



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**SANSTHAMATA SUSHILADEVI SALUNKHE MAHILA
SHIKSHANSHASTRA MAHAVIDYALAYA, TASGAON.**

SANSTHAMATA SUSHILADEVI SALUNKHE MAHILA SHIKSHANSHASTRA
MAHAVIDYALAYA, TASGAON DIST- SANGLI JOSHI GALLI, NEAR GANPATI
TEMPLE, TASGAON

416312

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra Mahavidyalaya, Tasgaon located in Tasgaon, Dist-Sangli was established in the year 1984. Shri Swami Vivekanand Shikshansansta, Kolhapur established in 1954 has always been foresighted and a strong believer of quality education for all. In two states 406 educational institutions established in the last seven decades from K.G. to P.G. with its sprawling educational complexes at various locales

Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra Mahavidyalaya, Tasgaon is permanently affiliated to the Shivaji University, Kolhapur. It is a government aided institution and is recognized by the National Council for Teacher Education (NCTE).

SSSMSM, Tasgaon envisions empowering student teachers to face the challenges of the 21st Century with value-based transactions and meaningful collaborations. It aims to pursue in its mission of promoting academic excellence & creating humane, self-reliant teachers to meet the local and global challenges.

In August 1984 permission was granted to start the Mahila Shikshanshatra Mahavidyalaya affiliated to Shivaji University at Tasgaon. After the demise of smt. Sushiladevi Salunkhe on 22nd October 2013 her name was given to this college. Founder of the institution Shikshan Maharshi Dr. Bapuji Salunkhe has made available Educational training college for the girls of Tasgaon area to catch phrase “Dnyan, Vidnyan ani Susanskar ya sathi shikshan Prasar.” To improve teaching confidence in teacher various lessons like, Micro teaching, bridge lesson, demonstration lesson, design lesson, Practice lesson, computer assist lesson, activity based lesson, models of teaching, constructivism annual lesson, etc. has taken placed at different schools. Guidance, observations, reimbursement and Evaluation has been done of all this lessons. Due to this practice, various capabilities develop in trainees it seems that such practices make them perfect. The mission of the college is to make available concrete and capable Teachers for society .

Special feature of the college is that practice lesson has been taken in different environment. Practice lesson has been taken in rural and urban area. Due to this students teachers becomes aware about both environmental students their habits, attitude, living methods etc.

School internship has taken in to stage first stage 4 weeks and second stage 8 weeks. This provides students all types' experiences, Society building, educational survey, teacher parents association, sports, extra co curricular activates family survey, cultural survey, action research, intellectual competition, laboratory visit, and environmental tour etc. college always tries to achieve the objective to create teachers having good qualities like a good speaker, designer, and good user of educational technology.

Vision

Vision- "To prepare ideal and committed teachers for the welfare of the society."

Mission

Mission -"To provide competent and true teachers to the society for quality education."

The objectives of Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra Mahavidyalay, Tasgaon are

- 1) To develop excellence in teacher education through innovative practice with deeper emphasis on pedagogical skills and optimum use of available resources.
- 2) To provide skillful, Learned and dedicated teachers committed to the cause of education and national development.
- 3) To serve the society by inculcating values such as dignity of labour, equality of gender, protection of environment, responsible use of mass media, respect for tradition and culture heritage.
- 4) To prepare the teachers with the scientific attitude and logical thin king.
- 5) To inculcate in Student-teachers the basic beliefs about life, truth honesty, character, love, social service, sacrifice and to curb social exploitation through quality education.
- 6.To educate the student teachers as an effective communicator , a designer and user of learning resources, a learning facilitator and an active participant in community life .
- 7.To mould the teachers personality through all round development that is physical mental, spiritual and social.
- 8.To develop in student teachers the skills and competencies necessary to play the multifaceted role of the teacher in the new millennium.
9. To use technology for effective teaching learning process.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Fostering quality education for 39 years.
Celebration of Shri Swami Vivekanand Jayanti Saptah from 12th January to 19th January
Conducting Gandhi Vichar Sanskar Pariksha
Yoga Basic curriculum and Basic Tailoring programme courses of Shivaji University, Kolhapur
Geography Cartography
Swacch Bharat Sarvekshan programme in collaboration with Tasgaon Nagarparishad, Tasgaon
YCMOU study centre for M.A.Edu. and D.S.M.
Handwriting workshops
Campus interview
Registered Alumni Association
SSSMSMT Accredited with 'B' grade by NAAC in 2013 CGPA 2.44.
Courses offered B.Ed (2 Years)
Qualified and competent faculty, all are PH.D holders

Team work, collegiality and family environment is maintained.
Located in Tasgaon and easily approachable by roadways and railways.
Effective feedback and monitoring system
Good rapport and strong relationship with Practice teaching schools.
Student centered teaching learning process
Alumni interaction and support
Functional MOU with other educational institutions
Scholarships to Students
Campus enabled with WiFi connectivity
Continuous Internal Evaluation
100 % academic results with Merit holder
Library Facilities and technologically equipped classrooms.
Training for Competitive Exams - TET/ C-TET
Internship / Action Projects carried out by Students
Active Student Council
Online filling for admission process.
B.Ed CET -guidance
Green Audit Campus
Career Guidance & Counselling
Nurturing personality development through activities
Well spaced infrastructural facilities.
Library activities to inculcate reading habits
Celebration of student teachers' and teacher educators' birthdays.
Yoga and health related activities
Maher magazine publication
Snehkunj Newsletter publication twice in a year
Outreach activities
School Adoption scheme
Ideal Mother Award

Institutional Weakness

No fulfillment of staff (teaching and Non teaching)
Time constrain for organizing several activities
Limited space so area of playground is less.
Delayed admission by Govt.of Maharashtra so difficult to manage semesters.
Institution is not under 2F and 12B

Institutional Opportunity

Fully solar powered campus
Faculty exchange and student exchange programme
MOU with international organisations
Establishing research centre
Language Laboratory
Research Centre

Institutional Challenge

•	Increasing cost of various resources to be obtained and sustained
•	Delay in B.Ed Semester end exams affecting students placements
•	Less staff affects quality of work
•	Girls after marriage don't participate in alumni association work

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra Mahavidyalaya, Tasgaon is permanently affiliated to the Shivaji University Kolhapur and follows the syllabus prescribed by the Shivaji University Kolhapur. The institution believes in adopting a proactive approach in transacting the curriculum and is focused on providing curricular experiences that are updated, in alignment with its vision and mission and the needs of its stakeholders and the local community and relevant to the local, national and global context.

The University provides the overall Academic Calendar for the academic year. The curriculum planning is done based on the deliberations of the IQAC and the CDC, the strategic plan, Institutional academic calendar is prepared that provides the roadmap for the institutional activities both academic and non-academic. Year plan and the course activities based on Programme Learning Outcomes and Course Learning Outcomes that incorporate varied activities, new learning approaches, technology and optimal learning experiences to the student teachers are prepared. Curriculum is transacted to develop teaching skills and competencies of prospective teachers to perform their role effectively.

The institution offers the Two year B.Ed programme. The institution focuses a lot on providing numerous opportunities for student teachers to develop their skills and capacities through curriculum enrichment and to derive professionally relevant understandings and consolidate these into student's professional acumen through a wide range of curricular experiences such as sessions by Alumni, Action Research, Presentation in Seminar, Skill Enhancement, Visits, Field Trips, Community outreach, Content Enrichment Programme, Expert talk sessions, Training programmes. Alumni and experts from different school boards are invited for interactive sessions with the student teachers to provide them with knowledge of diversities in school systems.

The institution has a well-structured feedback mechanism in place, feedback is taken on a regular basis from the various stakeholders, analysed and corrective measures undertaken to bring about overall quality improvement in the institutional transactions.

Teaching-learning and Evaluation

Student enrolment is as per the rules and regulations of NCTE, Shivaji University, Maharashtra CET Cell, Admission Regulating Authority(ARA). The institution has relevant assessment processes for honoring student diversity, to identify different learning needs of students and their level of readiness and provide academic support through teacher in charge, remedial lectures, simplified notes, interactive session with alumni. The entry level performance of student teachers is assessed through various levels such as interview, collecting student profile, life map preparation, self introduction, talent hunt programme etc.

Fosters a student centric learning environment in its teaching learning process evolving from the conventional lecture method to experiential learning experiences through innovative and creative learning practices through Experiential Learning, Participative learning, Problem Solving methodologies, Brain storming, Focused group discussion, Online mode. Student teachers are well versed with digital modes of learning, online tools and resources. Strong mentoring process, mentor and mentee groups are formed.

Competency and skill development programmes through a robust internship programme, simulated lessons, value added courses, technology integrated learning experiences, effectively utilising digital tools and resources, expert talk sessions, workshops, personality grooming session, enhancing communication skills, organising and anchoring various programmes and events, group discussions, projects, field visits, seminar presentations, experiential learning, preparation of learning resources, various assessment tools, outreach activities.

The teachers attend orientation, refresher, short term courses, faculty development programmes. Two of the faculties are Ph.D. research guides with Shivaji University, Kolhapur and Punyashlok Ahilyadevi Holkar Solapur University, Solapur. The faculty are part of several educational bodies and committees at the University level such as, exam paper setting, examiners, moderators, AAA committee chairman etc.

SSSMSM, Tasgaon follows the FORMS approach in Continuous Internal Evaluation.

F–Formative evaluation- through internal class test, assignments, tutorials, practice teaching lessons, group work, health and physical education, different EPCs, internship,

O – Outcomes oriented evaluation is done directly or indirectly by the faculty. Sometimes outcomes are tangible sometimes not

R- Remedial teaching is provided after diagnostic testing and evaluation done by method teachers and subject teachers.

M – Methods of measurement- Various ways and methods are used to measure skills achieved are teaching-learning skills, communications skills, classroom management skills, individual participation, group discussion, leadership skills, ICT skills, personality development and soft skills.

S–Summative evaluation-Summative evaluation is done through university theory exams, viva voce exam and Annual lesson.

Infrastructure and Learning Resources

The Institution has sufficient infrastructure and has well-built mechanism for the proper utilization of physical facilities for teaching and learning. The institution has 6 spacious, well-ventilated classrooms available with adequate seating capacity, LCD, Wi-Fi facilities, 1 multipurpose halls, 1 computer laboratory, well equipped library with digital facilities, The college library is spacious, well light, aptly ventilated, easily accessible, with enriched availability of textual resources consisting of text books, reference books, national policies/documents, journals, magazines, encyclopedias, dictionaries, dissertations and newspapers. The library is fully computerized; VIDYASAGAR- library software is used for library transaction.

In meeting and being at par with the latest the digital need, the college provides ICT facilities for the execution of daily academic and administrative activities in an easy, efficient and transparent manner. The college provides adequate number of computers, printers, scanners, LCD with projector to help students and faculty to carry out academic activities effectively. The College has well equipped computer Laboratory with requisite numbers of computers made accessible to the students to instill ICT skills in them. All the computers in laboratories are connected with LAN and internet facility. During Covid-19 lock down teachers of our college adopted online teaching mode through many digital platforms like ZOOM, Google meet, Google classroom etc.

The college has an established system for maintenance and utilization of physical, academic and support facilities. For the smooth functioning of the system, various committees have been formed, that regularly monitors and evaluates the requirement of maintaining physical, academic and support facilities. All the equipment is purchased after considering their energy efficiency which adds to the sustainability of resources and conservation of energy.

Student Support and Progression

The college has a strong student support system in place and provides a wide range of capability building and skill enhancement initiatives such as Being Job Perfect that includes sessions on career guidance, professional skills, Resume writing, Communication Skills, SWOC, Personality development, other sessions include Mental Health and Wellbeing, Classroom Management, Innovative practices, Reflective practices, course on Skill Development, seminar on Student Teacher's Action Research, sessions on digital learning, using online tools and resources. The institution has a transparent grievance redressal mechanism with timely address of issues, the institution has a grievance committee, guidelines are provided to students on the college website, provisions are in place for offline and online mode of raising grievance. The institution's guidance and counselling cell conducts various awareness programmes, in house counsellor provides requisite support to the students, sessions conducted through Best Practice RISE for Mental Health, articles on counselling, Health and Wellness etc. Students are provided with monetary support from external sources, placement support, fee concessions etc.

The student council is instrumental in ensuring smooth implementation of activities by mobilizing students to participate, plan and execute the various curricular and cocurricular events in the institution. They are involved in all aspects of conducting various events such as, welcome and send-off programme, Annual Day programme, Sports Day, cultural programmes, Special Assemblies on festivals, important national and international days, Webinars, YouTube Live sessions.

The SSSMSMT Alumni Association is an active team that plans activities and events for the welfare of the current students and the institution. Many SSSMSMT alumni are working in various prestigious designations such as principals, coordinators, faculty, academic leaders, entrepreneurs and help in career guidance and support in the placement of our students in different schools. They play a vital role through student mentoring, student support and recognizing talent, nurturing competencies to be successful in their profession and

providing strategies to be effective and efficient teachers to meet the local and global challenges. The institution highly values the feedback and inputs of members that plays a very vital role in filling any gaps in the curriculum.

Governance, Leadership and Management

The Management, Principal, Teachers, and administrative staff work in coordination with full dedication to fulfil the vision and mission and objectives of the institution. The Principal in consultation with the Management and the faculty prepares the action plan in keeping with the vision, mission and objectives of the institution and focused towards achieving the programme outcomes. The code of conduct and brochure provides the requisite information for the staff and students. The institution maintains transparency in all its academic, financial, administrative functions. Regular staff meetings, student council meetings are conducted to discuss, deliberate, review and share views regarding the institutional initiatives and activities. Regular audits are conducted pertaining to academic, administrative, and financial aspects of the institution.

SSSMSMTasgaon aims to cultivate a crop of new student teachers each year that have had the first-hand experience which they can then translate into their classrooms to provide quality education wherever they go. SSSMSMTasgaon routinely conducts activities that help to create awareness about the Sustainable Development Goals as defined by the UN General Assembly. As an educational Institution SSSMSMTasgaon focuses on Quality Education while incorporating several other sustainable development goals in college activities.

