning levels of admitted students is an integral part of the post-admission process. Although admissions are on merit, the college carries out separate assessment to understand the larger spectrum of their learning levels and organise special programmes for advanced learners and slow Learners. Through remedial teaching according to need.

The institution has made the following provision:

- Face to face interview with the Principal for method selection
- Administered to wards to know their necessities in course completion.
- Content test conducted at the beginning of the course to identify students' knowledge in respective methodologies. Based on the assessment, in the content test in different methodologies, remedial activities and enrichment programmes are offered.

- Induction programme for 7 days begins with assembly wherein the seniors conduct prayer service
- Followed by a warm welcome to the fresher's gathered. Interaction of Principal and faculty with students,
- Self-introduction, orientation about college and Departments.
- Syllabus Orientation, Visit to Schools, Enacting, Talks by professionals which Includes alumni on various themes, Mentoring, Orientation program

Are the main areas focused upon.

- Areas like communication skills, computer knowledge and personality development sessions are assessed.
- Provision of selection of the optional subjects in accordance to student's abilities, interest and hobbies are also oriented to series of talent search programmes in various fields i.e. sports, dramatics and arts are organized
- Every year in order to discover the hidden talents and potentialities of the students. Assessment techniques are used to identify the special abilities, personal feelings, personal goals, achievements, strengths and drawbacks, etc. The skills of the students are credited and Strength, Weakness, Opportunity, Threat (SWOT) analysis is done at individual level too.

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

2.2.2

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

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

Response: C. Any 3 of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Photographs with caption and date	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 16

2.2.4.1 Number of mentors in the Institution

Response: 7

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

2.3 Teaching- Learning Process**2.3.1**

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential

learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

Response:

Academic autonomy of the college helps in applying capabilities and expertise in designing studentcentric, need-based curriculum effective classroom transactions, implementing concepts for electives and specialized courses, imparting different types of teaching approaches to ensure no student is left behind.

1.Experiential Learning:

When concepts both theory and practicals are introduced in class, students are required to construct meaningful learning. Classroom transaction involves discussions, collaborative learning, problem solving, peer assisted learning, concept mapping, theme based activities, assignment, seminar presentation, projects, creating portfolios, showcasing reflections, action research etc. Assessment is based on submitted work for holistic learning where in assessment is through competitions field work, designing awareness campaigns, portfolios to name a few which develops the skills for creating and evolving knowledge. Field Visits: The theoretical knowledge is consolidated and internalized through field visits, projects, case studies to perceive, contextualize using simulation, and develop far sightedness in their pursuit for seeking solutions equipping them with skills that will enhance their career prospects. Further, school visits, internships, allow students to understand how to develop education processes for classroom transaction. Students are provided with on-the-job training through different boards specific to internships at various levels. By the time they graduate they have undergone 20 weeks of teaching experience. Guest Lectures supplement the teaching process and provide experiential learning.

2.Participated Learning:

Drama and Art occupies significant and integral part of the college's teaching & learning process. Other than the course requirements, script writing, choreography provides platform for the needed skills. The college's in-house events like the green challenge -plantation drive, Swachh Bharat Mission and health awareness camps allow students to develop communal spirit, patriotic fervor, an aesthetic sense of social responsibility and welfare thereby adding to the national wealth.

3. Problem solving Methodolog Action research demonstrates to the students how a classroom problem could be resolved either individually or collectively within the classroom environment to create remediation. Students imbibe observation skills, designing tools, critical thinking, analytical reasoning, logical and structured planning and problem solving abilities. Students are involved in designing contemporary assessments through theoretical and practical instructions. academic warm-up exercises to ensure assessment for learning instead of assessment of learning. In addition to above areas there are specific activities transacted using experiential and participatory learning. As the education system demands inclusive environments, the programme ensures that students are not only exposed but can create individualized learning experiences for learners with special needs through internships in special schools. Elective courses covering both generic, open and discipline centric are provided to enhance students' knowledge, competencies and research skills. Inter-Semester Break programmes permits developing self-learning skills, extension services. The experiential learning approach facilitates skills as

it is the foundation for higher education learning approaches are in practice.

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

2.3.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

2.3.3

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

Response: 0

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: 00

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

2.3.4

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

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

Response: C. Any 2 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3.5

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

Response:

Response:

Working in Teams:

UG and PG students are grouped under the supervision of mentors with 10 students to cope with Academic and professional growth. They are encouraged and guided to participate scholastic & coscholastic events. Dealing with Student Diversity: Equity and equality are the core values with special attention to students from below socio-economic strata in developing their capacity towards life skills, providing financial help, psycho-emotional support and techno support to complete the programme successfully. Conduct of Self with Colleagues and Authorities Students are made aware of the vision, mission, code of conduct, professional ethics and exposed to the qualities such as soft skills, body language, team spirit, co-habitation, co-operative management skills, self conducting habits with stakeholders, within the community other than the profession. Balancing Home and Work Stress During Education period. PTA meet, parents/ spouse of student-teachers admitted are oriented about the institution's supportive role towards the intensity of the programmes with a questionnaire circulated to inform them about the stress involved and few modalities to tackle them amicably. Later, during the ongoing of the course, student teachers attend psycho-spiritual workshops, family counseling to strengthen their inner self. Any disturbances in families are noted and rectified if possible. Face to face personalized interactions every semester by the principal for academic and personal wellbeing are

conducted with confidentiality. Phases of internship and field projects are stress related, therefore, mentors/lecturers accompany the students and precautionary measures are oriented towards prevention of stress due to unforeseen and unexpected incidences. Every assembly has a session on briefing with emerging issues, news updates and reading, reflection on educational innovations, which would indirectly motivate the student teachers the quest for search.

Projects

Continual mentoring is provided by mentors for successful completion of projects, to work in teams according to the interest and develop awareness about social issues. Projects are assessed as per the rubrics by the jury during showcasing session and encouraged to reflect on learning experiences gained. The professional attributes developed are team spirit, précising, communicating, decision making, and showcasing skills while accepting constructive suggestions and feedback to nurture professionalism. Activities Four semesters' activities are monitored by the concerned mentors and in-charge lecturers with learning experience, expressed in their portfolio project for professional growth. Mentors identify students' strengths and weaknesses by interacting regularly, which helps mentors to motivate and encourage mentees to opt for Certificate Courses in order to groom them professionally. Methodology: All methodology lecturers continuously monitor the progress of students based on their abilities and skills, Help them in matters related to teaching, presenting seminars and writing assignments.

Research:

All the M.Ed. students are allotted guides to pursue their dissertation/research work. With continuous Guidance by guides, teacher educators who collaborate for the finalization of other related aspects of Research proposal and give feedback for the finalization of all topics selected by the PG students.

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

2.3.6

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

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

national to global

Response: C. Any 3 of the above

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

2.3.7

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

Response:

Response:

Innovative teaching practice is an important aspect of the teaching programme. Student teachers practice different innovative models and approaches beginning from Semester I to IV with emphasis on secondary levels of teaching processes. In Pedagogy of languages, students prepare lesson Plans based on Concept Attainment Model (CAM), Value based, Digital, Team teaching and Appreciation of poetry. In pedagogy of subject methodologies students prepare lesson plan based on CAM, ICT Based Lessons/ E-Content Modules, Value based lessons, lesson plans based on Constructivism-5 E-Model,

Multiple intelligence, Science Technology Mathematics Script Writing in the form of dialogue for role-play on various topics, and skill oriented lesson on Drawing, graphs and their interpretation, which nurtures creativity, innovativeness, empathy, life skills, Intellectual and thinking skills. CAM model promotes the difference between concept formation and Attainment, nurturant and other support system. Thus leading to social responsibility.

These practices leads to promotion of life skills such as reflective thinking, self-awareness and confidence in designing Instructional plans. During teaching, students are encouraged to work in teams, which enables them to work with cooperation and coordination. Simulated demonstration sessions of the faculty permeates the foundation for the organisation of the teaching learning process, in building the developmental phase into specific domains such as classroom management, self-adapting capacity to the concerned methodology lecturers demonstrate each skill. They select topics for different lessons and form Groups in writing and performing or practicing the same which enhances decision making and confidence among the students who are also encouraged to reflect on their performance and learning. It is done prior at College level under simulation sessions which are implemented during internship. Impact of teaching During formative period inculcates life skills and values such as lifelong learning, leadership, team work, Ethical awareness and reasoning, digital literacy, sense of inquiry with scientific reasoning, empathy by Connecting to real life. It engages them in reading and reflecting on texts, role-play, drama

and art in Education, critical understanding of ICT, which enables self-adapting capacity and apply new domains of Knowledge to reflect on achieved disposition for holistic development. Empathy is developed through Value based lessons Empathy is developed through value based lessons focusing on the concept to protect Nature, architecture, sculpture and other cultural domain and thereby creative thinking is stirred. While Transacting the lesson, students are trained to in communication skills required to articulate thoughts and Ideas effectively, to present information and explanation in a well-structured and logical manner. Language Across Curriculum (LAC): Implementing a blend of flipped learning, blended learning and Experiential learning students are taught to develop pictorial understanding of concepts. Students are Sensitized to the three language formula and required to complete a project demonstrating their The response itself triggers creativity and thinking skills. Students are introduced to the concept of inclusivity and they demonstrate this understanding by designing Teaching learning activities. Students teachers are continuously mentored to use translation applications to M.Ed:

M.Ed students teach lessons to their peers and B. Ed students by designing different types of lesson plans Based on different instructional development models. thereby leading to the development of innovativeness and creativity in the teaching learning process. M.Ed students are exposed to assessing B.E dinternship, teaching at college the innovative lessons and in The cooperating schools, this in turn strengthens their capacities to assimilate assessment patterns, rubrics And enhances their professional standards. As part of M.Ed curriculum, students take up second phase of internship in special schools to approximate field Experience to acquaint themselves on how classroom experiences are created for The assigned tasks. Students are exposed to inclusive environments learning how to handle learning needs of children. They become aware of assisted technologies, accommodation modifications, referral systems and other pertinent information which are useful resources to help design individualized interventions. It Opens other avenues of career options like para professionals such as speech therapists, school counselors and for pursuing higher education specializing in special education. The various government initiatives to Address the needs of individuals with special needs are accessed to understand the legal implications help Available to advice parents on options open to them. Communications skills are developed through interaction with other stakeholders and non-profit Organization permit in-roads to an inclusive network with other institutions. Each day students reflect on Their daily experiences, making observations and brain storming ideas for developing intervention which they demonstrate competency in instructional planning, developing differential instructional and assessment strategies, learn to create conducive collaborative, practical and approachable learning Environments, providing accessibility for parents of disabled children to ensure social and emotional Attention and design programmes to cater to the needs of the community. They develop action plan and Contribute to the community through various programmes which nurture creativity, empathy and life skills Among students. During the transaction of Academic writing and Expository writing Papers. Of language skills are fostered thereby enhancing their research skills. The methods used to facilitate their Active involvement include working in small groups, brain storming, role plays, debate, games etc.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: C. Any 4 or 5 of the above

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

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: D. Any 2 or 3 of the above

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

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: C. Any 2 of the above

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

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: C. Any 2 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Data as per Data Template	View Document

2.4.5

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

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

Response: D. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

2.4.6

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

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

Response: D. Any 1 or 2 of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: C. Any 2 of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Response:

College sends student teachers to internship programme in four semesters catering to different levels.

1. Selection/ identification of schools for internship:

Selection/ identification of schools for internship are done keeping in mind the proximity, ideology, the abilities of the students, standard of the school, medium of instruction, distance from homes to school, methodology requirements of the schools etc.

2. Orientation to school principal/teachers:

Communication is shared regarding dates, classes and the ratio of student teachers, criteria for

evaluation/observation for 2 nd and third semester from primary to secondary levels.. Principals of the schools are requested to make provisions for student teachers to observe master teachers to learn different techniques, strategies and approaches who also identify & observe their best practices.

3.Orientation to students going for internship:

Students are oriented and demonstrated to use different strategies of teaching etc Teaching, activities, preparation of evaluation tools Practicing different innovative models, etc. Strategies and approaches under simulation sessions are implemented during internship. Before internship Each teacher trainee get proper guidance. internship covers 11 weeks where students are well prepared to deal with adolescent students other than the teaching skills. They design their own instructional plans with appropriate support materials, strategies, approaches, techniques and models as per level of the school/ students. During internship Action research, Case study Psychological test have to conduct . After the completion of lessons, the students conduct tests and evaluate the achievement of the students. After lesson they have to Organize Sports , Various quize and competition and at the last cultural program is taken.

4. Defining role of teacher of the institution:

The institution requires the master teachers to guide,Supervise their performances, interact to provide continuous feedback to the M.Ed students.

5. Streamlining mode/s of assessment of student performance:

Rubric and observation sheet is Provided. Different classroom assessment strategies, tools, unit test , Diagnostic tests are taught at source to be implemented.

6. Exposure to variety of schools:

Students are sent to visit government, private, international, rural, urban Schools of different boards such as CBSE, SSC and ICSE. Aided and unaided school , English Medium school, Deam and deaf school etc.

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

2.4.9

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

Response: 14.25

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

Response: 4

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Response:

1. Preparatory Phase and Teaching Phase:

During admissions, the principal meets the enrolled students personally to observe their attitudes and Dedication towards the teaching profession. A pathway is laid during the induction programme to induce The teacher behavioral components. Everyday assembly is a platform for reading and reflecting on Teachers' role and responsibilities to instill the fundamentals of this career towards the society. These Initiatives are a deliberate effort to align them into this profession.

Teacher Educators Role:

They assist student teachers in planning period plans and assessment tools and The content developed. Demonstration lessons by the teacher educators is modeled. M.Ed. internship programmes in B.Ed. colleges and special schools integrates hands-on experience with Theoretical bases preparing students for a smooth transition to the professional front. The teacher educators Identifies special schools, orient them to apply theoretical, pedagogical & practical knowledge during the Internship. They also monitor interns' progress, provide feedback, assist students in finding required Assistive technology resources. The teacher educators serve as a the special school personnel.

Role of Peers:

Peers with the same lessons sit together to conceptualize ideas contextually and sustain one Another during the course. The peers observe the lessons and note the observations in the Lesson Observation Record Book, in a systemic manner

2. School Phase and Teaching Phase:

Role of School Principals:

They monitor discipline, conduct, completion of class schedule, substitution Classes allotted, co-habitation skills, participation in all school programmes, attesting on completion of Projects and dynamism of the student teacher trainees.

Role of School/ Master Teachers:

At the internship the institution plans ahead for allotting schools to the student teachers. The students approach their respective methodology master Teachers as instructed by the school principals. The division of lessons into periods, number of classes to be allotted for specific activities, how to give homework that could encourage active participation, conducting unit tests, monitoring the test items to be included in the test papers as well as the content knowledge. They render psychological support too. At times, students' absence is also brought to the notice of the college principal. After the students have returned from their respective schools, a feedback is obtained regarding the students' teaching and Interaction. Marks obtained are sent in sealed covers for analysis.

Teacher Educators Role:

Other than academics, principal and teacher educators are at their service in all circumstances.

Role of Peers:

Students assigned in the same school give emotional- physical support.

3. Reflective and Improvement Phase:

Role of Teacher Educators / Master Teachers:

The reflection from the school teachers are interpreted to review the gaps to adopt new strategies suitable to schools as per their requirements. Master teachers recommend our candidates for various posts vacant in their respective schools.

Role of Self:

Every student teacher assesses their own growth from semester I to IV, through a reflective analysis and improve upon themselves through peer assessment process from their peers and P.G. students. Lesson Observation Record Book and portfolio projects, students are monitored and credited based on their self-worth.

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

2.4.12

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

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

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

Response: B. Any 4 of the above

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

2.4.13

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

include

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

Response: C. Any 3 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document

2.5 Teacher Profile and Quality

2.5.1

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

Response: 43.53

File Description	Document
Data as per Data Template	View Document

2.5.2

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

Response: 13.51

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

Response: 1

File Description	Document
Data as per Data Template	View Document

2.5.3

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

Response: 16.5

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

Response: 132

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Response:

The major initiatives for ensuring personal and professional development of the teaching staff of the Institution are as follows:

During every staff meet, there is a practice of reading and reflecting on any emerging area of Teacher education and how knowledge would lead to develop learning and teaching programs that Are planned for future. Pedagogues share information with colleagues, alumni and others regarding latest developments of NCF,NEP 2020, curriculum, teaching methods etc. Before re-designing the self-appraisal proforma for teacher educators at source. An in-depth study of the mobility of teaching as a profession, specialized areas are identified and NEP 2020, thrust areas are revisited before drafting the teacher observation rubric suitable for a Multidisciplinary environment. The faculty members organizes seminars, webinars, capacity building sessions for in-house Members (colleagues) in area of interest, expertise leading towards professional engagement. IQAC put forth challenges in emerging new domains of knowledge like Artificial Intelligence (AI),Psycho-social learning, design thinking, Intellectual Property Right (IPR) are studied for personal Growth of faculty & institution. Faculty members are involved in esteemed position for guidance and counseling in schools, colleges. There is a scope of mutual intellectual growth. Faculty are capable of selecting journals, books for references and upload e-books using their experience of research and teaching exposure. All faculty are encouraged to attend orientation and refresher courses conducted by Academic Staff College and other recognized UGC programmes which are mandatory for their career advancement. Faculty, when sent to attend or participate in short-term courses, orientation programmes or Workshops are required to brief the staff on areas of topics or concern with regard to teacher Education programmes. The new aspects of the information obtained is researched upon to be implemented in their Internship from their respective schools, a feedback is obtained from the master-teachers regarding The students' teaching and interaction, marks obtained during internship that are sent in sealed Covers are analysed for students' performance.In-house deliberations take place informally in the staffroom on topics on educations. Faculty members are invited specially principal are invited by the affiliating university .

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

2.6.1

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

Response:

Response:

Assessment of teaching of student teachers is viewed from two perspectives

- 1) Knowledge assimilation
- 2) Acquisition of skills. The students are assigned topics from school curriculum to teach for 5 minutes.

In This process their level of teaching competencies are assessed primarily and later pedagogical training is accordingly, which helps the teacher educator in designing the methods of teaching.

Teacher-Learning Efficiency:

Assignments allotted are focused on deriving critical thinking, problem solving and self-reflection. Project based learning, Presentation skills, analyzing and showcasing. During the peer-teaching sessions, the triangulation Approach is applied for assessment. Designing and practicing CAM, 5E, value based, aesthetic models of Teaching are assessed using specific rubrics. Application of internal assessment methods, varies from Teacher to teacher, subject to subject and use conventional and innovative evaluation methods to account For diversity in students' needs and abilities.

Effectiveness of the evaluation system:

Predominantly, evaluation system is diverse and uses different Types of assessment tools and techniques to check the progress

- 1) Mentor Assessment proforma
- 2) Practical Aspects in all courses
- 3) Field work
- 4) Paper presentations
- 5) Conducting projects

6) Literary references

7) Preparation of subject / project materials

8) ICT based teaching. This is developed to strengthen the co-scholastic domains while reflecting on the self-capacity building and competencies. The CIA – periodicals In each semester strengthens knowledge acquired Multiple sets of Question papers are prepared based on the course, PG students prepare larger variety of questions who are Awarded credits for quality questions. Assessment at the end of each topic helps to recapitulate summarize And gives scope for improvement.

Enhancing competencies and its evaluation :

The student teachers are exposed to experiential processes In preparing questions for the question bank, assessment rubrics, MCQ’s, blue print, question-wise, item Analysis. Achievement test, diagnostic test and interpret the areas of difficulty faced in planning and implementation of formative assessment.

Techniques highlighted during the classroom interactions to enhance competencies a

1.open book test

3) Closure of the lesson through concept clarification

4) Using menitimeters to test their conceptual clarity.

5) Feedback mechanism.

Innovative Evaluation Process:

Equal weightage for theory & practicals are validated. Emphasis on Higher order thinking and problem solving capabilities in designing question papers are in practice. With Implementation of outcome based education, questions are framed in alignment with the course learning Outcomes.

Digitalization of evaluation process:

A shift in evaluation from offline to online mode through Google Workspace using digital tools Quizzes, Google forms, etc was Implemented. research work undertaken by the PG students are assessed through a pre-designed.

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

2.6.2

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

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

Response: B. Any 3 of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Response:

College's mechanism to deal with examination related grievances is transparent, time bound and effective. The students can approach the principal, lecturers and controller to redress their examination related grievances as per the requirement of and jurisdiction of the grievance. Students who are not comfortable approaching faculty or the Principal with regard to evaluation issues, can use the suggestion box to drop in their dissatisfaction. The objective is to ensure that the views of each grievant and respondent are respected and that any party to a grievance is neither discriminated against nor victimized. An examination Incharge operates and grievances received are discussed in the committee meeting and resolved.

Exam Revaluation:

If any student feels that marks given are not just, she can apply for revaluation to university .