Faculty empowerment strategies encompasses support towards attending courses, training programmes, research work, facilities such as inter-institutional library facility, leave, financial support. The performance appraisal system gives direction to the quality enhancement of the institution. It provides an assessment of the knowledge and capabilities of the staff and their overall performance. Feedback regarding the performance of the staff is taken from students, peer, Principal and Management.

The institution's finances are managed in an effective and efficient manner. The college has a well-defined resource mobilisation and financial management strategy. College Development Committee analyses and examines the use of funds to ensure that they are used for the intended purpose and that the income and expenditures are properly audited and filed.

The Internal Quality Assurance Cell (IQAC) of the institution frames policies based on the vision, mission, and goals of the college to enable quality enhancement and sustenance in all the aspects of the institutional functioning.

Institutional Values and Best Practices

SSSMSMTasgaon believes and practices sustainable development in all the endeavours. The institution has Policy Document On Environment and Energy Usage as its overall theme for all activities. Environment and Energy Usage Policy (EEUP) is the guide for the use of available resources for the events, activities, and developments at the college. The EEUP objective is to develop, implement, promote, and lead environment friendly activities at SSSMSMTasgaon. The institution conducts regular energy audits, green audits, Zero power hour, Waste Management. At the community level the institution has conducted Swachhata Abhiyan in collaboration with Nagarparishad Tasgaon. At the college and campus level, Swachha Bharat Abhiyaan was held. SSSMSMTasgaon has received the SAP (Swachhata Action Plan) Certificate from MGNCRE – Mahatma Gandhi National Council of Rural Education. All these activities encourage and sensitize students to use natural resources wisely and adopt sustainable living. Seed Bank, Seed ball preparation, plantation, E-waste collection, Plastic collection is some of the activities conducted on environmental sensitization. Shri Swami Vivekanand Jayanti saptah is celebrated from 12th January to 19th January every year where talks of experts are arranged. Various competitions are held on institute level, district level and then Regional level. Gandhi Vichar Sanskar Pariksha is held every year by Gandhi Dham, Jalgaon. To improve handwriting of student teachers efforts are taken in the form of workshops every year. To preserve culture of Maharashtra folk songs(oral songs) are collected by student teachers.

SSSMSMTasgaon is always geared to promote an ambience of creativity, innovation and improving quality. The institutional values and best practices of the college are well aligned to the national policies and priorities. The college has institutionalized its community engagement programmes, environment and cleanliness initiatives and technology-based learning practices. Institution is committed to encourage green practices. The college is eco-friendly, smoke free.

SSSMSMTasgaon aims to develop both students and faculty in making them self-reliant teachers. The institution believes in preparing the student teachers by equipping them with skills to be effective professionals. SSSMSMTasgaon conducts capacity building activities such as value-added courses, workshops on innovative practices, developing leadership skills, organising events, interactive sessions with experts in the fields, participating in cultural programmes and competitions to show their talents and creativity etc.

Research and Outreach Activities

The institution always encourages and supports its faculty towards publications and they have been enthusiastically publishing research papers and articles in several journals. Dr. B. M. Patil is recognized Ph.D guide of Shivaji University, Kolhapur two students are pursuing Ph.D and Dr. A. T. Patil is recognized Ph.D guide of Punyashlok Ahilyadevi Holkar Solapur University, 3 students are awarded with Ph.D degree and one is pursuing. Students also participate in research oriented conferences and present research papers. Action research is conducted during internship programme by student teachers.

‘Secondary school girl child empowerment through technical education’ in Kanya Prashala Tasgaon organised talk by our college students on national engineer’s day. On World mental health day webinar conducted by Dr. Karuna Milind on the topic Positive Mental health. Rakshabandhan activity on 11th August 2022 conducted with State transport workers and Police Dept. Voter awareness campaign Survey by govt. of Maharashtra(State Level Aptitude Test) on 17th march 2023 Gender sensitivity programme on International women’s day

8th March, 'Adarsh Mata Award' was handed over to Mrs. Madhuri Patil Poster competition on 8th March. Financial literacy workshop conducted on 4th April 2023 by C.A. Monica Baldava from Ambition Learning solution. Swacch Sarvekshan campaign is run by Tasgaon Nagarparishad and Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra Mahavidyalaya, Tasgaon. Teaching aids are donated to Nagarparishad schools of Tasgaon. College helps the government and non government institutions by providing student teachers for exam supervision.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra Mahavidyalaya, Tasgaon.
Address	Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra Mahavidyalaya, Tasgaon Dist-Sangli Joshi Galli, Near Ganpati Temple, Tasgaon
City	TASGAON
State	Maharashtra
Pin	416312
Website	www.sssmsmtasgaon.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Baburao Malhari Patil	02346-295205	9850765838	-	san_msmt@rediffmail.com
IQAC / CIQA coordinator	Archana Shantinath Chikhalikar	02346-240402	7588470338	-	archanachikhalikar10@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Shivaji University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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	180	

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	Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra Mahavidyalaya, Tasgaon Dist-Sangli Joshi Galli, Near Ganpati Temple, Tasgaon	Rural	0.225	1125.63

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, B.Ed Two year	24	Graduation	Marathi	55	52

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	0				4				1			
Recruited	0	0	0	0	3	1	0	4	0	1	0	1
Yet to Recruit	0				0				0			
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	3	0	0	3
Yet to Recruit				6
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	0	0	3	1	0	0	1	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	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
	3		1		4

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	0	0	0	0	0
	Female	51	1	0	0	52
	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	0	0	0	0
	Female	9	9	3	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	8	1	6	5
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	25	23	30	14
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	10	13	12	20
	Others	0	0	0	0
Total		52	46	51	39

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra Mahavidyalaya, Tasgaon, is affiliated to Shivaji University, Kolhapur and it strictly adheres to the prescribed syllabus by the university. To provide holistic academic growth among students, an Interdisciplinary curriculum has been proposed which gives freedom to the student to choose their preferred options from the range of options offered by the institution as teaching subjects, drama and arts in education, and other choice-based subjects offered by the institution. There is a foundation course entitled Understanding Disciplines and subject in semester I (Course-3), in this course different disciplines are made aware to all
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	<p>students. As the institution is a teacher education institution, it acquaints the student teachers with interdisciplinary and multidisciplinary approaches to implement them in their classrooms. To develop an understanding about the implementation of NEP in higher education already we are using different innovative methods and technique like Blended learning, team teaching, correlation, integration to provide multidisciplinary and interdisciplinary experiences to the would-be teachers Environmental Education is imparted through 'practical programmes like E-Waste Collection, Expert Talks on environmental preservation, preparation of seed balls, Observance of Environment Day, World population day, etc. In various activities/programmes our students learn to work in a collaborative environment.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>As per National education Policy, 2020 the Academic Bank of Credits (ABC) has been envisaged to facilitate the academic mobility of students with the freedom to study across the Higher Education Institutions in the country with an appropriate "credit transfer mechanism from one programme to another, leading to attain a Degree/Diploma/PG-diploma etc. The institution's preparedness for implementing the Academic Bank of Credits depends upon the guidelines of the affiliated university and the Higher Education Department of Maharashtra. Features</p> <ul style="list-style-type: none"> • Allows academic institutions to lodge and maintain the integrity of the credits • Maintains the authenticity and confidentiality of student credits • Easy credit transfer through digital mode • Faster credit recognition <p>In college orientation regarding ABC is given, and students have registered their ABC Id</p>
<p>3. Skill development:</p>	<p>The institution organizes seminars, webinars, interactive talks of experts and other training sessions and workshops to develop the required skills among the students. 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. Our institution conducts various academic and cultural activities based on 10 core elements and values incorporating humanistic, ethical and constitutional values. Value added courses like</p>

	<p>Gandhi Sanskar Pariksha, Reflection of Swami Vivekananda's Thoughts on Teachers' Personality, self study courses such as introduction to google apps, online application for mathematics method, online evaluation tool development etc are helped student teachers to develop various skills.</p> <p>Cocurricular programmes is integral part of B.Ed, student teachers are provided opportunity to take part in organisation of activity so skill of anchoring the programme, skill of coordination, presentation is developed among them. Through EPC-2 Drama and art in education, skill of drawing (Mandala Art, Warali painting), performing arts enhances. Students skill of writing explores as they get platform through Maher annual Magazine.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The college ensures appropriate integration of the Indian knowledge system by adopting multilingualism in the classrooms. Traditions are preserved by celebrating different festivals like Rakshabandhan, Ganesh chaturthi, Diwali, Navratri, Eid. Makarsankranti. Mangalagaur, Hadga are the festivals celebrated with zeal and zest. Traditions and science behind that is explained while performing rituals. Culture of Shri Swami Vivekanand Shikshan Sanstha is reflected in Shri Swami Vivekanand Saptah from 12th January to 19th January. Dr. Bapuji Salunkhe, Sansthamata Sushiladevi Salunkhe birth and death anniversary are observed as sacred days, on these days various activities are organized. Marathi Bhasha fortnight, Marathi Rajbhasha din, Hindi din are solemnized with various events. We organize lectures of eminent speakers who throw light on Indian culture, value system and ethics. Morning assembly (Paripath) is one of the remarkable activity which concludes with moral story. Opportunities are provided to the students to participate Youth Festival organised by Shivaji University, Kolhapur to inculcate a sense of national integration, love for art, culture, and a civic sense among the student community. Through Drama and art in education we provide them exposure toward Indian culture.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>All the courses, subjects, and Value-added courses have CLOs and PLOs and 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</p>

	<p>achieve these CLOs and PLOS are informed to the teachers and students. These course specific outcomes are discussed and communicated through the various formal and informal meetings which comprised of the various stakeholders including teachers, students, school principals, practice teaching school principals as well as alumni. 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>A wide range of technological tools have been used for teaching learning activities. These include google classrooms, PPTs, webs tools for quizzes, online video conferencing platforms, online laboratories and libraries among others. Our faculty uses different learning management platforms like Zoom, Google for delivering the content to distance learners. We have approved study centre of YCMOU(Yashwantrao Chavan Maharashtra Open University, Nashik) for the courses DSM(Diploma of School Management) and M.A.Education. Expert talks of doctors, teachers are arranged through online mode. Some online visits are also planned like online visit to various libraries to know the functioning of these libraries.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Yes, college has separate electoral literacy club for engaging student teacher as follows. 1. Dr. B. M. Patil- President 2. Dr. M. S. Ubhale - Nodal officer. 3. Dr. L. V. Bhandare - Co-ordinator 3. Sonali Sunil Salgar - Student Representative 4. Some students- Member</p>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>Yes, college has a principal, nodal officer, coordinating faculty members and student representatives.</p>
3. What innovative programmes and initiatives	<p>Voting awareness Program as follows:- 1.</p>

<p>undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Dr.M.S.Ubhale - Talk on voter's day 25th January 2022 2. Voter awareness rally on 09/04/2019 at Tasgaon. 3.Essay competition on28/03/2019. 4.Rangoli competition on voters awareness. 5.Online questionnaire solve by student organized by Election commission of India.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>1. Faculty arranges activities tops and celebration National days related to various democratic objectives of our country. 2. Similarly one of our core course 5 - 'Contemporary India and Education' has a unit related to importance of democratic values adopted by our country.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>1. The college makes the student aware about the way getting oneself enrolled for voters list through talk and practical sessions organised by ELCs.</p>

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
94	94	88	72	74
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	55	55	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	27	27	25	25
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	48	37	33	38
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
42	48	37	33	38
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
52	46	51	39	36
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
5	6	6	6	6
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
9	9	9	9	9
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		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
29.37	21.70	16.16	72.47	24.86
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2**Number of Computers in the institution for academic purposes..****Response: 23**

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:

'**Shri Swami Vivekanand Shikshan Sanstha, Kolhapur**' is one of the few renowned and leading educational institutions in Maharashtra (India). **Dr. Bapuji Salunkhe** started toying with his dream-project of founding an educational institute which he did in **1954**. Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra Mahavidyalaya, Tasgaon is affiliated to the **Shivaji University, Kolhapur**. and followed the Prescribed **Two Year B.Ed. syllabus**. University revise B.Ed Curriculum integrating the recent educational trends and development. The recommendations and suggestions of IQAC are taken into consideration with quality inputs paving the path for students to appear for TET and CTET. Students have experimental learning practical sessions including activity based learning; seminars field engagement, online learning, interactive classrooms, internship, co-curricular activities to develop teaching competencies. The academic calendar and the teaching plan being implemented in the college are in coherence with the academic calendar of the university. Recently as the covid-19 pandemic necessitates, faculty members enthusiastically adopted online tools and techniques for effective delivery of curricular content .Our students also adopted online tools and techniques for the practical work effectively. Time table for effective

implementation of Curriculum is prepared. Time table committee is constituted by the principal before the commencement of the academic year, the faculty members are allotted with the

subjects to be taught well in advance, various committees are formed for smooth working. **School Internship** is an important part of B.Ed syllabus. A very meticulous planning is done for this activity, for this a meeting of **Tasgaon Panchayat Samiti Education Department Head and Principal of all the practicing schools** is called in the college and accordingly the Internship activities are planned.

There is an independent department of the Faculty of Education of Swami Vivekananda Education Institute i.e. **D.Ed B.Ed. Vidya Samiti**, through which every year a discussion is held on the activities going on in the Colleges of Education and new changes are suggested. **Dr. B.M Patil, the in-charge principal of our college, is the head of the Vidya Samiti**. During the corona period, the work of training teachers has been done by the Vidya Samiti of Swami Vivekananda Shikshan Sanstha. In view of the fact that teacher trainers should also be techno savvy, Vidya Samiti organized various activities like **Blog creation, Google classroom creation, online evaluation** awareness workshop at the institution level, at that time the workshop was hosted by our Institution .

Enhancement in Professional Capacities, for this activities the Institution takes constant guidance from the experts in the society and through this the personality development of the trainees is achieved. Through these activities, the college is continuously working to give opportunities to the talents of the

students. To increase the importance of ICT among the students, various activities are organized like Online evaluation Tools, Development Blog Creation, Google Classroom Creation etc.