Re-schedule of Examination/Internals:

If students were unable to appear for the internals on the scheduled dates, therefore a re-scheduled time

table was prepared for smooth functioning of exams as well as to see that all students could appear for the Same. For internal exam this rule is followed.

Examination Time: Grievances related to the examination schedule and time-table are addressed during emergency e.g pandemic and re-scheduled with prior notice. Sick candidates are taken care of by the chief Examiner by permitting them 15mts extension. Indiscipline in the hall during the semester-end exams is avoided by appointing an examination squad.

Year 2019-2020.

During the pandemic all offline assessments were transitioned to the online mode. Initially the concept was new, students and college faced teething problems that had to be addressed and resolved, for example Link for Google form question papers were emailed to students, but student either did not receive on time or could not access the file or had difficulty in uploading their answer scripts. The incharge of examiner deal with the grievance that is addressed and resolves the issue in 10 minutes. Therefore, the examination committee decided to give an extended/relaxation of 15 minutes to upload their answer scripts.

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

2.6.4

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

Response:

Response:

Before the commencement of the academic year, the Institution prepares an 'academic calendar' Containing the relevant information regarding the teaching learning schedule, various events to be Organized, dates of internals, semester end examination, inter semester break etc. As attendance is mandatory, the internship programme & practical's are followed as scheduled. The academic calendar Follows the NCTE norms of hundred working days per semester followed by examination. The Orientation & field work, practical's and showcasing of projects are earmarked meticulously. The Examination Committee monitors the overall internal assessment process and moderation if needed. The Controller of examination ensures transparency and accountability of the conduct of internal evaluation. Further, at every step the following are ensured in compliance with the internal evaluation process: Faculty: Autonomy is accorded to the faculty members not only in the conduct of internal evaluation but Also in preparation of the format, content and approach. During the Pandemic the faculty adopted Diversified patterns of internal assessment to ensure quality. The Inter semester break are preplanned to engage students for Field work & research work with an access to institutions during winter break for optimizing learning. During summer vacation time is utilized for community programme, undertaken in

the local area that are Recorded.

Internship programmes are scheduled at different levels from semester v to IX continuously assess the Student teacher's progress and improvement in teaching skills. Minor changes are made in the schedules

Dates based on the request from the cooperating schools. The semester end examinations were held offline as well as online as per the pandemic situation following. The UGC guidelines directives. After the commencement of each semester, for the B.Ed. programme, internals/periodicals are conducted after 45 days of classroom instruction. Similarly for the M.Ed. programme, out of the Total marks for each course 30% marks are allotted for continuous Internal Assessment (CIA), out of which 5 marks for assignments, 10 marks for seminars and 15 marks for internal assessments are allotted.

During the pandemic, the internal evaluation marks were increased from 30 to 50, through a third terminal assessment.

Projects – The dates for orientation, conduct, showcasing and submission of the projects semester-wise, are Clearly indicated in the academic calendar. For the M.Ed. programme during Inter-Semester Break (ISB) After each semester, students complete their dissertation work and practical works related to the projects Prescribed.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

Response:

Learning outcomes form an integral part of college vision, mission and objectives. The program outcomes, Program specific outcomes and the course outcomes have been clearly stated and communicated in the Institution. These are in accordance with the syllabi prescribed by Shivaji University, Kolhapur. The Program outcomes of B.Ed. and M.Ed. are intended towards making the education process a more holistic Experience for the pupil teachers, whose main motive is not only the acquisition of knowledge but also the Application of this acquired knowledge through practical training. This type of work experience can be Gained through real life experiences. Besides this, students will attain various contemporary life skills like Critical thinking, problem solving, analytic reasoning, cognitive skills, self-directed learning etc. The learning objectives are communicated through various

means such as college prospectus. These are Also prominently featured on college boards, and other publications brought during Conferences and seminars. They are well communicated through the principal's address to students and Parents during orientation programmes and other events such as The CLO's and PLO's are also discussed in alumni meets and are disseminated in the classrooms by concerned staff Members.

Students are made aware of the course specific outcomes through orientation programme, classroom Discussion, expert lectures and practical's. These are also mentioned in their prospectus. Teachers are also Well informed about the learning outcomes of each subject that they are teaching.. Various stakeholders, The college deputed teachers for workshops, seminars, conferences and FDPs to enrich them to attain the Outcomes while teaching learning in the classes. Teachers actively participate in workshops on revision of Syllabus organized by the university. In addition to this many teachers have written and are Articles, papers in journals, even contributing chapters to books. Principal and some teachers are also the members of subject specific curriculum revision committees of Board of studies shivaji University who are in capacity to revise the learning outcomes from time-to-time And as per the changing needs of curricula. Thus, the process of perception and outcomes takes place in Exact manner and excel the quality of teaching and learning. Successful alumni students are also invited to Interact with both students and teachers at specific events and meetings where they share how their Individual course shaped their career thus helping existing students align better with the specified course Outcomes.

File Description	Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 75.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	49	56	56	45

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

2.7.3

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

Response:

Response:

Concept attainment builds up the nurturing effect among the student teachers. Learning tasks through the Course for UG and PG are designed to construct conscious thinking and to attain the meaning of the Concepts while thinking about the thinking process which would develop the skills of ability to control the Levels of thinking and lead it towards metacognition. The attainment of metacognition is the complex Process emphasised in core papers eg: know your potentials through exercises on emotional strength and Consciously monitoring them while they progress in explicitly displaying their worthiness in reaching their Optimal capacity in both professional and personal attributes. Specific rubrics are prepared to pin-point the Observation towards professional standards expected from them. Personal attainment like self-awareness, Self-worthiness, good listening skills, articulation, classroom dynamics, joyful learning strategies, creation Of a caring environment, developing empathetic feelings, and all higher order thinking activities practiced During internships are evidences of learning outcomes of professional and personal attributes. Exposure to Special school visits.

The choice based credit-system is a universal assessment system which was implemented in 2015, makes Our student teachers attain the idea of assigning credits and transfers hours into merit card. Learning tasks involves concept writing, mind mapping, real time reaction, chain notes. In documenting students' progress towards attaining PLOs with 50% weightage for practical in the programme outcome.

The projects included in each of the semester is a rich source of learning beyond textbooks which is planned. The peer teaching sessions are in concurrence with PLOs which are monitored Through understanding the self, reflective journal, portfolio & EPC. The professional capacity building Through the paper Understanding the Self has made students attain social sensitivity, emotional Intelligence, self-assessment strategies. The projects included is a rich source of learning beyond textbooks Is planned.

The activities under co-scholastic domain and certificate courses are graded in the add-on certificate, which Reflects student's professional choice like start up schools and administrators. A formative assessment Grade certificate is given to substantiate personality traits, academic participation to enhance pedagogical Competencies and professional responsibilities. PLOs and PSOs were formulated in align

with UGC document and Course Outcome (CO) in Alignment with PLO and PSO by matching the taxonomy levels. The CO-PO-PSO matrix attainments in Each of the courses have been computed with a threshold value (60%) on completion of the attainment Measures after the first semester 2020. It was found that proficiency in articulating thoughts and ideas were Communicated in a well-structured and logical manner better from actual development to potential level. SQ3R (Survey, Question, Read, Reflect, Rewrite) procedure in Reading and Reflecting paper is proved to Enhance the capacity of reading between lines and secure the ability to explain explicitly.

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 57

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

2.7.5

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

Response:

Evaluation Process: The programme outcomes and Programme Specific outcomes are assessed with the help of course outcomes of the relevant programme through direct evaluation process. It is provided through University Examinations, terminal exams, internal and home assignments, unit tests, surprise tests, Open book tests, etc. The evaluation is also considered through class tests, assignments, projects, sessional work, presentations etc. are returned to students with detailed remarks and suggestions are provided for improvement. Students are given various opportunities to showcase their abilities, knowledge and creativity. Throughout the year the faculty records the performance of each student on each programme outcome. At the same time remedial coaching is also provided to slow learners to make pace with the desired progression.

Average attainment in Evaluation Process: Students under university examination are evaluated for 70 % of Total marks and institution for 30 % marks as internal assessment.

At the same time, observations of student knowledge and skills against measurable course outcomes are evaluated throughout the year.

The Methods of measuring attainment:

1 Semester End University Examination: The affiliating University conducts examinations as per semester pattern through which the institution measures programme outcomes based on the course attainment level fixed by the programme. It is a direct evaluation process.

2. Internal and External Assessment: Internal assignments are given to the students which are mostly aligned with Programme Outcomes of the respective subject. External Assessment is evaluated by external experts for the Practical examinations, appointed by the University through Viva-Voce and practical files.

3 Feedback Evaluation: The Institution collects feedback from students, Alumni capacity building programs and Practice teaching Schools. Which is an important method of measuring attainment with objectives of identifying the attainment level of students in terms of programme, subject, course and syllabus outcomes and to understand the impact of teaching learning process.

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.96

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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)

2022-23	2021-22	2020-21	2019-20	2018-19
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****Response:** E. None of the above

File Description	Document
Sanction letters of award of incentives	View Document
Data as per Data Template	View Document

3.1.4

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

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

Response: D. Any 1 of the above

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

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: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.2.2

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

Response: 0.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	0	1	0

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

3.3 Outreach Activities

3.3.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.3.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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: 1.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	1	1	1

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

3.3.4

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

Response:

Response:

College of Education vita. has strived to live its vision, mission statements of selfless service to the community and abiding to the college vision **“Towards The Excellence in Teacher Education”** especially women empowerment. The college has involved themselves in ‘save girl’ programme, adult education camps in slums and street. Schools, remedial programmes below socio economic. Collaborates with **Jan Seva Pratisthan, Vita** a stop center, to sensitize women facing violence and harassment at home or professional

The Outreach activities can be categorized under 3 programmes

1. Sensitization and Humanitarian outreach programmes

The institution makes sure that students get exposed to socially relevant issues of the under privileged to address the issue and serve the needy encouraging them for community engagement programmes. mediated Remedial teaching, community awareness programmes are undertaken on varied topics including environment related issues, health issues, gender sensitization programme, problem of aggression among adolescents, precautionary measures in the usage of social media, etc. The students visit “deam and deaf” school in vita and “homes for the aged” and distribute tangible gifts, sharing joy and blessings for the underprivileged. Participation in such activities have sensitized students towards various social issues. Working along with community members enable student teachers learn to communicate, manage and lead others which contribute towards holistic development.

2. Capacity Building Programmes

“Pedagogy of the heart”, the signature learning pedagogy of College of Education vita. entices the students to join the AIDS awareness, rural regeneration programme and gender sensitivity program outside the college campus gave avenues for students to reflect and learn, gain self-confidence, autonomy, respect and appreciation for others, to develop competency in community work and to be adaptive which help to become able leaders and morally conscientious citizens.

3. Clean and Green Initiatives and Experiential learning programmes.

The college gives exposure through various in-house Green Environmental Initiatives programmes including Plastic Free Environment, Swachh Bharath programme, reducing the usage of paper, Best out of Waste programme. Initiatives such as Plant a tree, Plant a Life, rain water harvesting and compost pit help students’ environmental values. Field visits and experiences by visiting Botanical garden and Active farm created an enriching life experience for the students.

File Description	Document
Report of each outreach activity signed by the Principal	View Document

3.3.5

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages**3.4.1**

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.4.2

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

Response: 5

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: 5

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

3.4.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, equipment, computing facilities, sports facilities, etc. By College of Education has adequate infrastructure facilities and resources to conduct the curricular and co-curricular activities that enable it to contribute in holistic development of the learner. The college has built up area of 3723.29 sq. m. that consists of following:

Classrooms: College has 6 classrooms, one seminar hall & ICT Resource Centre, one multipurpose hall that supports the teaching-learning process. The campus is fully wi-fi enabled. Learners use ICT facilities in attending webinars, presentations, preparing technology enabled lesson plans and thus become competent to match the needs of the global sector.

Library: The college has one library associated with one 'library cum reading room'. Library possesses an Integrated Library Management System that helps in maintaining the records of the books/journals.

Laboratories: Curriculum laboratories available in the college consist of Psychology, Mathematics, Science and Social Science Laboratory. Language Lab is well equipped with Biyani Techno System (BTS) software with the capacity of 11 students at a time. It is used to develop the basic skills of the English language, which nowadays is the preferred language for the teaching profession in society. Computer lab is equipped with the Microsoft software and internet connectivity to make the students proficient in a wide range of computer applications, and thus make them competent in the present scenario of requirement of technology enabled teachers.

Equipment's: In the science and mathematics laboratory a variety of equipment are available that pupil teachers use to perform experiments on their own. Social science laboratory contains models, charts on various concepts to use in teaching. The Psychology laboratory is well equipped with materials and psychological tests to know the different behaviors of the persons. **Computing facilities:** Computer laboratory is well equipped with the updated MS Office software. faculty has a separate desktop and comman printer is also available for printing the documents.

Art & Craft Resource Centre and Teaching learning resource center for work experience: It provides students to encourage arts practices and develop aesthetic value.

Girls Common Room: It provides female students a place to relax, study, and have informal discussions in free time available.

Sports facilities : some indoor and outdoor sports facilities are available in the college. Indoor games

like carrom-board, chess etc. are also available in the college.

Parking area: The campus has a wide parking area to accommodate two as well as four wheeler Vehicles.

Ramp: Ramp are available for differently abled persons.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document

4.1.2

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

Response: 40

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

Response: 4

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

Response: 10

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

4.1.3

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

Response: 51.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	26.34	21.88	0

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

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:

Institution has adopted automation of library using Library Management System(LMS) of Biyani Techno System. The College Library is fully Wi-Fi enabled and has a seating capacity of 50 users, Consisting of provision to enable students to access information for their academic pursuits through Internet and e-resources. College of Education keeping in view the mission and vision of Modern education society's provides all the resources required to empower student teacher through Education. Library is located in the ground Floor of the Campus. The library is well equipped with all the facilities for students And faculty members and provides them with sufficient teaching- learning material. The library has Ample books to refer for the core and elective papers as well as for professional growth. The Library Also has a reading room for students and faculty to work upon references and study material. The Library plays a vital role in the Teaching-Learning Process as it provides the material online as well as offline to refer. The students get the books issued for a week and avail the facility of library and Its resources to the fullest. Library at modern is not just a center of learning but also an ocean of Knowledge and learning experiences. Students and faculty contribute to the library facilities by actively participating in all the activities organized by the Library from time-to time. Library at modern keeps on updating itself with latest books and journals to keep abreast of the changing Scenario in the Education Industry. The Librarian ensures the students make optimal use of the Library.

Library Automation:-

College of Education offers a partially automated Library and possesses an Library Management System Biyani Techno System (BTS) since 2023. BTSs LMS Provides a very user-friendly interface for Searching documents in the library and their issuance status. This Software is time-saving and assists In smooth functioning of the Library. The details of Library facilities are:

- Name of LMS software : Biyani techno system (BTS)

- Nature of automation : Partially
- Year of automation : 2023

Services provided by Library:

- The Library follows the Open Access System
- Available from 10am to 5pm on all working days. excluding sunday
- The Library publishes monthly updates about the addition of books and journals.

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

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

Our Modern Education Society,s, College of Education, Vita is having large numbers of books 12862 including 8588 Reference book, 26 (97 Vol) Encyclopedia, 3827 Text Books and 421 Fiction. Till today we havent given any remote access to library resources. We have got MOUs with other colleges were our students and teachers exchang books. The faculty also uses the other college libraris for references. We didn't urgently need the remote access to other libraries.

We are in contact with the universtiy library for remote access to the students and staff. In near future we will surely be able to provide the remote access to our students and teachers

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: E. None of the above

File Description	Document
Data as per Data template	View Document

4.2.4

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

Response: 0.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.046	0.029	0	0.052	0.056

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

4.2.5

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

Response: 0.9

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: 31

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: 34

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: 16

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: 19

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: 8

File Description	Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

4.2.6

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

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

Response: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Response:

ICT facilities

The institution is equipped with high speed internet and Wi-Fi enabled campus. There are four Kyan Machine. The office is furnished with high configured systems, connected with internet and Wi-Fi, and has Biometric system and close circuit cameras. Computer systems are upgraded as per the requirements of the college.

Language Lab: Computer cum Language Lab has a server and thirty one systems with LAN and internet connection. Language lab has headphones and internet supported with software provided by biyani technology Kolhapur.

Educational Technology (ET) Lab: It is equipped with Over Head Projectors (OHP), sheets, slide projector, and other audio-visual equipment's. Classrooms have audio system for teaching- learning purpose. During class instruction, teachers ask students to make use of their mobile Phones to Google search meanings, deviations, concepts etc. for conceptual clarity. The Wi-Fi enabled Classrooms support and scaffold student learning. Students are encouraged to watch videos related to Teaching methodologies done by their respective teachers. NCERT, SCERT and university based school Lessons, open educational resources, motivational videos are also observed by students for further Reference.

Accessibility: The staff and students have an access to internet with wifi .The college LAN and Broadband internet connections are connected to the Principals office, Staffrooms of M.Ed and B.Ed, office, library, and computer lab. Usage of multimedia is encouraged to construct and Convey knowledge through web browsing, downloading, uploading, for curricular and co-Curricular activities. Power point presentations, seminars and assignments etc. are possible through the ICT Facilities. ET equipment is used for preparing teaching learning materials, ICT facilities to enhance teaching competencies and for research.

Software: The institution uses predominantly Windows 7 MS office 2010, Adobe reader. During covid-19 conditions conferencing apps were installed to conduct online classes smoothly. The examination cell is equipped with University examination software.

Borrowed book(s) up to 7 days' , and faculty members can use the books up to a semester. The book(s) can be renewed if the there is no reservation for the particular book. Valid ID card is mandatory for utilizing library services. Reference books and periodicals will not be issued without Id card. The borrower is solely responsible for the book(s) borrowed against their membership. Staff /students can use library for their academic and research purposes.

The Computer lab maintenance is done by Prathamesh computer vita. They maintain Network, Hardware, Software, Projector and UPS maintenance activities of the Institution. Network or system problem are dealt By City Internet service vita(airtel). Website updation and time to time maintenance is done by Prathamesh computer vita. Regular maintenance of Computer Laboratory equipment's are done by Prathamesh computer vita and repairing of IT infrastructure such as computers, internet facilities including Wi-Fi and broadband. (Biyani Technology) which is updated from time to time. The college has traversed from normal internet to high speed internet. Upgraded bandwidth speed is 100 Mbps. College possesses thirty five desktop computers The internet is facilitated through LAN. College website is maintained and upgraded by Smile web-world Kolhapur.

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

4.3.2**Student – Computer ratio for last completed academic year****Response:** 3.2

File Description	Document
Data as per Data Template	View Document

4.3.3**Internet bandwidth available in the institution****Response:** 100**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 100

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

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 16.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.89	2.89	2.42	3.29	4.67

File Description

Document

Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant

[View Document](#)

Data as per Data Template

[View Document](#)

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:

System and procedures for utilizing physical, academic and support facilities are under the supervision of the principal and the concerned lecturers, committees assigned under each head. Classrooms and Building maintenance: Physical infrastructure is well maintained and upgraded with necessary requirements to ensure comfortable atmosphere. Regular cleaning is done and Saturdays are reserved for deep cleaning and sanitization. The plumbers, electricians and carpenter are hired periodically for building maintenance. Regular cleaning of tanks, garbage disposal, pest control, and campus maintenance is done. Garden is maintained with rich source of indoor and outdoor plants that adds to the aesthetic beauty. Pollution control plants, fruit trees, medicinal plants, xerophytes various flowering plants are grown to maintain green and eco-friendly campus. The laboratories are maintained and Lab in-charge take care of stock checking. Well established procedure is available for service and maintenance of lab equipment's.

Library :The library is stacked with thousands of books and periodicals which have been arranged in the prescribed order and binding of books is periodically taken up. Pest control is done on a regular basis to

prevent silver fish and bookworms. Library rules and procedures followed are as follows: All the members of the institution are eligible to get library membership. Library users have to register their details in the entry register, whenever they visit. The students can use the borrowed book(s) up to 7 days' and faculty members can use the books up to a semester. The book(s) can be renewed if there is no reservation for the particular book. Valid ID card is mandatory for utilizing library services. Reference books and periodicals will not be issued without Id card. The borrower is solely responsible for the book(s) borrowed against their membership. Staff /students can use library for their academic and research purposes.