Shivaji University Kolhapur decided to conduct **academic audit** to improve the educational standard of all the colleges. In this, our institution will participate in an academic audit of the institutions, thus helping the institution to understand its academic strengths and weaknesses.

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

1.1.2

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

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

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

Response: A. Any 5 or more of the above

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

1.1.3

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

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

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 85.37

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
7	7	7	7	7

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
9	8	8	8	8

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

1.2.2

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

Response: 1.4

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
2	2	1	1	1

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

1.2.3

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

Response: 67.54

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
83	86	47	31	38

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

1.2.4

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

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

Response: B. Any 3 of the above

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

1.2.5

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

Response: 20.62

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
47	40	0	0	0

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

1.3 Curriculum Enrichment**1.3.1**

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

Response:

Teacher Education = Teaching Skills + Pedagogical theory + Professional skills. Teaching skills include providing training and practice in the different techniques, approaches and strategies. Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. Professional skills include soft skills, presentation skill, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills. Pupil teachers are oriented about concept and theories of learning of the field of teacher education. Assembly inculcates values of discipline, regularity, punctuality and skill of presentation. Procedural Knowledge Internship gives pupil-teachers hands-on experience which develops skills, values and attitudes required for teaching profession. Capability to extrapolate from what one has learnt and apply acquired competencies B.Ed curriculum of Shivaji University, Kolhapur includes Assignments, sessional work and Co-curricular activities apart from theory courses. Therefore it gives ample opportunity to develop knowledge, skills and values. It makes them ready to face the challenges of life. Different cocurricular activities promote all round development of the students. Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc. are developed by arranging talks and lectures through theory courses.

B.Ed Pupil Teacher under training to become a competent teacher at a stage of secondary education/higher secondary education after satisfactory completion of a programme should be empowered.

Fundamental changes or relevant considerations in the field of teacher education for students admitted to our institution : A student admitted to B.Ed course is without any teaching experience. For this, the college first **introduces the curriculum**, then **assesses the student's understanding of teaching**, and then conducts a **micro-teaching workshop**. Simulated Teaching Workshop, Teaching Aids workshop, Workshop on Models of Teaching, Diagnostic test on content knowledge and remedial Programme, Work Shop on constructivist approach, School Internship Part I and Part II .Through this activity the student is able to acquire teaching skills.

Internship Part I Two week Programme and Part two Eight week Programme helped the student teachers to **improve and apply competency and skills in chosen specialization** which they have already practiced in theoretical and practical classes.

Problem based and Activity based practicum helped to **develop critical thinking and problem solving ability**.

At time of School Internship Student teachers are oriented to conduct **action research, case study, small projects, Nearest library visits, innovative centres, Tree Plantation, Various Sports activities,**

The college has 7 optional **methods associations** (English, Marathi, Hindi, Mathematics, Science, History, Geography Methods) which organize programmes and competitions to develop **competencies of different pedagogical** aspects. The college also have two optional electives paper i.e. **Environmental Education and Mathematics Method** for Higher Secondary Level.

The curriculum provides understanding on **Objective based evaluation, preparation of achievement test, diagnostic test, preparation of different tools of evaluation** and school

/ Community based project to successfully complete their internship and in future service as a teacher.

Development of various Values, Skill and Attitude through school Internship : School Internship conducted in Semester 2 and 3. In Both Semester B.Ed. Pupil Teacher Practice on teaching of school subjects, constructivist teaching method and lesson on it, Teaching using computer, models of teaching lesson, activity based lessons, Along with this, students also participate in the innovative activity that are organized in the school **Like Science Exhibition, Handicraft Skill Development, Eco Friendly Ganesha Creation, Environment Complementary Activities, Eradication of Superstitions, Library Visit, Local Administration Work Visit, Local Employment Generation Center Like Cotan Industries and Cold Storage.**

Values, attitude and Collaboration with others :

The college provides opportunities for **Social visits of different institutions,**

,remedial programme for school students, participating in inter-collegiate competitions, **Social networking.** The curriculum provides understanding of **gender perspectives in education, socio-cultural perspectives of gender bias in India, legal provisions to empower women and girl children etc.**

Women's cell of the college organises programmes on women empowerment, ways to eliminate gender bias, human rights with respect to family, society, work culture etc with special emphasis on women's issues.

The propagation of an **environment friendly** culture through activities like **campus cleaning, plastic free- eco-friendly campus life, planting and protection of trees, forest related programmes,** development of medicinal plant garden etc. Relevant **competitions and campaign are organized to inculcate naturalistic intelligence** among student teachers.

Population education club of the college promotes the message of healthy population for

progressive national development. celebration of **world literacy day,** giving awareness about **small family norms,** conducting seminars, AIDS awareness programme, etc.

The health club of the college offers Orientation in **yoga which** help them to develop a healthy mind in a healthy body. In addition to these programmes there are **games** like badminton, in the evening.

In every academic year our institution organizes the Shri Swami Vivekanand Saptha for inculcation of values of Swami Vivekanand. Institution also conduct the **Examination on Mahatma Gandhi** Education Thoughts in collaboration with **Gandhi Research Foundation, Jalgaon.**

Our B.Ed. Pupil Teacher also Participated in **Cleanliness Rally** in association with Tasgaon Municipal Council Tasgaon, every Year.

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

1.3.2

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

Response:

The practical work of School visit and visit to various Learning resources makes students aware of Development of school system, Functioning of various Boards of School Education and comparative perspectives. Assessment systems and Norms and standards are being included in the practical work. Characteristics of State, National systems of education with reference to the different boards such as SSC, CBSE are included in the school visits as a learning resource centre. The objectives, admission process curriculum, text books, evaluation pattern administration work of each type of Boards of school education, Navodaya Vidyalaya is made acquainted to the students. The teacher trainees are oriented about the differences between the working of each type of Boards also. Sessions on 'Dos and Don'ts for teachers' are routinely conducted every year for the student teachers as they end their course and prepare for the world of work. Content enrichment programs that aim to enhance students' subject knowledge along with age and developmentally appropriate teaching strategies are conducted.

- B.Ed course introduces students to international teacher education which includes the following aspects. Like Education for international understanding, The role of teacher and educational instructions in achieving National integration and international understanding democratic interaction, Globalization in education. Education for sustainable development components, Brundtland commission 1987 and UNESCO -**Course 2 Contemporary India & Education**
- **In Science and Mathematics Methodology** B.Ed. Pupil Teachers understand the work abroad scientist and mathematician like Albert Einstein, Isaac Newton , Madam Curie, Pythagoras, Euclid, Rene Descartes
- Theoretical and practical understanding of Current practices in assessment and evaluation, **continuous, comprehensive, evidence based and experiential evaluation , grading system, merits, and demerits, Grade Point Average, Cumulative Grade Point Average, Weighted average and weighted score/point, Classification of learners according** to their level of performance in Grading system helps student teachers to perform well as evaluators.
- Practical knowledge on Tools of Assessment, tests, **checklist, rating scale, cumulative record, questionnaire, inventory, schedule, anecdotal** record, etc helps student teachers to gather data for internship, project and action research.
- Science & Mathematics Student Teachers Visit to **Atal Science Technology Laboratory** in Secondary School. The understand Science teaching in developed countries such as **USA,**

Australia and Science teaching in developing Countries like Indonesia, Shri Lanka help to Compare Science Education. In that laboratory students practically hand out the experiment on 3-D printing and Making of Robotics Functions.

- Students are **encouraged to collect details of different systems in India from internet** to understand state wise variation in school curriculum and functioning.
- In the first semester students are sent to different schools for **school induction programme**. They visit, observe and interact with students and teachers to understand the details of school functioning. They are sent to **CBSE, Military School, Government Aided schools for one week**. They present their **observations and reflections** in the college for sharing their experiences with teachers and peer groups to compare the differences in the system.
- Student Teachers gather information from schools such as **Navodaya Vidyalaya, Government of Maharashtra Women Polytechnical College, Tasgaon** which are situated in rural areas.

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

1.3.3

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

Response:

The institution conducts a wide range of curricular experiences that provide opportunities for students to implement what they have learnt. Learning about the importance of experiential learning

Republic Day, Independence Day, Environment Day, Reading inspiration day, Yoga Day. To provide supportive skills in dealing with academic and personal problems of learners, teachers guide students through the planning of various activities; Human Rights Day; planning online quiz competitions on teachers day, National Youth day, International youth day. Environment Day, etc. This helps to cultivate organizational skills through teamwork, collaboration and co-operation and the process of planning, review, feedback, reworking, helps students hone their planning and organizational skills. Hence to derive professionally relevant understandings and consolidate these into student's professional acumen college provides the wide range of curricular experiences such as, Value Added courses, Expert sessions by Alumni, Action Research, Presentation in Seminar, Skill Enhancement, Visits, Field Trips, Community outreach, Extension.

UNESCO has proposed four pillars of learning and learning objectives in 21st Century Classrooms and we transact our curriculum to develop those four dimensions of

education, which in turn contribute to the all-round development of the student teachers.

- Diverse learning engagements help the student teachers to develop **multidisciplinary viewpoints and knowledge, formation of dispositions, values and become well-versed in the latest advances in education.**
- The institution provides an **effective and conducive environment** to the prospective teachers for the overall development including **social, moral, cultural and academic aspects of personality.**
- Curriculum transactions through seminars, discussions, debate and activities of women cell, the student teachers understand and apply the strategies of **addressing gender bias in educational institutions in the curriculum development and transactions, empowerment of girls as well as empowerment of society**
- Simulation teaching sessions, seminar presentations, problem based practicums, activities, cultural programmes and school based conscientisation programmes are organized to identify and resolve the major social, intellectual and environmental issues, challenges faced by our pluralistic society. It helps in accentuating the use of functional knowledge in nurturing and equipping the classroom learner to face those challenges.
- Cultural programmes competitions, community visits and camps, develop **a proper value system** based on the cultural, social, political and moral base of Indian society.
- Practicing **ICT integrated teaching, and awareness on Web 2.0 tools like testmoz.com, Geogebra, Google Form etc**
- In theoretical discourses and **setting examples** in the institution, student teachers get **experiences to identify the role of a Teacher as an HR manager.**
- Curricular experiences were **provided to identify and resolve the major social, intellectual and environmental issues / challenges faced by our pluralistic society and make use of the knowledge in nurturing/equipping the classroom learner to face those challenges.**
- Familiarisation of **tools and techniques for Evaluation, Development of competencies and Entrepreneurship in education are** incorporated in the curriculum.
- Daily Class experiences helped to acquire **pedagogical knowledge and communication skills. Reflective practices after** internship phase 1 and 2 helped student teacher to reflect on strength, challenges and future possibilities in their teaching behaviour.
- **The Student subjects associations and different clubs** organize **life related programmes.**

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: B. Any 4 of the above

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

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

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: 84.18

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
Any other relevant information	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: 84.59

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
27	23	21	25	15

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Any other relevant information	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: 9.82

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
11	6	5	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
Any other relevant information	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:

Our college takes several measures to understand the needs and requirements of the student before the commencement of the programme and takes continued efforts in holistic development of students. The college follows the Maharashtra centralised admission process. Students are from different state economic social faculty level of education. Readiness to the course in terms of communication, interest, talents, harnessing innate abilities is given prime importance. Subsequent to the admission an induction programme is organised where students introduce themselves. Their ways of introduction reveal their strengths and weaknesses side by side their readiness for the course they are beginning students. Students are also asked about their skills in various and co-curricular activities and encouraged to speak about their hobbies and interest.

This induction programme acquaints trainee teachers about the institutional policies, process, culture and its values and helps in getting familiarized with course, mode of internal assessment as well as academic facilities. Students with good co-curricular skills are identified through Talent search programme organised by different clubs of the institution. It helps the students to express their talents and potentialities. Based on their interests students are grouped into different clubs and cultural activities. This form of informal assessment allows the students to identify their shortcomings, habits and helps teacher educators in taking necessary action for its improvement. To form this as a basis for teaching a content content test is given of the entry level in order to judge the language and subject competency.

The pedagogy teachers orally teach and revise the content using techniques and strategies. Teachers during class interactions identify student potentials and use different pedagogical means to bridge the knowledge and skill gaps. Teachers are available in college premises as well as email, WhatsApp groups to clear doubts counselled on a one to one basis. Institution organises different curricular and co-curricular activities through out the session and equal opportunity is given to each student to strengthen professional skills.

Their academic needs are assessed and each function makes sure that they provide the required support to the student, be it technological, or verbal to ensure better learning. Learners are encouraged and facilitated to read beyond the requirements of the syllabus as well as to take up internships. The faculty, encourage them to participate in various activities such as group discussion, role play and display for wallpapers on various occasions such as birth anniversary of Swami Vivekananda saptah celebration. Students are invited to attend seminars, workshops organised by the college and their respect to subjects and University, in their respective subjects and thus they get exposed to advance knowledge in the subjects.

These students are encouraged to participate in quiz and cultural s. such as a elocation, debate etc. organised by other colleges and Universities. The college Undertakes efforts for the slow learners. The college attempts to bridge the gap between slow learners and advanced learners through extra lectures and remedial coaching. The personal counselling is also given to students as per their needs. participation in seminars workshops and club activities students are encouraged to aim high and are provided opportunities to enhance professional skills workshops, seminars, webinar, club activities and innovative programmes.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	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: A. Any 5 or more 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
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document
Any other relevant information	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 18.8

2.2.4.1 Number of mentors in the Institution

Response: 5

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:

2.3.1 Teaching learning process

The faculty provides a variety of learning experience, which makes learning more individualized, creative and dynamic. Efforts are taken to maintain conducive atmosphere for better teaching learning process in the college. Continuous efforts are made to enable the students to realize their potential and evolve as good teachers and transforming agents of society.

Efforts are taken to make teaching learning more students centric and making it more experimental, participatory and interaction various activities like group discussion, debate elocution, seminars, projects,

field works, school visits are conducted.

Experimental learning- Demo and practice sessions for micro teaching skills are organized in a simulated condition. Students are given opportunities to go in real classroom situations and do their practice teaching and internship under the supervision of their teacher educators.

Students are taken for field visits to different places like special schools, residential schools, school under different managements so that they can gain first hand experiences.

Participative learning --To ensure student centered learning the college organizes different guest extension lectures, seminars, workshops such as preparing teaching aids, organizing exhibitions, organizing cultural programmes, various competitions etc. develops participative learning among all future teachers.

Problem solving methodologies- Problem solving methodologies opportunities and proper guidance is given to students to conduct action research and case study as a part of their curriculum. Through this the students learn new knowledge by working on different problems. Here students get opportunities to observe, understand, analyze, interpret and find solutions to the problems in internship. Students learn how to act in new situations and solve future classroom problems.

Wallpapers, annual 'Maher' magazine and 'Snehkunj' newsletter

The student teachers prepare and display wallpapers in various occasions. The institute publish annual magazine named '**MAHER**' motivates the student teachers to show their creative talent .The student teachers write articles, short stories, poems, drama sketches etc. in the college magazine.

Group Discussion --Teachers use focused discussions in class, lectures to organize learning and discover ideas or experiences on a particular topic.

Blended Learning- Teacher educators have been combining in person teaching our face to face teaching with technology enabled learning for a long time, by using the ICT resources in the classroom to bring about new, high quality educational opportunities.

Online models of learning—Due to the Covid-19 pandemic situation it was offered to start an online learning concept for students for this faculty has developed and LMS platform by using Google classroom creation. The students submit their assignments, practical through Google classroom and similar collaborative you Tubes. This helped the students to be competent in using ICT. Even the teachers are encouraged to use various ways to teaching including online mode. These guidelines were issued during covid so that learning experiences are provided to students.

Online Assessment -Submission of assignments, lesson guidance, lesson presentation, viva voce is successfully completed in order to nurture creative and critical thinking, Students are encouraged to participate in online inter collegiate events and competitions .

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

2.3.2

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

Response: 100

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
5	6	6	6	6

File Description	Document
Data as per Data Template	View Document
Any other relevant information	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
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

"Mentoring is to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be" Eric Parsloe. Mentoring is a powerful development and empowerment tool.

Mentoring programme assists in identifying and meeting the needs of students. Every student receives a mentorship from the college. The mentor-mentee relationship begins on the first day of college and lasts till the student has completed the course. Even after they leave the campus, the students keep in touch

with their mentors. The entire faculty of the college acts as mentors. The mentors create Whats App groups to enable simple communication with the mentees. The mentoring programme serves as a source of support for the students as they achieve their academic goals.

Working in Teams

Mentors try their level best to inculcate professional attributes in the student teachers by "engaging them in group tasks pertaining to their studies and also in co-curricular and extracurricular activities. The mentors motivate their students to work in groups to develop qualities like leadership, cooperation, collaboration etc.

Dealing with student Diversity

The group of student teachers are prepared by keeping in mind their socio-economic diversity. Students are allowed to discuss freely with the teachers about their problems inside as well as outside the classroom.

Conduct of self with colleagues and authorities

As a mentor, each teacher educator follows the professional code of conduct and ethics determined by the institution. Such kind of self-discipline create conducive professional environment which helps the mentors developing professional attributes in the student teachers.

Balancing home and work stress

Being in college for women, College emphasizes on minimizing home and work stress on its student teachers. With the mode of formal and informal conversation and guidance, mentors help their students to enhance their efficiency to establish balance between the work of home and work place and thus minimise the level of stress.

V. Report of modes of Teaching learning

Mentoring is done in the various modes of teaching learning . Mentors give guidance in experiential learning i.e community work and in skill developments participative learning like classroom discussion, debates, extension and outreach programmes, model exhibition, cultural programmes, sports and yoga activities, problem solving in workshops and extension activities. Brain storming as in microteaching, focused group discussion in school experience, field work, online mode which require professional skills. All the modes of teaching learning mentors give guidance to student teachers at every stage.

Mentoring is provided in performing art as rangoli making,

Provision of answering bilingually

College offers both Marathi and English as medium of instruction. Only the language pedagogies taught in particular language i.e pedagogy of language.

The question papers are printed in both Languages i.e. Marathi and English so that students can choose the language of answer script as per their level of comfort and convenience.

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

2.3.6

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

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

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

In our college we make special strategy for nurturing students' creativity, innovativeness. Our teachers always motivate the students to explore new things and use new techniques in teaching learning process. This involves brainstorming, problem solving and group tasks. It helps the students to nurture their creativity, innovativeness. The microteaching, comprising the skills and techniques of teaching are offered at the level develops the professional skills of the prospective teacher. Micro lesson plans are prepared creatively by the students with innovative examples and it is practiced in groups. It is a fruit of their intellectual and thinking skills. The assessment of the peers during microteaching is very much cordial, empathetic and understanding of each other's thinking ability, The Overall feedback given by the mentoring professions with empathy individually and in groups sharpens their thinking skills, enriches their presentation with innovative ideas and sprouts their creativity.

Our teachers always motivate the students to explore new things and use new techniques in the brainstorming problem solving and groups tasks. it helps the students to nurture their creativity innovativeness.

teaching learning process, this involves follows various innovative teaching saethods to make teaching learning more interesting. Students • always encouraged to take full advantage and of various opportunities offered the students with inovative examples and it is practiced in groups. It is a fruit of their intellectual cond thinking skills. The assessment of the peoxs during teaching is very much cars cordial, empathetic and understanding of each other's thinking ability. The overall feedback givers by the mentoring professors witle empathy individually and in groups sharpens their thinking skills, enriches their presentation with innovative ideas and sprouts. their creativity

Our teachers always motivate the students to explore new things and use. new techniques in the teaching learning process. This involves brainstorming problem solving and groups tasks It helps the student to nurture their creativity, innovativeness.

During the school internship programme various activities such as competitions, of quiz,

elocution handwriting, rangoli, essay writing are organised which help in developing innovativeness. Reading and reflecting text, workshops on preparing teaching aids, a social outreach activities organized develop intellectual and thinking skills debates co Seminars, assignments, brain storming debates on social and conceptual importance help in intellectual and thinking skill development.

Our teachers follows various innovative teaching methods to make teaching learning Interesting. students are always encouraged to take full advantage of various opportunities offered.

National/State level educational tour, field trip Yoga training, sports, career development guidance, inter collegiate competitions, group activities help in to developing life skills

Contributing the art work, creating thinking, writing articles, poems, for "Maher' annual of the college, collecting the folksongs and presenting in the form so the form of project at

university, Celebrating various days, Vivekanand Week, Marathi Bhasha pand harwad, Laws regarding awareness programme, Nirbhay Pathak guidance all these programmes help in developing the students for better and successful life and showing creativity- preparing Wall papers, EPC courses, critical understanding of ICT. models of teaching, Activity based teaching, problem based teaching help in developing innovativeness.

Social visits, Social enrichment programmes, family surveys conscientization programme in internship schools, Distributing teaching aids, books to practicing schools, Remedial classes to weaker students in schools develop the empathy.

Formation of seed balls, encouraging the school students for plantation in their schools and also at their homes, cleaning college campus in public places. Collecting plastic bags and hand over to Nager Parishad. All the activities a develop Naturalistic Intelligence. Morning Assembly, value based programmes develop human values. Innovative teaching aids formation competition competition, experts, talks, Allumini experiences, ICT use, thought sharing and collabarately working, communicating in all activities develop preofessional abilities.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

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

2.4.2

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

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

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

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

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: A. All of the above

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

2.4.5

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

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

Response: A. All of the above

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

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files

1	View Document
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2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The internship programme is an important and inseparable part of the two-year B.Ed. Curriculum. Our college provides ample opportunity for the students to obtain hands on experience in the teaching scenario and it serves the best pathway for operationalizing the theories learnt beforehand. The Internship dates are decided as per the university guidelines and the institutional academic calendar.

Selection of Schools.

Data is collected from the students consisting of place of stay, preference to morning, afternoon school. Schools are identified in the beginning of the academic year and permission of the Education Officer of Sangali District and Block Education Officer of Tasgaon Tehsil to conduct Internship is sought. The teacher educator visits the schools and meet the headmaster and discuss the needs of the institution with respect to the internship period.

Orientation to school Headmasters and teachers.

The school heads are informed through letters/ phone before sending our students for internship. Principal and the faculty of the college present the school Headmasters and school teachers (mentor teachers) the objectives of the internship and the expectations of the college. Similarly, the headmaster and the senior teachers of the school put forward their experiences, the requisites of an effective internship namely academic commitment and social behaviour of a teacher. Thus, the administration of the school is made aware of its role in making the Internship effective and true learning experience.

Orientation to students going for internship.

An orientation programme is conducted for the students before internship. The sessions focus on roles and responsibilities of the students such as Time Table preparation, attending Parent Teacher Association meetings, teaching, assessment of student learning including home assignments and tests, preparation of progress reports, organizing academic activities, co-curricular activities and cultural events, maintaining documents, registers and records, administrative responsibilities. The trainees are given the opportunity to select Group Leader among themselves who take care of all the immediate needs of the students (trainees).

Defining role of teachers of the College.

Teacher educators help in solving problems experienced by trainees. Every method teacher has responsibility to approve learning designs of student teachers before its delivery, Guide teachers provide all required assistance in preparation of daily lesson plans, teaching aids and help them in making their teaching effective. The senior faculty of the college, Principal and the Internship Incharge visit to the internship schools and give guidance.

Streamlining models of assessment of student performance

The intern is assessed through mentor assessment sheets provided by the college . All pre-practice /A school engagement is held according to the set manual of assessment. Teacher educators make efforts to

understand and solve difficulties faced by students during internship. The students maintain a detailed record of their internship period through their lesson files, observation books, reflective journals etc.

Exposure to variety of school set ups

The Covid -19 restrictions changed the internship programme to online mode. Students were encouraged to take lessons and all activities using online tools and teaching aids.

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

2.4.9

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

Response: 6

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

Response: 7

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

2.4.10

Nature of internee engagement during internship consists of

1. Classroom teaching

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

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

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

Role of the Principal.

A pathway is laid during the induction programme to induce the teacher behavioral components. The Principal forms the Academic Calendar Committee and discuss on sequence of all activities. The Internship dates are finalized as per Shivaji university guidelines.

The Principal contacts to the Headmasters of secondary schools for internship and after getting their consents takes the permission of district Education offices and then of Education officers at Tahshil levels for organizing the internship programme in these schools."

Role of School Head Master/Principal

The school Headmaster orients the student teachers about intensive participation in all school activities and fulfillment of the objectives of the internship programme. Headmaster assigns mentor

teachers for student teachers. Headmaster supervises the lessons and the activities to be organized by student teachers. Appropriate feedback is given at regular intervals to improve innovativeness, performance, capacities and abilities.

Role of School Teachers

The classroom performance is observed and evaluated by the school teachers and corrective measures are suggested to them to improve. School teachers assign various duties to student teachers like checking of answer scripts, maintenance of attendance register, organization of cocurricular activities, correction of homework notebooks, maintenance of classroom discipline etc. School teachers also allow the student teachers to observe and criticize their own classroom teaching, this becomes a good learning experience.

Role of Peers

Student teachers join and work together as a team for academic enrichment. They observe the teaching of each other and pass on the feedback to improve the quality of teaching. The observations and criticism are recorded in the observation notebooks. They cooperatively conduct school assembly and other activities and actively participate in the school events. A wonderful team spirit and mutual support exhibited and developed in all possible ways.

Role of Mentor Teacher Educators

The mentor teacher educators visit the school allotted. Teaching of each student teacher are observed by them. Give immediate feedback for improving their teaching. During their visits they interact with the school Head masters and senior school mentors to obtain the feedback on the performance of the student teachers. They share feedback with student teachers for encouragement and appreciations.

Role of Internship Incharge

The coordinator allows the Mentor Teacher Educators with a group of students who will be responsible for assessing the overall performance of student teachers in the respective internship schools. Incharge of the Internship programme allot the timetable and syllabus distribution and other work.

Role of Peers

Student teachers join and work together as a team for academic enrichment. They observe the teaching of each other and pass on the feedback .The observations and criticism are recorded in the observation notebooks . They cooperatively conduct school assembly and other activities and actively participate in the school events. A wonderful team spirit and mutual supports are exhibited and developed in all possible ways.

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

2.4.12

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

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

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

Response: C. Any 2 or 3 of the above

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

2.4.13

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 64.44

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

2.5.2

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

Response: 34.48

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

Response: 2

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

2.5.3

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

Response: 25.8

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

Response: 129

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra Mahavidyalaya, Tasgaon faculty is always encouraged and supported toward efforts to keep themselves professionally.

The teachers attend orientation, refresher, short term courses, and faculty development programmes . Faculty Development Progmmme cell looked after by Dr. Archana Shantinath Chikhalikar. The faculty are in different stages of their doctoral studies with some of the faculty having competed their Ph.D. degree. Two of the faculty Dr.B.M. Patil and Dr. A.T. Patil are Ph.D. Research guides with Shivaji University, Kolhapur and Punyashlok Ahilyabai Holkar University, Solapur respectively. The teachers also guide the B. Ed. students for their Action research projects and dissertation works that are part of the curriculum for each programme. They are part of several educational bodies and committees at the University level such as Board of Studies, Curriculum drafting Committee, paper setting, examiners, moderators, and other affiliation committees. The teachers organize and participate in international and national seminars and workshops related to issues and trends in education, Education, Innovative Practices in Higher Education. The teachers are resource persons, Chairpersons for various sessions. They have presented papers in national and international seminars and conferences. The teachers have numerous publications in peer reviewed journals, international journals, books on a variety of topics, seminar proceedings, and are involved with the publication of the college “SNEHAKUNJ”, “MAHER” annual. Teachers have received recognition and awards for their achievements in education. They have organized programmes and events on relevant topics to education in collaboration with various institutions. They organize and contribute towards helping the community through various outreach programmes.