Book purchase procedure

Librarian will call for books and journals requirement and book selection is done by the faculty and students of library committee. Librarian will call for books and journals requirement and book selection is done by the faculty and Students of library committee. The Computer lab maintenance is done by Prathamesh computer vita. They maintain Network, Hardware, Software, Projector and UPS maintenance activities of the Institution. Network or system problem are dealt By City Internet service vita(airtel). Website updation and time to time maintenance is done by Prathamesh computer vita. Regular maintenance of Computer Laboratory equipment's are done by Prathamesh computer vita and repairing of IT infrastructure such as computers, internet facilities including Wi-Fi and broadband.(Biyani Technology) which is updated from time to time. The college has traversed from normal internet to high speed internet. Upgraded bandwidth speed is 100 Mbps. College possesses thirty five desktop computers and servers that cater to all the academic and Administrative purposes through Local Area Networks (LAN) equipped with internet facility. The internet Is facilitated through LAN.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

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

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: E. Any 4 or less of the above

File Description	Document
Geo-tagged photographs	View Document

5.1.3

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

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

Response: D. Any 2 of the above

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

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:** D. Any 1 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Data as per Data template	View Document

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 0**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 0**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.****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
Data as per Data Template	View Document

5.2.3

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

Response: 4.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	2	1	5

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities**5.3.1**

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

Response:

Proactive role of Students' Council

The Students' Council of our college is a congress of elected representatives from each segment of the Students, based on the norms framed by the affiliated university. The institution has a well constituted student council that meets formally and informally. Student council Is the voice of the student body. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out responsible activities. The members of the Student Council are selected with a democratic approach by giving equal opportunities to B.Ed. and M.Ed. students. It includes 2 members of college representative. The members assists their peers in sharing their thoughts, interests, and all the concerns during the course which in turn develops leadership qualities, organizational behavior, event planning and make them more responsible and proactive in reorganizing and managing both academic and co-circular activities in the College. The Chairperson (Principal) calls for regular meetings with student council to discuss about various academic programs and other activities of the college thus decentralizing

the power of decision making to them following discipline, decorum and protocol. The representatives in the students council voice their problems and suggestions of all students during their meet with the principal to resolve any conflicts.

The function of the student council is based upon Institutional guidelines. Student councils participate, organize and manage various academic and co-curricular activities in the college. Members of the Student Council serve as a bridge between the students and the administration. Not only do they ensure that the grievances of student population reaches the authorities, but also act as the Students' representatives in the process of making important decisions. In addition to organizing events

That contribute to the institution's spirit and community welfare it takes an initiative to arrange various Events of college such as picnics, field trips, organizes national and international days of significance and through these they develop responsibility and leadership. They take initiatives to organize events, exhibitions, seminars , panel discussion and club activities .

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2

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

Response: 11.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	8	8	10

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document

5.4 Alumni Engagement

5.4.1

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

Alumni Association of this college was established in the year 2004. This association is an active. Regular meetings of the association have contributed to the growth and development of this institution. Alumni's opinion as master teachers in our co-operating schools during the internship resulted in a change in planning, developing and practicing a lesson plan and delivering them as a contextual based, open-ended, formatting – a freedom given to the student teachers to Module teaching-learning process more authentically for all of the school's boards. Supportive and amicable alumni network is most valuable to the college contributing towards academics and liaison activities. A wealth of experience and skills shared with in house students via talks in Induction programs, placements etc. Because of the dedication and gratitude, many Alumni promote placements for the Institution,

The management of the college through its decentralized administrative process invites representatives from the association. In the committees namely standing committee and IQAC, the members of the association express their ideas and suggestions freely towards the development of quality curriculum and sound decision making. Through the platform of IQAC, the members review the whole formation of prospective teachers and Suggest quality student-centered programmes, leading to integral formation of students. With their wider experiences in the society, the senior members participate in the discussion and suggest new topics and new courses. Similarly in the governing body meeting, the Members put forward their appreciations along with their comments for improvement. Considering the non-statutory bodies, the members in the college development council offer their Suggestions for the long term and short term plans. Similarly in the process of planning and evaluating the Functioning of the college, resolving the problems through campus grievance cell, assisting in the Community programmes through extension cum student welfare committee and other informal meetings. It plays a very important and key role in counseling and guiding the students of the college for their Successful career placement which is a crucial interface between the stages of completion of the academic program of the students and their entry into the teaching profession. The Alumnae Association also coordinates various activities related to the career counseling of the students.

The alumni contribute a lot to the college.

File Description	Document
Details of office bearers and members of alumni association	View Document

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

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

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

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Documentary evidence for the selected claim	View Document

5.4.3

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

Response: 10

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	2

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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:

The name of the Alumni Association was Alumni Association of College of Education Vita. It was

established in 1990 but the name of it was changed while Registering Alumni in 2021. Alumni members are actively involved in the various aspects of improving quality in the institution. They are informed about the seminars and workshops for professional development. The Alumni supports the institution whenever required specially during the time of visits of various Schools and innovative center. Alumni who are successful are invited for the Independence day celebrations. In their valuable speech emphasized on the need for accountability of teachers not only at the workplace but also the society and nation at large. Teachers need to shoulder a great responsibility in transforming the society. Thus, the dedicated effort to grow and serve the nation under all circumstances was the essence of their speech.

Alumni Association as supportive system to the institution while the association comes out with concrete action plans through Alumni Association, the representatives of association suggest various plans to the college administration to nurture and develop the talents of the students. the following activities are organized and suggested by Alumni.

- Contribution of Alumni in delivered extension lecture on Stress Management
- Pramila Jadhav Work as Resource person for Workshop on “Communication and interview skills”.
- Mrs Anjali Ratnakar student of 2002 year delivered a lecture on “Handling Stress” on dated 12-2-19.
- Mr. Suhas Patil B.Ed Alumni of 2003-2004 batch and Mr. Kshirsagar Suryakant M.Ed Alumni of academic year 2007-2008 helped in organize swachhata compegon.
- Contribution in vaccination camp
- For organizing Vaccination camp in our college- Alumni Mr. Kulkarni D.P, Mr. Khilare Mahesh and Mr. Gadale Ghanaji has taken active participation for Society help.
- Mr. Sutar Sharad alumni academic year 2011-12 contributed as the chief guest in Women’s day program
- Mr.Gadale Dhananjay Alumi of 2006 academic year wored as a resource person of Rangoli workshop.
- TET workshop was organised by College Alumni Mrs Anjali Ratnakar on 15-9-22.
- Mr .Saddam Mulani academic year 2014-15 helped in Stage decoration of cultural program. He also helped B.Ed student teachers for wearing Maharastrian ‘Pheta’
- Alumni Mr. Patil Suhas 2002 and Mr . Navgire Navnath 2005-06 was the chief guest of the cultural program.
- Mr. Todkari College alumni of the academic year 2013-14 and Assistant teacher of Smajbhushan Hanmantrao Salunkhe highschool, Kaledhon helped in Lak vachava Rally which was organized under Internship program.
- Alumni gathering was organised by Alumni Association on 2-11-22
- Health check up and Blood donation camp organized by Alumni Association on 12-6-23

Thus, Alumni create linkage with service and professional organizations in the field of education. Many Alumni teachers from different schools had volunteered their support in providing their valuable time to be Judges for various co-scholastic activities mostly in internship such as. At times the best students with required qualifications are given opportunity to teach in the co-operating institutions, further with good performance they are recruited for faculty positions in this College.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision Excellence towards Teacher Education

- Mission the Institute is committed to producing skilled, Competent Self-reliant research visionary and socially and culturally aware teacher education.
- Various modern teaching methods are also used along with teaching images.
- Teaching activities in Higher education include conference techniques, seminars, Debates, Discussion technique, team discussion, Brain streaming techniques and activity sessions.
- Special guidance is provided for the professional growth of the teacher. Continuous guidance by the principal is given to the teachers on writing articles in current papers and writing articles in Magazines.
- A meeting is organized twice two years with the management for annual planning in which teacher are involved and in which the plan for the year for the development for the college is discussed in details.
- Various activities are being planned for the production of skilled and competent teachers and a kind of coordination is being made between the principal and the teachers.
- Activities are organized to develop research subject vision workshops are organized in colleges information about research in teacher education is imparted to the trainees special experts are invited to guide the workshops.
- Many activities are organized in the college to create social commitment in the trainees. Eye donation camp is organized by the organization every year.
- Many activities are organized by the college to face the global challenges in which save the lake campaign was organized through a grand rally.
- Various committees are organized in the college, each committee carries out its duties faithfully and honestly with the help of colleagues. Every employees' opinion is considered.
- For the quality development on the organization a decision is taken by all the employees in the organization while considering the opinion and experience of everyone while planning a work.
- Appropriate counseling guidance is provided by each institution to the students seeking admission in the colleges
- While proceeding according to annual considering the quality of each teacher's skill and opinion.
- The annual planning and proceedings of the academic session are done as per the guidelines of the university.
- In the weekly planning the planning of theoretical and practical part is done regularly and on time with the help of trainees.

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

6.1.2

Institution practices decentralization and participative management

Response:

Response:

Decentralized Management

Our college has 5 major pillars namely faculty, library, extension, human resources and Alumni; each structure is shouldered by different officials but coordinated by the Principal, who envisages and directs the officials as per the vision and mission of the institution.

Our college faculty section maintain discipline and quality maintenance . IQAC Coordinator and Principal respectively supported them in each activity. The above faculty perform their duties independently as per the requirements of the management and the directions of the Principal.

The heart of any educational institution is the library- knowledge resource centre and it is effectively managed by the librarian. Yet another important element of any institution is the department of extension services; it is borne by the Coordinator who in consultation with the Principal acts diligently in implementing innovative and relevant socially oriented programmes. Staff council secretary functions as the link between the management and the staff members. Experts, alumni, staff and non-teaching staff do their job properly. The role of the alumni association is very prominent in the development of the institution. In the same women, grievance redressal and career guidance and placement have the presence of parents, alumni, teaching and non-teaching staff and students ,parents, alumni, teaching and non-teaching staff and students. Therefore the college very much practices a decentralized and participative management.

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

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

Our College was established in 1990. Various committees were formed to plan, implement and evaluate the academic and non-academic activities in the college. These committees were composed of representatives of management, university, faculty, students, alumni etc.

Financial Transparency

Before preparing the budget, the secretary collects the list of requirements from the staff needed for curricular and co-curricular programmes. Later the finance committee considers and deliberates on the needs of the institution, the purpose and utility of such expenditure. Accordingly the Finance Committee recommends to the Principal to allocate funds for various items namely infrastructure, library books, laboratory equipments, teaching aids, and office needs. The committee also approves the tentative budget allocating funds for

Administrative transparency

Considering the expectations of the stakeholders and the opportunities available, every effort is initiated to make the administration transparent and the stakeholders well informed.