Teachers keep themselves professionally updated through attending online courses such as Course as well as other short-term courses and sessions During the pandemic in order to provide effective learning experiences. All the faculty participated in online courses to familiarize themselves with digital tools and resources such as testmoz, goggle classroom, goggle, zoom meet, goggle forms, goggle sheets and other resources. The Management provided opportunities to upgrade skills through Certified courses. Teachers completed several courses. Teachers also conduct faculty enrichment sessions through which they share their knowledge on relevant topics such as digital resources, teaching practices, research methodologies etc.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

2.6.1 Continuous Internal Evaluation of student learning is one of the important components of the college. College follows the guidelines issued by Shivaji University, Kolhapur regarding the approved process of conducting a continuous internal assessment of students of B.Ed.course. College also follows the guidelines of evaluation of M.A.Education and DSM course as per guidelines of Yashwantrao Chavan Maharashtra Open University, Nashik.

1.The trainee teachers are given one assignment in each course of the programme . The way in which they complete it helps in understanding the comprehension regarding the particular unit.

2 . The college also follows criteria laid down by the University for the internal evaluation system. The college displays all the circulars regarding examinations on notice boards and WhatsApp group from time to time . The faculty informs syllabus, its objectives and paper pattern at the beginning of each semester. The faculties provide extra guidelines and counseling to students.

3.Special tests are taken for slows learners and advance learners.

4. School Internship a lot of assessment is done on the basis of internal evaluation,

5.Institution to assess the progress during practice teaching skills, Microteaching demonstration are also evaluated by method teachers to monitor the development of teaching skills. Internship teachers, Peers also evaluate and give verbal feedback during microteaching, simulated demo classes.

Continuous assessment in curricular aspects one internal test is conducted every semester. The students

are allotted 10 Marks assignment and 10 marks class tutorial each course assignments with seminar presentations. In this framework students have to answer a descriptive paper carrying 10 marks each in every perspective paper. The assignment marks are awarded based on references made uniformly in organizing the matter for assignment presentation, and classroom interaction. Based on their performance in the seminar presentations and tutorial works the students are informed about their progress and if needed are asked to modify the assignments. Continuous assessment in practical aspects. This includes micro-teaching and internship programs each semester, like the observation of school practice, Practice in teaching, internship, school lessons and reflective diary. The performance of students is measured through Microteaching where students are equipped with knowledge of integrating teaching skills and simulation of lessons which improves their abilities, skills, and expertise in their teaching profession. Students have to practice 10 micro-teaching skills followed by 5 lessons in each and one bridge lesson pedagogy of all micro-teaching skills. Once students achieve the teaching skills, they have to get acquainted with the school environment through pre-teaching which involves observation of lesson demonstration of teachers and college faculty. During the Teaching practice, students are assessed for their content mastery, transaction of the content, and consistency in using tools and techniques in developing the lessons and organization of activities in internship schools. They are also trained in using various tools and techniques of evaluation. The students are exposed to actual school engagement through an internship programme conducted in two times Secondary Schools. The student performance is assessed for all.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

2.6.3 Mechanism to Deal with Examination & grievances

Examination Committee of our college comprise of senior teacher as college comprises of and other teaching and my teaching staff as members with an objective to handle the issues regarding the examination grievances. The college whereas strictly to the guidelines and rules issued by the Shivaji University while conducting internal and semester and examinations.

At the beginning of the each semester he faculty of members inform the students about various components in the assessment pay process during the semester.

The Internal assessment schedule are prepared as per the shivaji university guidelines and communicated to the students in outer advance. Each Faculty gives guidelines of for completing all sessional with, all practical, practical suggested activities project work, workshops, school internship action research. And explains the evaluation criteria of assessing these.

After checking assignments the faculty discusses with Students the gaps in their assignments for five these Improvement.

Internal examination is conducted in see each semester as per guidelines of win the University after evaluation the answer books to are A given to students to have an idea of their performance in the examination. If they come across any doubts, classification is given by the subject faculty which enables them to fare better in future.

Complete transparency is mentioned during the internal assessment through the adoption of the criteria given by Shiva University, Kolhapur. Students and faculty members are made aware of the test transparency to be maintained in the system of assessment.

This enhances transparency and report between the faculty members and “students.

After assessments reports are prepared it is shown to the students as well as displayed on the notice boards, so that grievances (if any) can be resolved immediately and submitted by the concerned faculty to the department.

Any grievance related to the university question papers syllabus, repeated questions, improve split of marks, marks missed, wrong question number for during semester examinations are addressed to the principal in turn her principal proceeds the same to the University immediately.

Proper guidance regarding the grievances at University level is also given to students. The queries related to results, correction of in mark sheets reevaluation reappear as are handled by office staff and exemption committee.

Students, if not satisfied with the university evaluation are allowed to apply for revaluation by -paying necessary processing fee to Shivaji University Kolhapur.

The grievances during the conduction of practical/theory examinations are considered and discussed in consultation with the Principal and if necessary forwarded to the university by examination committee.

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

2.6.4

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

Response:

The college adheres to academic calendar for the conduct of Internal evaluation. During institutional planning, the Principal with the staff members holds thorough discussion regarding all the activities of the institution. The academic calendar is prepared taking Significant events and total number of working days into account and adhering to the standards of NCTE and following the B.Ed. curriculum of Shivaji University, Kolhapur. Evaluation in the B.Ed. Programme includes internal and external evaluations. The evaluation of the students on the basis of examinations, internship, curricular and cocurricular activities

etc. all indicated in the academic calendar. The academic calendar is developed in the beginning of academic year. Planning of all is done comprehensively. "Various workshops, assignments, internal examinations, viva, all practicals, Action research, constructivist Lesson workshop, project work and Annual lesson Examination etc. are planned in academic calendar. Student teachers are oriented about Internal work to be completed during each semester. The college sticks to the dates determined. Only in unforeseen circumstances and Severe scenarios, such as Covid. 19 the examination rescheduled.

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:

Our college vision is to prepare ideal and committed teachers for the welfare of the society. The mission statement of the college is to provide competent and true teachers to the society for quality education. The aims and objectives of the college include academic excellence, social concern and character formation and to impart quality education to student teachers.

The Learning effectiveness of any programme and course depends on the PLOs (Programme Learning outcomes) and CLOs (Course Learning Outcomes)

At the beginning of academic year during induction programme student teachers are briefed about PLOs and CLOs. The PLOs and the CLOs frequently shared by the concerned staff members in the classroom. Through expert lectures and all the practicals all these outcomes are shared with the student teachers.

All the teaching learning components at Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra Mahavidyalaya are aligned with the PLOs and CLOs. within the curriculum framework of the Shivaji University.

The teaching learning process of the college is student centric with experiential, participatory learning, problem solving and other emerging pedagogical approaches. The Transaction of curriculum creates a link among learner, syllabus, content, skills with required support system.

The pedagogies are aligned to the course outcomes, formulated based on knowledge, skills and attitude to be developed, mapped to programme outcome. The activities of the college are aligned in achieving the PLOs and CLOs through the participation of students. The academic calendar gives a glimpse of the activities.

The calendar is prepared in consultation with teachers, portfolio incharge and month wise planning is done taking into account the holidays, examination, internship schedule, community and extension work.

The practical activities in alignment with PLOs include assignments, seminar presentations, observations, reflective journal, books review etc. which facilitates critical reflective thinking and communication. Teaching process in the cognitive dimension include pedagogical interactions such as reflection readings, discussions, inquiry, participatory, collaborative and other approaches supported with ICT, strengthening the attainment in disciplinary Knowledge..

Teaching practice sessions conducted inhouse as peer teaching, innovative teaching and internship programme prepares to master pedagogical skills to attain course outcomes through proper planning, communicating and presenting at higher primary and secondary level of teaching. Various learning activities as part of the course outline assigned to all the student forms an important component of internal evaluation.

Induction programme, celebration of national festivals, seminars, various days, expert lectures. workshops and Swami Vivekanand Saptah, Marathi Bhasha Sanvardhan pandharawada, and other curricular and co-curricular activities are organized by the college provide scope for disciplinary knowledge and understand their applications.

Value aided courses provided by the college develop a sense of equity, and inclusively to nurture teachers ethically committed towards human values with a sense of respect for diversity.

Extending the support to the welfare of the community enables students to be human and understand the local and global challenges. Community work, extension activitie helps students to be responsible citizens.

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

2.7.2

Average pass percentage of students during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	48	37	33	38

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

2.7.3

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

Response:

Shivaji University has designed its CLOs and PLOs Files for B.Ed. in such a way that they lead progressively to the development of professional and personal attributes in student teachers. Our college attempted to implement in the spirit of PLOS and CLOS. The progress in student performance on learning tasks is recorded and used further for improvement in many ways.

In theory classes --All theory classes are conducted according to the transaction that are aligned in terms of knowledge, skills, aptitude, interest and attitudes. All transaction plans keep in view PLOs and CLOs on the one hand and assessments and evaluation on the other.

In internship/school management - The college has developed broad and detailed criteria to trace the students' progress on various components of school engagement, pre practice, demonstrations, simulations.

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 home assignments, tutorials, internal examinations, university examinations, sessional work, annual Lesson examination. Throughout the year the faculty records the performance of each student on each programme.

Teachers rely on the results from these tools. After assessing the faculty knows how much objectives are achieved. If there are students who have not performed well in any case the faculty provide feedback to them. Lot of inputs are given to such students in the remedial teaching cell so that they can perform well in the learning task.

After knowing the level of attainment of all CLOs and PLOs studentwise, it is shared with mentors too by the subject teachers so that mentors too can guide students for their improvement.

Apart from theory paper assignments the EPC [Enhancing Professional Capabilities) and EWF

(Engagement With Fields) are also mapped and correlated with CLOs and PLOs with the status of CLOs as the basis of EPC and EWF the students. Professional skill development is monitored. After execution of students' lessons oral as well as written feedback is provided for further improvement of students.

While the academic progress of the students is evaluated based on course outcomes, regular participation of the students in various extracurricular, and co-curricular activities like cultural activity, sports, etc., the preparation of wall papers, publishing poems, articles in the annual magazine i.e., 'Maher', depicts the creativity, team spirit, sportsmanship, leadership quality and soft skills of students.

The biggest benchmark is our distinguished alumni. The college track how many of the students who successfully completed course seek employment or go for higher studies.

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

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: 42

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

2.7.5

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

Response:

Our college has implemented a variety of arrangements to assess student learning needs. At the time of admission, the Principal interacts with parents and students to assess their needs and aspirations. Students are notified at the time of admission. The institution organizes an orientation programme for students at the beginning of the new batch each year. New students were familiarized with the course internal assessment methods and extracurricular activities, rules and regulations as well as other facilities available in the college.

For assessment to be meaningful, it must be well aligned to the type of learning that is valued. Our student teachers along with the academics are involved in a list of extracurricular activities which are significant in developing competencies such as critical thinking, creativity, managerial skills, social and communication skills, adaptability, problem-solving ability to cooperate, which are needed for actively shaping a peaceful future. We try to focus on competencies for life. The whole of the curriculum experiences highlights that our students use these competencies to live, learn, work and contribute as active members of their communities.

The participation and involvement of the students in classroom activities is informally assessed by the subject teachers through observation. The mentors counsel and guide them to become active participants. The summative evaluation, on the other hand, emphasizes whether academic or cognitive learning needs are met.

Teacher educators try to judge the students on the basis of their performance. The practicum in each course gives the opportunity to assess whether students have developed skills or competencies in

need to real life situations. The field work assessment provides an opportunity for judging collaboration, discipline and presence of mind.

The participation marks engagement with course learning and develop students' ability to communicate and discuss ideas.

The written preparations of assignment encourage reading and teach academic reading and writing skills.

The seminars allow students individually or with a group, provide a presentation to class and help to judge communication skills. Group work such as co-curricular

activities emphasises collaborative learning, problem solving and critical evaluation and is valuable preparation for professional and personal life.

Internal assessment conducted to help the student analyse the course content knowledge and mentors guide them in preparing for university examinations.

Teaching skills of the students are assessed through rubrics and the method masters -along with them

feedback. Students show improvement In the second cafe cycle of micro teaching and reflective teaching.

Assessment of the performance to B. Ed. course is dove as per guidelines of the Shivaji university. For theory papers and pedagogy papers in four semesters university examination carries 70% weightage and internal assessment i.e. assignments and tutorials carries 30% weightage

All the activities, practicals are evaluated under internal evaluation. More Stress is given on internal practical work.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.99

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

File Description

Document

Sanction letter from the funding agency

[View Document](#)

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

[View Document](#)

3.1.3

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

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

Response: C. Any 2 of the above

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

3.1.4

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

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

Response: B. Any 3 of the above

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

3.2 Research Publications

3.2.1

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

Response: 6.03

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
4	4	6	11	10

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

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: 4.14

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
01	06	08	05	4

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

3.3 Outreach Activities**3.3.1**

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

Response: 5.2

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
9	0	8	6	3

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

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
00	00	00	00	00

File Description**Document**

Report of each outreach activity with seal and signature of the Principal

[View Document](#)

Event-wise newspaper clippings / videos / photographs with captions and dates

[View Document](#)**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:** 93.84**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
87	87	85	68	69

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:

Our college has consistently made a conscious effort to inculcate social service and social responsibility in the minds of the students. Students are encouraged to develop social awareness by reading magazines and articles in various newspapers. Students are **encouraged to comment on it during prayer**. Whenever cleanliness drive is conducted in Tasgaon cities, students enthusiastically participate in it. The college participates in the social activities organized by Tasgaon Municipal Council Tasgaon as well as Rotary Club Tasgaon. To strengthen national democracy, different activities are implemented by the government level like **voting awareness campaign** in which students participate. A **seed bank** is created every year in the college. The seed bank is used by the students to **plant trees at the village level within the school premises** at the time of School Internship. The college girls are teaching the importance of **menstrual hygiene to school level girls to inculcate healthy habits** and also **convincing the girls how to use sanitation pads**. During the Corona period, the girls of the college directly participated in creating awareness in the society. Demonstration of **hand washing with soap** is done by students to inculcate the importance of hygiene to school students during Corona period and even before. The students of the college did **online teaching** so that the students do not lag behind in their studies during the Corona period. On the occasion of International **Women's Day**, the college organizes various activities every year like poster presentation, Rangoli competition, lectures by various renowned speakers. A group discussion was organized on the birth centenary of Chhatrapati Shahu Maharaj. Shahu Maharaj's views on reservation, social views, political views and environmental views In this students were discussed on Shahu Maharaj's **views on reservation, social views, political views and environmental views**. College professors conduct training classes to **create awareness about yoga** among people in the community.

In the two consecutive years of **2019 and 2020, when the flood situation occurred in Sangli district**, every unit of the college helped as it is our social responsibility to help the flood victims.

Police, Doctors and Stat Transport employees were honoured by organizing a **Covid Yoddha Gaurav** event.

During the **Corona period, when the Maharashtra government decided to collect funds, every component of the college** contributed to it.

The College organized a one-day workshop on Empowerment of **Girl Child Through Technical Education at school level** to discuss the importance of technical education for the empowerment of school girls.

The college regularly organizes various activities in the society like the following

- **Raksha Bandhan activities for State Transport Corporation employees as well as police.**
- **Flag Day and Fundraising**
- **Environmental Activities Collection of saree and making bags from it.**
- **Workshops on Breast Cancer and Uterine Cancer in association with Government Medical College Miraj**
- **Swami Vivekananda Jayanti week is celebrated in the college every year during which activities are taken for women empowerment**
- **Mental Health Workshop for School Students in association with Bodhi Health Well New Delhi**
- **Financial Literacy Workshop**

- **Sansthamata Sushiladevi Salunkhe Adarsh Mata Award.**

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

3.3.5

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

Response: 0

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

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
Appropriate certificates from the awarding agency	View Document

3.4 Collaboration and Linkages**3.4.1**

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

Response: 2.4

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
8	1	1	0	2

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

3.4.2

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

Response: 11

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: 11

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

3.4.3

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

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

Response: B. Any 5 or 6 of the above

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

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:

PHYSICAL FACILITIES FOR TEACHING LEARNING

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, computing facilities, sports ground, etc. for the various programmes offered.

The College has adequate physical infrastructure as per the guidelines of NCTE We have two floored building with terrace space and has sufficient infrastructure with well built mechanism for the proper utilization of physical facilities for teaching and learning and other activities. The institution has, Principal's Cabin, Administrative office, Multipurpose hall, Classrooms, Laboratories (Science, Mathematics, Social, Staff room, Library with reading room, IQAC Room, Girls Common Room, ICT Room, Gymkhana room, Girls toilet, Gent's Toilet, Aqua guard Drinking water facility, Counselling room, Placement cell, Art and Craft room, strong room.

The institution is committed to provide the required academic atmosphere necessary for the intellectual and professional growth of the student-teachers. The physical facilities of the college are wide and varied. The various physical facilities are as follows:

Classrooms: The college has Classrooms which are well ventilated, naturally illuminated.

Laboratories: The institution has

Science/Mathematics laboratory consisting of different scientific apparatus, equipments, charts and models which are useful for practice teaching lessons.

Psychology Laboratory has different tests and batteries. It also has apparatus which are required for psychological testing. It is attached with the counselling cell.

Gymkhana: Institution has a Sports ground viz open playground for outdoor sports which are conducted during the year. Sports materials like Carrom, Chess, Skipping rope, Dandiya, Badminton, Lezim, Rackets, Balls, and Cricket Set etc. are used by students. Yoga mats are available.

Parking place for vehicles is in front of the gate.

Computing Facilities: ICT Room is equipped with Computers, Projectors, wifi and internet facility

[Both LAN and Wi-fi facilities are available]. Separate software's are available both at office and library for the smooth functioning of administration.

Library: Our library is on first floor and has good collection of Books, Journals, Back volumes, Encyclopedias, Biographies, Subject and General Dictionaries, CD ROMs , e-Resources, Theses and Dissertations . Reading hall, Reference ,Periodicals, Circulation Counter.

Administration: The official work of college is centered in spacious office. It is well equipped with wifi, computers and cupboards.

IQAC Room- IQAC room is equipped with adequate furniture and cupboards. Notice boards are displayed to convey important message and information.

Multipurpose Hall: College has **spacious** Seminar hall with platform, podium, Projector with capacity of accommodating 100 student teachers

Strong room- Strong room is functioning at the time of examination. SRPD confidential work is done over there.

CCTVs: Floor wise CCTV cameras installed.

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

4.1.2

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

Response: 100

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

Response: 3

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

Response: 3

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

4.1.3

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

Response: 6.65

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
5.70	3.10	00.00001	0.47	1.67

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:

- Name and features of the ILMS software: “ Vidyasagar Easy and Useful”
- Nature and extent of automation (full or partial): Partial automated
- Year of commencement and completion of automation:

Year of commencement 2014

Completion of Automation 1. May. 2023

College Central Library is a Partial automated library with an efficient Integrated Library Management Software. It is fully integrated, versatile, user-friendly, and multiuser Library automation software. The available books are barcoded and the same data are created and updated in this software.

Library automation is often associated with a Library Management System (LMS) which provides automated tools for managing the library's collections and usage information. Through Vidyasagar Easy and Useful the library daily tasks and services are automated, such as: -

1. Master: Accession series, Department, Subject, Courses, Etc.
2. Circulation: Lending, Books Issue, return, renewal on hold, etc.
3. Cataloguing: Books Master, Add/Edit Books, Search Books, Resource storage, management, retrieval, etc.
4. Periodical and News Paper: Acquisition process, order, receives, returns, cancellations, etc.
5. Report: Special Report, Circulation Summary reports, other reports.
6. Online Public Access Catalogue (OPAC): Book Search, Title, Title in all college, Accession number, Call number, Etc.

Barcode:

Barcode system is user friendly and saves time. The staff scan the document accession number (Barcode) and issued to the user, with less chance of error. Barcode is very important for maintaining the record of the library.

The ILMS has following features which include: -

Data availability: Addition of details of books, journals, e-books, e-journals, etc. with subject(s), author(s), edition, volume, publishers in software.

Uses: This ILMS is user friendly in following ways.

- i) This is useful to students and staff to check the availability of books and journals whenever needed.
- ii) Reservation of Book can be done.
- iii) In addition, student or staff can easily search the books based on title, author, book number, key words within the though intranet.
- iv) Software maintains visitor history
- v) Budgeting of this library can be maintained properly.
- vi) The system can generate automatic email reminder to borrowers.
- Vii) Different section for Books, Reference Periodical, Journal, New Paper, e- Media, etc.
- Viii) Decimal Classification system Used, Compatible Other System.

Library Automation Helps in

1. **Cataloguing Improvements:** Machine Readable Cataloguing (MARC) allows for a quick listing of library items. Not only does this permit the librarian to dedicate more time to enlightening customer service, but it also makes it easier and more affordable to share materials from location to location.
2. **Easier Access:** The automation of library materials makes it easier to find books, journals, e-books, e-journals etc.
3. **Collections:** Library automation makes sure of improvements in the variety, number, and quality of materials that are available in the library collections. It can also help weed out old, damaged books and materials from the collections, which helps to keep the library collection more updated and it is easier to find the particular item.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document

4.2.2

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

Response:

The college library is the main resource for the Learning and Teaching process and is an integral part of the institute. The college insists on inculcating the habit of spending quality and productive hours in the library to upgrade themselves to newer trends in Education, students and teacher get access to various books for knowledge purposes. The material and data that are available in the library are authenticated; so it helps the students get the right information at the right time .A dedicated remote access usage of the library and learner session. There is a separate study area for students and staff to read reference books and personal books. Students can also issue the books on the basis of their identity cards and then return them in a stipulated time.

The college library is partial computerised. It is fully integrated, versatile, user friendly, and multiuser library automation Software. The books are bar-coded and the same data are created and updated in this software. This provides an online OPAC for end users and automated circulation for librarians. The library resources i.e reference books, text books, Journal Encyclopedias, dissertation, and thesis etc. are adequate and are added to existing collection. The library provided Reference Service, Book Bank facility, new arrival display and Book exhibition. The library offers free internet browsing to all students and faculty. There is provision inter library loan. the library is cards are provided to issue books study materials of competitive exams such as TET, CTET, SET, NET.The library encourages students to celebrate Dr.A.P.J.Abdul Kalalm’s birth anniversary 15th October as Vachan Prerna Divas also by conducting books review competition. Best library user award is declared at the end of academic

session.

File Description	Document
Details of users and details of visits/downloads	View Document

4.2.3

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

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

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
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: 0.23

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
0.30091	0.16993	0.23495	0.33922	0.12916

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: 2.04

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: 46

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: 68

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: 29

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: 59

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: 00

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

4.2.6

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

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

Response: A. All of the above

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

4.3 ICT Infrastructure**4.3.1**

Institution updates its ICT facilities including Wi-Fi

Response:

The ICT facilities are available to the staff and student teachers. Institution has up-to-date Computer and Audio visual room lab for staff and students. The institution has well established IT facilities and is being kept on updating as per the need of the hour. The college provides various ICT facilities for the smooth execution of daily academic and administrative activities. The college has sufficient number of computers, printers, scanners, LCD with projector to help students and faculty to carry out academic activities smoothly. The college upgrades and effectively uses ICT to ensure effective teaching-learning process. Budget is allocated by for annual maintenance and up-gradation of ICT facilities.

The college has one technical staff appointed for maintaining computer lab. The college has 13 Desktops for students, 5 for faculty, 5 for office purpose and library. All the computers in laboratories are connected with LAN and internet facility.

Internet: - College has broadband internet with < 200 mbps speed data transfer at free of cost.

The college also possesses other ICT equipment such as projectors (2), LCD Display (2), printers (7) and

photocopiers with printer (2).Headphone mike (3),Sony CD & Data CD(1), Dynamic Mike with all types of connecting cables. Croma curtain (10x6 ft), Multi attached Standheadband without wires mobile computers compatible wireless(1), Collar mike with wire mobile, amplifier compatible(1) These ICT equipments are adequate for the benefit of students in particular and the staff members in general. During Covid-19 lock downs teachers of our college adopted online teaching mode through many digital platforms like ZOOM, Google meet, Google class room Etc. One smart board is used for teaching learning.

Software: - Operating system Microsoft windows 2007 and Microsoft 2010 , University software installed for examination, Shri Swami Vivekanand Shikshan Sanstha (Accounting software), Quick Heal Total security Antivirus and necessary browsers.

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: 4.09

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

4.3.3

Internet bandwidth available in the institution

Response: 200

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

Response: 200

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

4.3.4

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

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

Response: C. Any 2 or 3 of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 6.04

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
5.70	1.85	.74	1.06	.59

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
Link for additional information	View Document

4.4.2

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

Response:

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

The college has a system for maintenance and utilization of physical, academic and support facilities for every academic year. Adequate budget is sanctioned by the management of the college to ensure the maintenance and upgradation of various facilities in the classrooms, laboratories, library etc. Repair of furniture and other equipment is done on regular basis.

Various committees have been formed for the smooth functioning of the college Institution uses its infrastructure optimally for different purpose. Management , Principal and Faculty Members of different committees plan for it in the meetings.

The college campus is maintained by the College Development Committee of the college which looks after general cleanliness, support facilities like safe drinking water, washrooms, fire extinguishers, electric work, plumbing work and water tank etc.

The college library is well maintained in accordance to academic needs of the students and staff. Library committee looks after the library matters. Library request teaching staff to send their suggestion. Books are purchased by abiding library rules.

All the electronic gadgets like projectors, computers, printers, photocopier are regularly serviced and maintained. The regular maintenance and cleaning of classrooms, laboratories, toilets, library etc. are done by supporting staff.

File Description	Document
Any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

9. Canteen
10. Toilets for girls

Response: E. Any 4 or less of the above

File Description	Document
Upload any additional information	View 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: C. Any 3 or 4 of the above

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

5.1.4

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

- 1. Monetary help from external sources such as banks**

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 6.57

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
6	3	2	2	00

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

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 4.76**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 2

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

Response: 00

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

Response: 00

File Description**Document**

Upload any additional information

[View Document](#)

Documentary evidence in support of the claim

[View Document](#)

Details of graduating students and their progression to higher education with seal and signature of the principal

[View Document](#)

Data as per Data Template

[View Document](#)**5.2.3****Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 7.07**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
8	3	0	2	1

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

5.3 Student Participation and Activities

5.3.1

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

Response:

Student council of our college is an active council which plays vital role in Planning, Managing and implementing Curricular and co curricular activities according to the B. Ed. Curriculum and extracurricular activities of our college. Student council is formed according to the University norms. one representative from each category is nominated such as Academic merit, NCC, NSS, Cultural dept. Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra Mahavidyalaya Tasgaon Program, Principals Nominate two student representatives from open category, Principal Nominated one professor, Hostel representative, Head of Gymkhana & Physical Education Professor , SC/ ST OBC category students are nominated on the council. Meeting of Students council has been being called from time to time. The issues related to implementation of theory papers, Practicum components, Problems of students in learning, Problems of married student teachers etc. have been resolved through student council. All students tell their problems to the council members and the members place the problems in the meetings of the council. Issues related to student indiscipline, misconduct of students, issues related to Bus transportation, Govt. Scholarship, Issues related to Practice lessons, Internship etc. have been solved after discussion. Principal of the college works as the chairman of the council. The council helps the college Administration to run the academic endeavor of the college smoothly and successfully.

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

5.3.2

Average number of sports and cultural events organized at the institution during the last five years**Response:** 34.6**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
37	40	33	32	31

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

5.4 Alumni Engagement**5.4.1**

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

Response:

The purpose of Alumni Association is to sustain student's loyalty towards the organization and promote welfare of the same. The SSSMSM Tasgaon, Alumni Association is an active team that plans activities. The purpose of Alumni Association is to sustain student's loyalty towards the organization and promote welfare of the same. The SSSMSM Tasgaon Alumni Association is an active team that plans activities, events for the welfare of the current students and the institution as a whole. Alumni Association of SSSMSM Tasgaon, was registered in 2023 under the Society Registration(Registration No.Sangli/0000097/2023). The association volunteers in maintaining the quality of learning experiences provided by the college. It meets periodically to discuss the ways and means to improve the academic engagement in the institution and support to the wider need of augmenting the institution to scale greater heights. Alumni association strongly believes in providing opportunities for higher education as well as and employment opportunities. Alumni of the institution contribute both financially and non-financially over the years in growth and development of the institution. The Alumni members are invited to the institution on various occasions like teachers' day, annual function, and orientation day to motivate students, share their personal experiences during their professional capacities. They are also frequently

invited as external supervisors, judges, audit, valuable feedback in curriculum planning and evaluation methods, bridging the gap between schools and teacher training. During this event, they provide excellent feedback to improve interns' teaching abilities to serve better in real school environment. Their efforts are suitably recognized and acknowledged.