The attendance and discipline of the students is well maintained with the proper communication to the students. The academic performance of the students is conveyed to the parents through parents' meeting and all the communications connected with academics and extension services are displayed in the college notice board and whatsapp. The curricular and co-curricular activities is always open for the stakeholders through the functioning of committees of IQAC, students' welfare, grievance redressal and career guidance and placement. The admission process remains transparent with the inclusion of representations of management, teaching and non-teaching staff. The deserving poor students irrespective of caste and creed avail the scholarship from the management through the objective recommendations of the ward system. In summary, the college provides sufficient opportunities to the stakeholders to know about the day today functioning of the college

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The strategy followed by the college is quite specific and action oriented. In order to achieve the goals, the College of Education has designed specific short term and long term plans. The time-bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations. The officers of the college are governed on the principles of participation and transparencies.

The college maintains an IQAC that functions on the basis information on academic and administrative aspects of the college. The college has good practice of meeting and deciding on issues. The various teacher-incharges are under the obligation of reporting the matter to the head. It is a well-planned and meticulously Observed practice. Particularly, the following activities fall under the preview of the issue in hand:

Syllabus Coverage ,Use of Audio Visual Aids ,Students Attendance Record , Internal Assessment, Laboratory Work ,Use of ICT and Educational Technology , Extension program, Organizing guest lecture. The above aspects are handled by the concerned committees headed by the head of the college. Data Collected are then forwarded to Principal. Prospective plan is developed at the beginning of the academic Session. Development of programmes works on the collective wisdom of the faculty. All the faculty, non teaching staff and according to requirement students and Alumni are taken into decision making

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

6.2.2

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

Response:

Effective strategy of the organization

- Since the organization is also efficient and gives importance to quality, its overall management is implemented as an efficient policy.
- All the employees in the organization strive to make the organization quality.
- In the matter to teacher appointment, the institution selects the professors who are efficient as well as having good quality professional qualifications like verifying all these, no political in preference is allowed.

- In the institution where the principal is of such quality. The professional qualification management skills, personality effectiveness and efficiency of the professors are also selected equally.
- Merit over money merit is more important than money even in faculty recruitment.
- Division of work according to quality. The work is divided according to the quality of the professor the work is divided equally. Hence proper coordination is achieved in the faculty.
- Consideration of the opinion of all employees while implementing an activity, everyone's opinion is considered, experience is considered and then a decision is taken after discussing it. Of course, the policy of adopting the democratic system in every place is the policy of the principal, so the administrative work is effective and efficient but also a quality one.
- While carrying out the activities, merit is give importance without discrimination between junior and senior, the organization honors the person who has merit by giving due respect.
- The principal tries to give proper justice to every human element and coordinate it properly.
- Every employee is paid according to his professional qualification or quality of his work.
- There is no political interference in any work of the institute no political pressure and no political work is imposed on the professors and other employees so no pressure do their work regularly and responsibly.
- Since the policy of the organization is democratic, the administration and management are efficient and quality. So it is seen that the organization is gaining reputation.

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

6.2.3

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

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

Response: D. Any 2 of the above

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document

6.2.4

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

Response:

Response:

Institute has a structure that embodies various committees, bodies and cells. Their composition is in the College Almanac for transparency. The curriculum development and its subsequent revisions is process oriented delineating the philosophy, goals, objectives, student competencies, learning experiences, instructional strategies, resources and assessment as envisaged in the institution's strategic plan. The curriculum development process is a multi-step, ongoing cyclical process which is carried out in a planned and systematic manner.

The operations are carried out through regular meetings. The meetings are minuted in detail in the specific minutes book. Subsequent to the meetings, the minutes are signed by all the attending members and the resolutions/ decisions so passed are extrapolated into a plan of action in synchrony with the strategic plan.

Contributions are solicited from concerned lecturers and collated. Thereafter, the academic staff collectively go through the suggested revision and finalize a draft of the revised curriculum to be put forward to the statutory boards. It is first reviewed by the Board of Studies and revised accordingly to accommodate all suggestions. In preparation for this meeting, each faculty member is assigned subjects depending on area of expertise and required to prepare for orientation of the respective papers and respond to queries if any. The session is documented in the minutes of the meeting which then becomes the revision framework. Thereafter, the revised draft curriculum is put forward to other statutory boards for their suggestions and approval. The approved curriculum is then circulated to the principal, staff, examination cell, IQAC cell.

To accommodate unforeseen and emergency circumstances, contextual situations in compliance with nation, state or external regulatory bodies instruments, the institution's autonomous status permit deviations that commensurate with the College's vision, mission and strategic plan for the current academic year. The concerned lecturers are required to record/ make a note of the deviations and submit it to the principal for retroactive ratification by the statutory bodies.

A summary of the tracking the changes made to the revised curriculum is maintained as reference.

During teaching learning sessions, lecturers make extensive notes of changes that are obvious as a result of classroom transactions driven by student experiences that add value to the existing curriculum bringing it more in line with the present needs. All these notes are considered and the necessary changes are introduced into the curriculum, based on its benefits to the teaching learning process.

The latest curriculum being implemented has incorporated recommendation made by the NEP 2020.

Digital literacy is being promoted to realize the credit bank system as proposed by NEP 2020. The scope of post-graduate dissertation has expanded to include emerging environments conducive to teacher profession such as employability, professional conduct, teaching competencies and teaching standards.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Welfare measures and effective implementation for the teaching and non-teaching staff:

- Management is constantly working for the professional development of teachers and non-teaching staff, continuous
- Encouragement, guidance management is thinking of the interests and encouragement is necessary for the employees to be active in facing the challenges progress in their profession is giving. The organization considers each and every one of its constituents so the inter- relationship between teachers and non-teaching.
- The organization continuously strives to improve the quality of its employers or organization and also plans various activities for it.
- The organization continuously strives and guides the teachers to enhance their professional guides the teachers to enhance their professional qualifications guides and encourages them to obtain higher digress like Ph.D., set, net, encourages, them to take up oration courses, for example, oration referrals, etc.
- Seminars workshops workshops are organized in the college and the institute supports to participate in the same and continuously encourage participate in any other colleges. • Teachers are constantly encouraged to use their knowledge for other work including writing research essays publishing articles, magazines and weekly.
- Perna principal is constantly giving advice and guidance to publish the book in the name of the teacher. • The principal conveys the information about the workshops or activities. Activities planned in other college to the teachers so that they continuously try to implementing such innovative activities in their colleges. • Lectures are organized for the teachers and non- teaching staff to avoid stress in their work and how to stay content In that work for example the lecture given by Ratnakar madam on stress management.
- Also yoga camp week is organized every year to maintain good health of employees yoga camp is planned by Lohar sir.
- Health check up camps for employees is organized.
- The non – teaching staff are encouraged to undergo training. Scholarship training, change information, computer software management training. Trips are planned every year by the organization to keep the teaching and non- teaching staff happy and re- energized

6.3.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description**Document**

Data as per Data Template

[View Document](#)

6.3.3

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

Response: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	1	0	0

File Description**Document**

Data as per Data Template

[View Document](#)

Brochures / Reports along with Photographs with date and caption

[View Document](#)

6.3.4

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

any other similar programmes**Response:** 27.03**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**

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	2	1	0

File Description**Document**

Data as per Data Template

[View Document](#)

Copy of Course completion certificates

[View Document](#)**6.3.5****The institution has a performance appraisal system for teaching and non-teaching staff****Response:**

Response:

M.E.S College of Education has mechanisms in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff. The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff.

The college has suggestion box for volunteering suggestions on the performance of the faculty from any stakeholder. Students' feedback is a regular practice and they are free to communicate to the principal and the management. Students are given opportunity to express their views about different academic and co- curricular programmes organized by the college, during the academic session Comprehensive evaluation by students and peers are o incorporated in the assessment. The college procures written feedback from the students at the end of the academic year. The feedback form has columns dealing with the performance of the faculty and other staff.

The relevant committees, Teacher-in-charges, event managers and the principal present their over all assessment. All the suggestions and feedback are analyzed and a report is prepared and placed before the event head, who decides on the action to be taken by the executives.

The analysis report is implemented for the betterment of the faculty and other staff, and with that the total working of the college. Concerned decision-making bodies and committees and functionaries workout the mode of operation and provide necessary resources and issue directives for its

implementation. If need be services of some expert are also requisitioned for seeking necessary guidance.

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Response

College of education has set up a system for directing external audits for ensuring proper accounting for receipts and payments of the student fees is looked after by the management. All vouchers are examined by an external financial auditor on yearly basis. The expenses incurred under various heads are completely checked by confirming the bills and vouchers. In the event that any discrepancy is discovered, the same is brought to the notice of the principal. A similar cycle is being followed throughout the previous five years. The mechanisms to monitor the effective and efficient use of financial resources are as follows: The college budget includes recurring expenses such as salaries, electricity, internet charges, maintenance costs, stationery, other consumable fees and non-recurring expenses such as lab purchases, furniture and other development expenses. The expenditure will be monitored by principal & secretary of modern education society as per the allocated budget.

6.4.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

6.4.3

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

Response:

Tuition fees, other Fees, donations as well as donations from former students are used for school development and quality enhancement. Funds collected in the college is utilized in the following manner

Library Books - Various books are made available to the trainees in the library. Book bank is organized. Books required for competitive examinations are made available in the library. Newspapers, magazines, weeklies related to education are made available. Newspapers magazines, educational, journals, CDs are provided as well as other types of books, textbooks etc.

Building Development - This fund is used for building development, library repair, laboratory repair, etc.

Teaching learning material - Teaching material required for teaching is provided from this fund including projector, computer lab. Facilities are provided. Materials required for teaching and study are provided. Educational materials are planned to be brought into the college for teaching to the trainees.

Gardening - A garden has been created in the college premises and potted plants from former students have been planted in the garden and a person is appointed to maintain and clean this garden. Even on holidays, the arrangement of the garden is taken care of.

Washrooms - In the college, separate washrooms for boys, girls and stock have been provided by the college and a special person has been appointed to keep it clean.

Cleanliness of premises - Various persons are appointed to clean the college premises and the school premises are kept clean daily to create a pleasant atmosphere in the college premises.

Facilities - Fan facilities Electricity facilities are provided in various departments of the college.

Wi-Fi. - The college is well provided for computers and Wi-Fi is also provided for the trainees

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:

Internal Quality Assurance System

To prepare effective teachers, excellent facilities made available by the college. SET, PET - guidance workshops are conducted and teachers are encouraged to undergo orientation courses. Workshops, Seminars on Enlightenment are organized to improve teaching. Use of ICT in teaching for effective teaching.