Alumni takes lots of efforts in organizing webinar on the theme- orientation of NET/SET/TET/TAIT/CTET examination keeping a definite aim , alumni focus on students overall development by organizing speeches on alternate therapy . Considering current teachers future - alumni organized programme on orientation of central teacher eligibility test.

Alumni have contributed their articles/ lesson plans/ action research in the following books. Alumni corner is a regular feature of the monthly newsletter – Horizon. The alumni book bank is set up to ensure reusing of resources as well as to cater to the students who would benefit from the same. Alumni also donates books in the library for reference and reading. Alumni felicitate the teachers on Teachers Day and get together is held towards social gathering. The SSSMSM Tasgaon, Alumni association very actively participates in all activities which not only helps the organization shine but also makes them perfect role models for their juniors. They have conducted sessions on introducing the current batch to different innovative teaching aids and an introduction to baseline tests in schools. They have also acquainted to the new student teachers on how to the best teachers in the classroom.

Alumni Meets are organized to provide a space where alumni from various batches can interact and network with one another. Alumni encourage students to contribute articles in books thus enhancing their literary skills. Alumni are the backbone of the institution it assists in curriculum planning and delivery. Student support and motivation is highly encouraged by the alumni and this helps in taking the institution to a higher level of success and progress. Alumni members contribute and provide feedback on curriculum development, financial aid to needy students, students' support for admission, placement, guidance as well as mentoring. E-content development and extension of various online services to students for example website registration readily available notes and lectures.

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

5.4.2

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

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

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

Response: A. Any 6 or more of the above

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

5.4.3

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

Response: 9

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
01	02	01	03	02

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

5.4.4

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

Response:

Alumni Association Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra Mahavidyalay Tasgaon, plays a vital role through student mentoring, student support, financial support, and recognizing talent, nurturing competencies to be successful in their profession and providing strategies to be effective and efficient as teachers to meet the local and global challenges. Institute has a dynamic alumni association that works in tandem with the faculty in devising methods to improve teaching methods, effective assessment, impact of student potentials to the welfare of the society, organize events to inculcate confidence in students to take responsibility and successfully meet the challenges posed to them during curriculum transaction, providing lesson guidance, writing synopsis, paper presentation, and also participation in personality oriented events like debate competition, quiz, inter-intra collegiate events, grooming sessions, publications, personality development. Alumni members contribute and provide feedback on curriculum development, financial aid to needy students, students' support for admission, placement, guidance as well as mentoring. Feedback of members plays a very vital role in filling the lacunae in curriculum left unnoticed.

Alumni Association help us in student conducting motivational activities in the college & outside. The Association helps to motivate Fresher students also. Our alumni works as the resource person in conducting Teaching Aids workshop for semester II, Simulated teaching workshop etc. we call our Alumni to give demonstration lesson on various methods of teaching in various school subjects. Alumni association helps to conduct (EPC) i.e. enhancing professional capacities and help to arrange lodging & boarding in Educational Tour in various destinations.

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- "To prepare ideal and committed teachers for the welfare of the society."

Mission -"To provide competent and true teachers to the society for quality education."

The objectives of Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra Mahavidyalaya, Tasgaon are

1) To develop excellence in teacher education through innovative practice with deeper emphasis on pedagogical skills and optimum use of available resources.

2) To provide skillful, Learned and dedicated teachers committed to the cause of education and national development.

3) To serve the society by inculcating values such as dignity of labour, equality of gender, protection of environment, responsible use of mass media, respect for tradition and culture heritage.

4) To prepare the teachers with the scientific attitude and logical thinking.

5) To inculcate in Student-teachers the basic beliefs about life, truth honesty, character, love, social service, sacrifice and to curb social exploitation through quality education.

6) To educate the student teachers as an effective communicator, a designer and user of learning resources, a learning facilitator and an active participant in community life.

7) To mould the teachers personality through all round development that is physical mental, spiritual and social.

8) To develop in student teachers the skills and competencies necessary to play the multifaceted role of the teacher in the new millennium.

9) To use technology for effective teaching learning process.

The management provides timely guidance to promote conducive learning. The College Development Committee and IQAC take active lead in planning, monitoring and evaluating the various academic and administrative processes. Staff meetings are conducted on regular basis to plan and conduct activities as per action plan. The faculty participates in planning and execution of various activities as members of

various committees. The teachers and students council encourages all the students to participate in various programs. The entire thrust is on creating belongingness among the staff and the student teachers. The effective leadership and participation of staff and students help in achieving the vision and mission of the institution.

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:

Institution has a mechanism for delegating authority and providing operational autonomy to all the various functionaries to work towards decentralized governance system.

Management:

To create and provide environment conducive to the attainment of institutional goals focusing on the clear vision and mission of the institution.

To provide the need infrastructure and sophisticated equipment that could foster academic excellence.

To foster the growth and development of the institution

To ensure mechanism to monitor and sustain a work culture in the institution.

To encourage the institution to adopt new and innovative ideas to achieve excellence in teaching/learning.

Extensive support from the management for maintaining the culture of decentralization and participative management.

Promotes a culture of decentralization and participative management involving all types of stakeholders in the process of decision making.

Principal Level:

Delegates all the academic and operational decisions based on different committees

Effective functioning of Academic Committees which formulates academic plans and policies.

Faculty Level:

Work as coordinators/conveners of various cells and clubs. Effectively execute curricular and co-curricular activities. Incharge of various committees.

Administration:

Plays an integral role, leading and supporting the development and implementation of policies, programs, realize the vision and mission of the college.

Ensures the smooth functioning in all areas like Admissions, Account etc.

Academic Level

The faculty members participate in sharing the knowledge by discussing on the latest trends in technology during faculty meeting and informed peer-level interactions. Work according to the plans and policies designed by the governing body Cooperative effort in designing and implementing strategies for development. Immense support from administrative staff in day-to-day functioning

The principal of the institution is a member secretary of the Governing Board. The CDC gives suggestions and monitors the requirement, introduction of new programs and welfare activities. The Principal of the institution is central coordinator/ controller of scholastic and co-scholastic and administrative activities of the institution.

The staff members and students participate in various programmes organized by the institute. All the staff members actively participate in implementing the policies, procedures, and framework designed by the management in order to maintain and achieve the quality standards.

Office staff is involved in executing day to day support services for both students and faculties.

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:

Decisions regarding the smooth functioning of the institution are conducted in a democratic manner including the Management, Principal, Faculty, students, and based on the IQAC, CDC, and other committees of the institution. With respect to Academic aspect the institution displays on the website the student list, pedagogy wise student list, learning material, timetables, exam schedules, question bank, answer key. Academic audits are conducted regularly. The Financial budget is prepared by the Governing body, the income expenditure statement is given, and balance sheet is prepared, and accounts are audited and put up on the website.

Financial Transparency:

The members of the Finance Committee discuss major matters relating to budget provisions of the College and finalize budget proposals to be presented before the Management Council for approval near the beginning of each year financial year.

The day to day income received and expenditure incurred is accounted and documented in the various registers of the college; It is being audited by competent authority and counter signed by the principal at regular intervals.

The financial accounts are audited yearly under various heads at different strata like Management level and Chartered Accountants level

Preparation of annual statement of accounts.

Regular audits are conducted pertaining to academic, administrative, and financial aspects of the institution.

Periodic filing of documents of income tax paid by staff members is done.

Scholarship amount is disbursed time to time and students are informed accordingly.

Academic Transparency

- The rules and regulations are made clear to the Students through the college Annual Calendar; made available online or through Hard copies.
- Orientation of syllabus and practicum is done in the beginning of the semester.
- Significant current events, including admission, examinations, seminars, time-tables, workshops is kept on the notice boards.
- The tutorial examinations, assignments, and projects are verified and feedback is provided regularly.
- All relevant information with respect to the institution are displayed on the website.
- The information regarding the institution's transactions, policies, values, code of conduct all are on the website and feedback is taken from various stakeholders.

Transparency in Admission Process

- Online process through MAHACET.org Admission Portal on the basis CET is carried out. With respect to the administrative aspect the students are enrolled through the online process by the CET cell, admissions are conducted online as per ARA, AISHE, all forms are filled online and uploaded, regular audits are conducted.
- Proper documentation with receipts for official and in-house contribution by Students/Parents.
- No donation and hidden charges are allowed.

Transparency in Administrative and auxiliary functions

Periodic review meeting at various levels

Timely handling of files and papers to various agencies.

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 institution has undertaken many initiations as part of its strategic planning. One event to high light is with respect to curriculum implementation. The revised teacher education curriculum as per NCTE guidelines since 2015-17 at the college is two year duration with four semesters. From the strategic plan, **Enhance Teaching Learning** has been successfully implemented since its adoption and continuously worked on to keep updated with the changing times. Teachers were to upgrade their skills and this can be evidenced from several faculty development programs. Apart from this the teachers created **Add on/Value added/Certificate courses** for the students to enhance their teaching skills. It is also practiced to collect a written tabular statement of progress of the events and requirements of internship periodically from the students in a particular school through the team leader and was commonly analysed to provide feedback to them

Green Practices

To provide a healthy environment some more green initiatives like minimal use of plastic, minimal use of air conditioners, switching of lights/fans, use of eco-friendly methods of transportation etc has been adopted by the institution. Under plantations, there are lush green gardens all around the campus. As disposal of e-waste is an emerging global environment and a public health issue.

Green audit and energy audit is conducted annually. Besides all these various other environment-friendly practices like water harvesting, segregation of waste, and recycling of paper is being executed. Under Best out of waste practice, workshops were also conducted. Vermicomposting is another initiative taken by the college to procure organic manure for the plants.

Teaching & Learning

The student-teachers were oriented on how to present a lesson in a simulated environment, the various online platforms and steps to use the online platform. Alumni was invited to orient and give demonstration on how to take an online lesson. The student-teachers were given lesson guidance using google meet. Timely counselling was provided to the student -teachers as and when required. All papers have incorporated creative and effective teaching learning methods to provide the model teaching learning experiences which students can emulate in their own careers as teachers.

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

Managerial Governance

The institution is a women's college of Education run by Shri Swami Vivekanand Shikshan Sanstha, Kolhapur. The longterm plans of the institution are spearheaded by the Management. The Principal in consultation with the Management plans and guides the institutional transactions and along with staff ensures the smooth functioning of the institution in alignment with University rules, vision, mission, objectives and values of the institution. College Development Committee The CDC prepares plans and makes recommendations for enhancing the academic, non- academic, infrastructural development of the institution. Internal Quality Assurance Cell The institution has an IQAC that prepares plans and promotes

measures for institutional functioning towards quality enhancement. Grievance Redressal Mechanism The institution has a grievance redressal cell that aims to address academic and non-academic, individual and collective grievances of the student teachers, Anti- Ragging and Anti- Sexual Harassment Cell The institution has an anti- ragging and anti-sexual harassment cell to cater to the safety and welfare of students. Pathak tapasani takes place in the institution by the experienced members' committee of the different institutions of Sanstha. Recruitment and Promotional Policies are as per the norms and conditions laid down by UGC and Shivaji University. Eligible candidates are recruited based on selection by experts in panel interviews.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	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: A. Any 6 or more of the above

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

6.2.4

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

Response:

The meeting was conducted with a view to incorporating some of the aspects highlighted by the National Education Policy 2020. The NEP 2020 seeks to provide a new direction to the educational process in our nation. The institution endeavors to provide quality enhanced holistic learning experiences to the students. The best practice of college is TQM - Based on NEP 2020 Perspective comprised of the following –

T - Teaching through Interdisciplinary Approach: Through this aspect student were oriented to prepare lesson plans and creating learning resources which are need based. Internship various lessons are executed as per different lesson plans such as continuous lessons, ICT lessons, Constructivist lessons, Activity based lessons etc. Internship module itself designed to cater interdisciplinary approach by the university.

Q - Quality and Equity in Education: Incoming students are assessed on basic competencies that are required for the successful completion of the B.ED course and where required are provided with simplified notes, digital assistance, tutoring and mentoring.

M - Outcome Based Education: The teaching and learning is conducted in accordance with the program and course outcomes against the backdrop of the college objectives. This practice aims to ensure equitable teaching learning practices that emphasize the interdisciplinary nature while focusing on the programme and course objectives.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution gives dire importance for the welfare of its Faculty members. Significant initiatives were taken for the teaching and Non-teaching faculties in various dimensions such as

1. Academic
2. Professional
3. Social

4. Economic

5. Health and well being

The Principal identifies the needs of the faculty for development in career and encourages the staff and also guides them to take the necessary action for their professional growth, provides the needed support to undergo higher degrees and qualifications, by granting leave both for the teaching faculty and administrative staff if required. Encourages faculty to avail of UGC's Orientation, Refresher course, FDP, STC. Provide opportunities for skill up-gradation and knowledge suited for the changing nature of professional requirements such as, participation in seminars, workshops, conferences and training programmes. Adjustments are made in the timetable for the staff to attend refresher courses, short term courses, FDP, workshops, seminars. Faculty is encouraged to use various resources –library, ICT for academic and research purposes.

The Management Patsanstha (Shri Swami Vivekanand Shikshan Sansthechya sevakanchi Patsanstha, Tasgaon) provides loans to the staff whenever required. Financial incentives are provided by way of promotions and increments to the teaching faculty as prescribed in keeping with the Career Advancement Scheme of the UGC. Faculty members are acknowledged and felicitated by the Management for their outstanding professional achievement. Maternity, Paternity leaves are granted as per rules and circular. Medical bills of the staff is processed as early as possible and proper followup is taken from Joint Director office, if any query occurs it is fulfilled and proposal is resubmitted. Group Insurance Policy is done with Shivaji University, Kolhapur. College has insured all the student- teachers through group insurance policy. The staff members cooperate with each other and extend support in times of emergencies and casualties for the inmates and family members.