- For the progress of the college, it is considered that what should be necessary for the progress of the trainees is discussed.
- Various educational administrative programs are organized by taking all the teachers into confidence, seminars, seminars, workshops are organized to improve the quality, in which the teachers participate and its documentation is planned.
- Alumni fairs are organized and feedbacks are taken from the alumni for the quality of the institution and such improvements are made and the feedbacks are analyzed so that it helps to understand the information properly. Information is provided Digital boards are put up in important villages of the taluka Also the idea of ??admission is given by calling my students Advertised through WhatsApp, Facebook.
- Modern tools are used in teaching to make study teaching effective. For example, projector computer labs are used for teaching and learning
- Changes are made in the study and teaching method by various committees with the view of development, changes in teaching are made by taking the feedback of the students and the feedback of the teachers is also taken in the college.
- Feedback is also taken from alumni, alumni gatherings are organized, funds are made available from them to provide the necessary facilities in the college and improvements are made in the college.
- Environmental activities are organized in the college for example vermicomposting is being done to dispose and utilize the waste in the college premises.

To prepare effective teachers, excellent facilities made available by the college. SET, PET - guidance workshops are conducted and teachers are encouraged to undergo orientation courses. Workshops, Seminars on Enlightenment are organized to improve teaching. Use of ICT in teaching for effective teaching.

- For the progress of the college, it is considered that what should be necessary for the progress of the trainees is discussed.
- Various educational administrative programs are organized by taking all the teachers into confidence, seminars, seminars, workshops are organized to improve the quality, in which the teachers participate and its documentation is planned.
- Alumni fairs are organized and feedbacks are taken from the alumni for the quality of the institution and such improvements are made and the feedbacks are analyzed so that it helps to understand the information properly. Information is provided Digital boards are put up in important villages of the taluka Also the idea of ??admission is given by calling my students Advertised through WhatsApp, Facebook.
- Feedback is also taken from alumni, alumni gatherings are organized, funds are made available from them to provide the necessary facilities in the college and improvements are made in the college.
- Environmental activities are organized in the college for example vermicomposting is being done to dispose and utilize the waste in the college premises.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document

6.5.2

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

Response:

College of Education is sensitive to the quality of education as well as to changing educational, social and market demands.

The college has IQAC and Programme coordinator which assess the performance of the programmes approved by it. The quality is reflected in the implementation of the academic programmes and quantum of target achieved.

The college takes utmost care in planning and implementation of the academic programmes. To sustain the quality of its academic programmes, the stakeholders' feedback and the previous years' results are the benchmark for further improvement.

The college makes all out efforts to

- Ensures adherence to academic calendar with the help of schedule for all activities Supervises content delivery by faculty, through Principal
- Ensures high performance of students in internal examination academic
- Monitors attendance of students and also keeps the students informed on quarterly basis.
- Remedial classes are organized as per the requirement and feedback of the students.
- To make the library student friendly the institution has taken the measures to digitalize the library 5his current year. Internet facility is also provided to the students in the library
- Evaluating teaching-learning methodology periodically through student feedback. • The college does not have any control over the syllabi and these are implemented as per the direction of the Shivaji University, Kolhapur.

6.5.3

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: C. Any 2 of the above

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

6.5.5

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

Response:

TET / CTET workshop

Modern Education Society’s ,College of Education always finds its place in moulding the young generation to fit into the need of the society. In other words, the college makes the prospective teachers ready for the job by fine tuning the curriculum and other programmes. One example will be to get the prospective teachers ready to appear for Teacher Eligibility Test. As per the government norms TET exams are the minimum qualification required to get appointments in schools to work as a teacher. Through this workshop they are train to get through in the exam structure, pattern, Syllabus and some important tricks to qualify TET/C-TET exam. Experts are invited to give guidance properly. All the doubts are cleared. This helped the students to get through the TET exams.

English language fluency and enhancement workshop.

Strengthening English Language Proficiency LSRW in English is the basic skills for any teaching professional. Being aware of the above, we began with English communication improve ment and language enhancement workshop with EFL Cambridge certified trainer. concentrates on phonetics and pronunciation. Assessing the success in this workshop and observing the need for spoken English, This enabled our Students to have a quick grasp of the basic grammar, sentence pattern and spoken language. This was followed by a two day workshop on English Language to develop confidence in speaking English and aromatically fear , hesitation towards speaking in English is minimized.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Response:

Modern Education Society's College of Education is committed, in the context of Environmental threats, to a policy of energy efficiency, energy conservation, optimum use of alternate energy and minimizing environmental pollution. Our goal is to create an environmentally Clean and healthy campus .

Institution Energy Policy

Ways of Energy Conservation

- Students and Staff (Teaching and Non-teaching) are directed to use the electricity as and when required.
- The stakeholders of the institution are instructed to switch off the Lights, fans, and LCD when the classes are completed or they leave for laboratory works or they leave for intervals or lunch.
- Students and faculty are asked to remind one another about the use of electricity sparingly.
- Staffs and students are instructed to use maximum the broad
- Daylight by keeping the windows and doors open.

7.1.2

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

Response:

Wastage management –

From KG to PG, about three and a half thousand students' study in Modern Education Society. Also, various workshops, meetings, seminars are conducted in this institution. So many people come and go. Hence, all these factors all these solid wastes need to be generate a large amount of waste managed. Otherwise, the possibility of increasing pollution was felt. Because if it is thrown in the open, it gives bad smell, insects are born and it harms health. If waste is burnt, it causes air pollution. And the health of the environment is threatened. That is, if the solid waste is not properly disposed of, problems such as

disease, pollution, aesthetic damage and environmental damage arise. So solid waste management is important. First: Educate every class about waste management. Guided about the side effects and remedial plan due to waste. To put it in the dustbin, care was taken that it does not spill out, instructions were given to separate wet waste and dry waste in each section. And provided two bins to separate that waste. Students used to throw their garbage elsewhere. But very carefully observed whether the students put the garbage in the bin. As the college has a vermicomposting project, the wet waste is used for vermicomposting and the dry waste is properly managed and dumped in the bell vanthat comes daily.

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

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

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

Response: C. Any 2 of the above

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

7.1.5

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

Response:

Response: Cleanliness: The institution is supported with an efficient contingency staff meticulously working towards keeping the campus clean. Saturdays are allotted for cleanliness drives in classrooms, labs, corridors, grills, windows mopped thoroughly. The board room, A.V. room, committee room principal's office, prayer room are vacuumed cleaned.

The Language and Computer Laboratory is prepped as dust free zones to protect the equipment. Facility for clean drinking water is provided through a reverse osmosis plant set up maintained through AMC. Regular cleaning of overhead tank is taken up.

Sanitation: Institution ensures 24/7 water supply to all the washrooms. The washrooms are cleaned and disinfected regularly. All required toiletries are made available and replenished from time to time. Separate bins for disposable materials are available for the convenience of the students. These are emptied every day.

Adequate number of washrooms, restrooms are provided for students. Principal takes care of the maintenance of the sewage facility of the institution. Currently, the institution is in compliance with WHO COVID appropriate SOPs and following the ICMR guidelines.

Green cover and pollution free environment A campus located right in the center of the city is prone to various pollutions mainly air and noise pollution. To address to these issues, a green greenery is grown in the campus with a number of species of plants. Regular pruning and trimming is done and is under keen observation by the Principal. Inside campus, a garden is maintained with variety of plants and flowering creepers adding to the serene atmosphere. Many of the plants are of medicinal value. These species of plant sand trees enable the student teachers of better understanding of important botanical concepts and innovative teaching approaches.

The library, which is the hub of knowledge acquisition and learning is kept clean and dust-free. The book racks are dusted regularly

7.1.6

Institution is committed to encourage green practices that include:

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

Response: C. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Any additional information	View Document

7.1.7

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

Response: 0.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.0668	0.0681	0.0668	00

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

7.1.8

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

Response:

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

Response: Waste Management Policy: As a Teacher Education Institution, from the day one, the Prospective Teachers are instructed to pay attention to wastes and not to leave any waste papers and wrappers anywhere in the college premises but drop it in the dust bins. Therefore the Policy is “Less waste, more cleanliness and more cleanliness, better health”.

Implementation Procedure of Waste Management : Constant reminders to the prospective teachers to throw the papers and wrappers in the dust bins. Frequent instructions to them in class hours on how to reduce the use of papers by writing the lessons in the class note books without wasting pages. Periodical instructions to the students to separate the paper wastes and plastic wastes; instructed not to waste any food articles and never dump them anywhere in the campus. The prospective teachers are instructed at regular intervals about the use of water sparingly, to close the drinking water taps tightly to reduce wastage of water. The women prospective teachers are asked to place the sanitary waste into the incinerator. The prospective teachers are involved in campus cleaning once in a semester under Swachha Bharat scheme. They are reminded of the words “Cleanliness is next to Godliness”. Besides the prospective teachers, parents are reminded during the Parents – Teachers meeting about the waste management at their homes. Regular instruction to the sweepers in the college to separate degradable waste and non-degradable waste and to put them into bigger pits. The following are the ways of waste management of solids, liquids and e-waste Solid Waste Management Solid wastes are collected from the dust bins, placed in all the classrooms, staff rooms, rest rooms and around the campus and they are separated finally as degradable and non-degradable and processed. The housekeeping staff cleans the class rooms and campus premises daily. The organic wastes like leaves, branches of trees, seeds, flowers etc., are collected and dumped in one pit. Water is sprinkled over them which in turn get decomposed and used as manure for the plants in the campus. Usage of plastics is discouraged in the college campus. The internal correspondences and communication to parents and students are taken care of. Liquid Waste Management Waste water from the toilets is collected through drainage pipelines and drained out to the municipal drainage system thereby avoiding stagnation of water inside the campus. The septic tank is cleaned at the end of each semester.

E-waste management E-waste is created when an electronic product is discarded after the end of its useful life. E-waste mainly includes obsolete electronic devices, such as computer systems, monitors, compact discs (CDs), printers, scanners, copiers, battery cells etc. E-waste is disposed

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

7.1.9

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

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

Response: C. Any 2 of the above

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

7.2 Best Practices**7.2.1**

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

Response:

1) Health awareness program

objective of the practice

- 1) To make students, professors and non-teaching staff etc. aware of health.
- 2) To make aware of the ill effects of health carelessness.

- 3) To emphasize the importance of proper diet and exercise.
- 4) Direct delivery of Pranayama Yoga Meditation etc.
- 5) Enlightenment on how to live a stress free life.
- 6) Providing information on first aid to prevent addiction.
- 7) To encourage adoption of good health habits.

Evidence of success

After the five-day camp, the teacher-students felt a kind of energy and vitality and 80 percent of the students included in the workshop started exercising daily. As the triggers were avoided, symptoms of distress appeared as prescribed by the doctor. He went to the hospital and got checked. So many foods were introduced from it and those foods started coming in the daily box. A quiet atmosphere was created by reducing unnecessary chatter during free time. Paripatha's dizziness decreased. Hearing the benefits of diet, exercise, pranayama, walking, etc. from each other's experiences inspired others to live like that. Overall the atmosphere in the college was happy.

2) Plastic Free Campus

Objective of the Practical

1. To make people aware of the side effects of plastic use.
2. To introduce alternative products to plastic products.
3. To make aware of the rules and regulations of ban on plastic use.
4. Creating awareness by students about using products that do not harm the nature.
5. Understood through silent play, street play, ferry, etc. Encouraging to avoid the use of plastic.
6. Encouraging all stakeholders to create a plastic free environment

Evidence of Success

Today, the educational complex of Modern Education Society is completely plastic free. The provision of clean and pure water by the organization does not insist on filling the palanquins with drinking water. Students feel this constraint in the beginning but now it has become a habit. Therefore, students are discouraged from using plastic both in school and at school and avoid buying plastic items while shopping. Parents are also urged not to buy plastic. In the parent meeting, many parents insist that they prepare the bouquets themselves while planning the event, so they get the pleasure of self-production and avoid the use of plastic. And that's why the students of this institution get success in science exhibition cultural programs etc. in all the talukas or in the district. Because every action is done in the same way as nature and complement

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

INSTITUTIONAL DISTINCTIVENESS-Social Service is our motto

Today, Professionalism has become more important than quality in the field of education. The field of education should actually be looked at from a service perspective. But organizations with such an attitude are very rare. One of them is Modern Education Society. This organization was established in 1978 with an English medium school. Vita town falls in Khanapur taluka of Sangli District. The institution was established with the aim of providing English education to the children of the golr refiners who are spread all over India. Today, the institution has expanded from Marathi medium, English medium childhood to 10th school, junior college D.Ed., B.Ed., M.Ed. This growth is not only in numerical and qualitative development but also in the institution. Also, every department is working in the overall development of the students

Many department of the organization are working on unaided basis. Still the organization is carrying out many good activities for the society. Everyone strives for their own progress, but this organization is at the forefront in helping others along with themselves. Because the institution has never thought of financial progress only and therefore, despite being a very quality educational institution in Vita Nagar, it does the sacred work of imparting knowledge to the students at the lowest i.e. nominal fee.

Free guidance for SET-NET TET and other competitive exams is provided by the institute. The well-equipped library in the institute and the educational facilities in the college are made available to all the teachers and other persons concerned with education in Khanapur and Kadegaon talukas.

The institution is a leader in social work as well as educational work. That is why the organization organizes Eye Donation Camp, Blood Donation Camp etc. every year.

Also, a full body check-up camp has been organized this year. The needy and poor people of Kadegaon, Khanapur and Tasgaon, Atpadi etc. areas benefited in this camp. Also, in case of an accident of the students, their families are helped by the institute. The organization has cooperation and participation in every activity of the government. E.g. Under Swachhta Abhiyan, all the schools of Vita Municipality, temple and public places of the temple in the area viz. ST stands, rural hospitals, etc. are cleaned. Also, the Revanasiddh temple, which is five kilometres away from Vita, is cleaned every year by the college. Although the organization has no political influence or means of getting money, the organization has preserved and promoted quality and service. If we compare other institutions and this institution, the

attitude of Je Je Je Uttam Udatta Unnat is noticed. The organization is doing this sacred work of enlightenment with utmost sincerity. The secretary of the organization and the principal of the College of Education Dr. Gualvani madam provides free guidance on women empowerment, value culture, personality development, quality education, etc. in schools, colleges, gram sabhas, etc. Also, many workshops on social organization issues are organized in the school. The quality of service that this organization cultivates in this way to all is very impressive.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document

5. CONCLUSION

Additional Information :

The institution was established in 1978 with an English Medium School, which was the first English medium school in Khanapur Taluka. The institution started the College of Education in 1990 in Vita, which was the third teacher education institution in Sangli district. It had an initial intake of 80 till 2003-2004 then it had 100 intake till 2014-15 and after that 1 year B.Ed. programme turned into 2 year B.Ed. from 2015-16 with an intake of 50 per year. While the M.Ed. programme was started in 2007. It was the First master's degree teacher education program, after the Department of Education, Shivaji University. Our college has been recognized as the best college of education. We have permanent affiliation of Shivaji University. Our College is always ready to provide sufficient facilities for women students, various Seminar Workshops are organized for over all development of students and the best study material is also provided for quality improvement.

It is indeed a thing of pride for us that our college secured A+ grade in the Academic Audit of Shivaji University, Kolhapur.

Concluding Remarks :

The society has a lot of respect for teachers as they are the trainers of future citizens. The growth and development of a country depends on the values, attitudes and knowledge of its citizens. All these three dimensions are very much nurtured only in the classrooms and there begins the role of teachers. Which means, the pre-service preparation of prospective teachers assumes greater significance, if we want to have greater dividend in the process of making a strong nation. Therefore the teacher education has to be paid a paramount attention so that ultimately the teachers remain potential enough to build a dynamic younger generation. College of Education following the above vision has been serving the society for the past 32 years offering quality teacher education and producing social engineers in Education. The campus keeps itself open for any innovative, initiative, creative pedagogy, ICT oriented training, value added education and socially oriented extension programmes. So far the institution has produced more than three thousand prospective teachers. In spite of few challenges and weakness still college lays stress on the overall development and provide quality education. Staff members continuously work hard. The barriers and hurdles come on the way because ours is an unaided college are being gradually solved. The college strives to maintain and sustain standard of teaching-learning and innovation which continue to guide curricular and co-curricular thrust of college. The college faculty and students have responsibly engaged with people and community. Marching ahead for national development. In a fast changing environment the college is well poised to take on future challenges of higher education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none"> 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: D. Any 2 of the above Remark : Input edited as per the supporting documents HEI has not provide relevent documents to all selected response</p>
1.1.3	<p>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per the supporting documents</p>
2.2.2	<p>Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through</p> <ol style="list-style-type: none"> 1. Mentoring / Academic Counselling

	<ol style="list-style-type: none"> 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above Remark : Input edited as per the supporting documents</p>
2.3.3	<p>Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..</p> <p>2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year</p> <p>Answer before DVV Verification : 55 Answer after DVV Verification: 00</p> <p>Remark : Input edited as per the supporting documents</p>
2.3.4	<p>ICT support is used by students in various learning situations such as</p> <ol style="list-style-type: none"> 1. Understanding theory courses 2. Practice teaching 3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per the supporting documents</p>
2.3.6	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations

4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

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

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

Remark : Input edited as per the supporting documents

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: C. Any 4 or 5 of the above

Remark : Input edited as per the 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**
7. **Addressing inclusiveness**
8. **Assessing student learning**

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

	<p>Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: D. Any 2 of the above Remark : Input edited as per the supporting documents</p>
<p>2.4.6</p>	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school 2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : Input edited as per the supporting documents</p>
<p>2.4.7</p>	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per the supporting documents</p>
<p>3.1.3</p>	<p>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</p> <ol style="list-style-type: none"> 1. Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research <p>Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: E. None of the above Remark : Input edited as per the supporting documents.</p>
<p>3.1.4</p>	<p>Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include</p>

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: D. Any 1 of the above

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2634907	2188371	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	26.34	21.88	0

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:

2022-23	2021-22	2020-21	2019-20	2018-19
7.20851	8.31731	5.19101	7.899156	7.79282

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.89	2.89	2.42	3.29	4.67

Remark : Input edited as per the given extract documents by considering expenses on maintenance.

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

1. **Career and Personal Counseling**

	<ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. Any 4 or 5 of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : Input edited as per the supporting documents</p>
<p>5.1.2</p>	<p>Available student support facilities in the institution are:</p> <ol style="list-style-type: none"> 1. Vehicle Parking 2. Common rooms separately for boys and girls 3. Recreational facility 4. First aid and medical aid 5. Transport 6. Book bank 7. Safe drinking water 8. Hostel 9. Canteen 10. Toilets for girls <p>Answer before DVV Verification : C. Any 6 of the above Answer After DVV Verification: E. Any 4 or less of the above Remark : Input edited as per the supporting documents</p>
<p>5.1.3</p>	<p>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</p> <ol style="list-style-type: none"> 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies 2. Details of members of grievance redressal committees are available on the institutional website 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students 4. Provision for students to submit grievances online/offline 5. Grievance redressal committee meets on a regular basis 6. Students' grievances are addressed within 7 days of receiving the complaint <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 2 of the above Remark : Input edited as per the supporting documents</p>
<p>5.2.1</p>	<p>Percentage of placement of students as teachers/teacher educators</p>

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	20	12	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : HEI hasnot provided any supporting documents, so input was edited.

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 : C. Any 3 or 4 of the above

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

Remark : Input edited as per the supporting documents

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:

2022-23	2021-22	2020-21	2019-20	2018-19
10	7	4	3	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : HEI not provided any relevent supporting documents related this metrics so input was editd.

6.5.4 Institution engages in several quality initiatives such as

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

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

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

Remark : Input edited as per the supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.0108	6.63	0.0681	0.0668	0.00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.0668	0.0681	0.0668	00

Remark : Input edited as per the supporting documents.

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

Remark : Input eiteda as per the supporting documents

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>65</td> <td>58</td> <td>55</td> <td>58</td> <td>56</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>112</td> <td>114</td> <td>113</td> <td>114</td> <td>102</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	65	58	55	58	56	2022-23	2021-22	2020-21	2019-20	2018-19	112	114	113	114	102
2022-23	2021-22	2020-21	2019-20	2018-19																	
65	58	55	58	56																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
112	114	113	114	102																	
1.2	<p>Number of seats sanctioned year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>110</td> <td>110</td> <td>110</td> <td>100</td> <td>100</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	110	110	110	100	100	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	100	100	100
2022-23	2021-22	2020-21	2019-20	2018-19																	
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2022-23	2021-22	2020-21	2019-20	2018-19																	
100	100	100	100	100																	
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>29</td> <td>20</td> <td>39</td> <td>34</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>29</td> <td>20</td> <td>39</td> <td>34</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	30	29	20	39	34	2022-23	2021-22	2020-21	2019-20	2018-19	30	29	20	39	34
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2.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>273000</td> <td>407834</td> <td>211785</td> <td>1008847</td> <td>8995612</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11.54679</td> <td>14.18117</td> <td>32.37061</td> <td>30.92094</td> <td>4.72521</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	273000	407834	211785	1008847	8995612	2022-23	2021-22	2020-21	2019-20	2018-19	11.54679	14.18117	32.37061	30.92094	4.72521
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