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

6.3.2

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

Response: 17.24

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
2	0	1	0	2

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	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: 3

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
2	0	1	0	0

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

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: 27.59**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
0	2	2	2	2

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:**

There is an inbuilt mechanism for performance assessment. Teaching performance of faculty members is assessed through self appraisal form. The areas covered are Academic and Professional Growth, Teaching Methods used, Research papers published in journals, Guidance rendered to Research Scholars, Participation in Seminars, Workshops and Conferences, Participation in orientation programmes, refresher courses and Participation in Extra Activities. Attendance, student teacher relationship, Help rendered in college administration by membership of various committees such as Discipline Committee, Admission Committee, Students' Welfare Committee are also taken into consideration. These forms are analysed by the Principal. Semester wise result analysis also enables the Principals to monitor the teaching learning activity. At the end of academic year feedback is collected from the students. Various aspects regarding the curriculum and the teaching-learning process are covered. The Principal of the institution on the basis of his observation and feedback given by the student-teacher evaluates the faculty and provides necessary suggestions

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The accounts are audited regularly. There is internal as well as external auditor. Financial statements are presented in the CDC meeting and the points with special reference to optimum utilization of the financial resources are discussed and deliberated and subsequently the Audited financial statements are adopted and approved in the meeting. Internal audit is done by Sanstha (Shri Swami Vivekanand Shikshan Sanstha, Kolhapur). There audit objections are put forth if any, these objections are sorted as per guideline given by Sanstha Auditor. Then M/s. P.V.Phathak and associates, Kolhapur is external auditor does audit and objections given if any. This system of Audit identifies the discrepancies which are rectified at the preliminary stage itself. These objections are clarified by Head clerk and resubmit audit report to auditor. The Auditors conduct Audit by checking basis of all Payment Vouchers, Receipt Vouchers, Bills, Bank Reconciliations and Bank Statements. The institution has a system of Pre – Audit on concurrent basis by the Auditors, which results in a full proof system of checking and control for all payments and receipts. Final audit report is sent to Joint Director and A.G. Office.

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

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: 1.35

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
1.08500	3.87301	1.06330	.46254	.26100

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

6.4.3

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

Response:

Institution uses various strategies for utilization of funds. Institution chalked out various committees for proper functioning. Teaching and administrative staff demands the resources need for their routine work through demand letter. College development committee decides major requirements as per demand letters and necessity of the institution. Purchase committee follows rules of Sanstha and institution while purchasing goods and equipments.

All stakeholders demand their requirements in various committees like College Development Committee, Purchase Committee, and Standing Committee etc. In this committee student representative, teacher representative, Non-teaching staff representatives share their views about maximum utilization of the available resources. They also demand resources if needed. Stakeholders discussed about requirements and take decisions together. All the funds utilized for the quality improvement of the teaching-learning process. Resources are utilized according to the needs of the institution. Funds are available under different heads and the institute utilize in expending under the respective heads. All the resources such as library, ICT lab, Psychology lab, physical education resources etc. are available for the faculties, students, society and other stakeholders.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The **Internal Quality Assurance Cell (IQAC)** of the college frames policies based on the vision, mission, and goals of the college to enable quality enhancement and sustenance in all the aspects of the institutional functioning. The IQAC cell of the institution was established on 2005 and continuously works to maintain quality benchmarks in the activities of the institution.

IQAC has been established in college for quality assurance and quality sustenance. The college implements most of its quality assurance mechanism through detailed planning, collective decision making and team work of all the staff members, through the IQAC cell. The IQAC audits the committee reports and activities of the college and gives the audit report to the Principal for further action. Suggestions are given to respective committee members for enhancement of the performance of the committee.

Keeping in view the vision and mission of the college, through the IQAC various capacity building programmes like developing communication skills, professional skills and ethical values etc, various, to create community consciousness programmes like Swacch Sarvekshan by Tasgaon Nagarparishad, School adoption programme, Teaching aid donation campaign, visit to special schools are arranged. value inculcation through programmes like yoga, celebration of national days, Use of technology in the teaching learning process enhance the quality of presentations.

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

6.5.2

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

Response:

IQAC has been established for quality assurance and quality sustenance. The college implements most of its quality assurance mechanism through detailed planning, collective decision making and Annual Quality Assurance Report of Sansthamata Sushiladevi Salunkhe Mahila Shikshanshastra

Mahavidyalaya, Tasgaon team work. The progress of college is viewed from the success of its activities. IQAC also tries to establish linkages and collaborations with the other agencies and organize activities for the students. All the activities of the college are monitored and reviewed through the IQAC. The IQAC audits the committee reports and activities of the college and gives the audit report to the Principal for further action. Suggestions are given to respective committee members for enhancement of the performance of the committee. There are other committees in the college such as College Development Committee, Standing Committee, Research Committee, Library Committee, Internal Complaint Committee, NCTE-PAR Committee, Feedback Committee, Placement Cell, Purchase Committee, Lead College Working Committee etc. also conducts their periodical meetings and suggest measures for the qualitative development of the institution. Plan of action and outcome chart is prepared.

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

6.5.3

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

Response: 34.6

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
38	40	33	32	30

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: A. Any 4 or more of the above

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

6.5.5

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

Response:

In previous Naac some recommendations are provided which are fulfilled-

	Recommendation	Compliance
2.4.1 Physical facilities for learning	College has classroomscollege classrooms,labs , library need to renovation.The college needs to monitor safety measures	College has classroomscollege classrooms,labs , library which are renovated and number of classrooms increased.
2.4.3 Library as a learning resource	Reading room facilities and open access system is to be strenghted	Reading room facility is provided in the campus.

2.4.5 Other facilities	Staffrooms, common rooms for students, rest room and toilets available need renovation	Staffrooms, common rooms for students, rest room and toilets available done renovation,
2.6.5 Financial Management and Resource Mobilization	Financial management system needs computerization	For financial management Sanstha has developed software.

The college building had limited infrastructure but after II cycle building construction had done and 6 rooms were added in infrastructure. Solar system has installed, rain water harvesting is functioning now. Vermi composting has started; number of computers is increased. Ladies toilet blocks added in number.

The library plays a pivotal role in the academic progress of the college and its human resources viz. the faculty and the students. Use of technology in the day to day administration of the library is very essential. The library is computerized and now is digitalized with Vidyasagar Library software, library automation is done.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

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

Aim:

1. To make the college campus and activities as ecologically friendly as possible

Objectives:

1. To plan to reduce the amount of waste generated.
2. To plan to reduce generating waste that reaches the landfills.
3. To plan segregation process so as to reach wastes to recyclers.
4. To make the energy consumption of college more efficient.
5. To conduct green Audit

Energy conservation refers to the methods of reduction in energy consumption by way of elimination of wastage and promotion of efficiency. The institution adopts various ways and means for eliminating wastage of energy as given below:

WAYS OF ENERGY CONSERVATION:

It is the responsibility of the institute in creating awareness among the students and staff about the energy conservation measures

The college building has large airy classrooms with maximum utilization of natural light and cross ventilation. Walls of the rooms are painted with light colour to reflect natural light. This reduces the need for fans and lights during most of the day.

Energy Conservation policy: Electricity conservation:

- Teachers, students and non-teaching staff regularly ensure that lights and fans are switched off when not needed.

- The college is replacing the tubelights and bulbs with LED lights.
- The teachers and support system as well as students are informed to shut down the computer down when not in use.
- Regular maintenance of electrical equipments is done to minimize unnecessary usage of electricity. Effective maintenances through annual maintenance is done.
- A non teaching staff has been assigned the duty of maintaining the electric equipments.
- Repairs of electrical devices are carried out and replacements are made whenever required.

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

7.1.2

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

Response:

SSSMSMTasgaon has a clear waste management policy for disposing waste. The curriculum of the B.Ed course of Shivaji University, at the college has a significant weightage on Environmental Education (elective paper), all the students keeps Environmental Education as an elective paper so that the institution has a significant scope and possibility to adhere to the principles of sustainability. Activities of Environmental Club are very dynamic in keeping the campus clean and green. Waste management is one of the prominent features of daily campus administration. We try to create consciousness and awareness among staff and students about the ways in which waste is generated and the means by which they can reduce waste generation and manage the waste they produce by following the five "R" principle of reduce, reuse, recycle, refuse and regenerate. The saleable materials like paper, files, plastic, old furniture and other waste is regularly sold.

Policy Objectives:

- To create awareness about waste generation and waste management
- To reduce waste generation and focus on reuse and recycling.
- To dispose waste in a cost effective manner.
- To participate in Swachh Bharat Abhiyaan.
- To adhere to the policy of MGNCRE on Swachhta Action Plan.
- To organise seminar and talks on environmental issue
- To ensure minimum wastage of water.
- To implement waste management practices in schools.

Action Plan:

- There are separate bins for dry and wet waste.
- Use of cloth bags is encouraged.
- One side used papers are used by staff.
- Students are encouraged to provide used blank papers.
- Plastic is collected and hand over to Tasgaon Nagarparishad.
- Plastic bottles are used to prepare saplings.
- Rain water harvesting is functioning
- Workshop of 'Best out of waste'.
- E-waste is collected and given for recycling.
- Dry waste in the campus is given to the waste collection department of Tasgaon Nagarpalika .
- EPC practical items are prepared from waste news papers.
- Used sarees are donated to Rashtra Sevika Sangh and in return collected cloth bags.
- Used files are provided to students.
- Things which are reusable are given to needy institutions.
- Vermicomposting is an eco-friendly process that recycles organic waste; the organic matter is collected in readymade bag.
- Used waste water from RO and washbasin is collected and attached to rain water harvesting pipe.
- The dry saleable materials like paper, files, plastic, old furniture and other waste is regularly sold to recycling agents.
- Liquid waste from the points of generation like the water tanks and toilet etc is let out as effluent into a proper drainage to avoid stagnation.
- Liquid waste from washroom is collected through systematic drainage.
- Waste water is used to plants through drip irrigation.
- Zero percent leakage of waste water.
- There has been increase of e-notices and e-reporting of all activities.
- The use of WhatsApp, SMS and email for communication with all stake holders has witnessed decreased use of papers.
- Instead of taking CD'S from students, presentations and assignments is taken in Pen drives or through email.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for 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: E. None of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting
2. Waste water recycling

3. Reservoirs/tanks/ bore wells**4. Economical usage/ reduced wastage****Response:** A. All 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
Any additional link	View Document

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

Cleanliness: SSSMSMT is committed to cleaner, greener environment is visible through range of initiatives. On a regular basis the college keeps the campus clean and maintains greenery by planting different plants. Tree plantation enables to beautify and enhance the green cover of the college. Weeding of unwanted grass is done on regular basis in the college campus. At the college and campus level, Swachh Bharat Abhiyaan was held. SSSMSMT has received the Swachh Action Plan Certificate from Mahatma Gandhi National Council of Rural Education.

Sanitation: Segregation of the waste is done in the campus premises, with two dustbins are kept on each floor labelled as 'Wet Waste and Dry Waste. The wet waste goes to the dumping pit in the college campus. The manure generated in the dumping pit then goes to the plants in the campus. Dry waste in the campus is given to the waste collection department of Tasgaon Nagarparishad, Tasgaon. Cleanliness of toilets, classroom, and campus is mandatory. During Covid protocols, sanitizers were kept in every floor and entrance. Regular cleaning of toilets is done; check is done to maintain clean and healthy habits.

Institute is resilient in deployment of dedicated team for maintenance of water system, drainage system and waste management system in the campus. The periodic maintenance practiced in the campus induces sense of cleanness and also cut off extra expense on wastage.

Green cover: Apart from primary cleanliness and sanitation efforts, the institute is also committed to promoting sustainable habits. By promoting cloth bags through bag making competitions along with other efforts to maintain a plastic free environment. The objective of the competition was to encourage self-reliance through sustainable practices by creating wealth from waste.

With regard to paperless office our accounts are in software and many of the correspondence to Joint Director of Education are in Excel and Email.

Sessions were conducted for the school students to make them aware of better cleanliness habits such as 'Wash Hands practice' as well as to develop an appreciation and interest for sustainable environmental practices. Poster and Slogan competitions on the same have been conducted to sensitize students on environmental issues. While conducting 'Paripath' quiz is taken through that Environment related questions were asked to enrich student teachers knowledge. Workshop of preparation of a pot for planting is carried out. Workshop of how to prepare saplings from seeds is taken and these saplings are donated to practice teaching schools that look after the plants afterward. Various environmental days are celebrated with activities such as world environmental day on 5th June, World population day on 11th July, 22nd March World water day, 16th Sept as International Ozone day etc. On these days various activities like poster competition, essay writing competition, expert talk, workshop is conducted.

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

7.1.6

Institution is committed to encourage green practices that include:

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

Response: A. All of the above

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

7.1.7

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

Response: 2.63

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
2.94770	0.44530	0.33415	0.33890	0.26075

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:

SSSMSMT has conducted various activities in its endeavor to leverage the local environment, locational

knowledge and resources, community practices and challenges. The institution has conducted following activities: The institution has endeavored to spread awareness on the environmental issues through a Poster competition on environmental issues. Environment Day, international women's day, Human right day, Consumer day, constitution day, Water Day celebrations etc. A Swachh Abhiyaan programme was conducted where student teachers participated in cleaning the campus premises, Swachh Abhiyan is conducted in collaboration with Tasgaon Nagar Parishad. Various competitions are organised by Nagar Parishad where our college student teachers work as judges and referee. Activities to sensitize the student teachers and the community reach out to the less privileged in society. Visits to inclusive schools are arranged so as to sensitize the student teachers. The institution felicitated Corona warriors such as Doctors, Traffic police, journalist, Police, Ambulance drivers, Peons of Nagarparishad, Graveyard operators etc on 1st May 2022 who worked in pandemic situation. Nagarpalika school N0.1 and 5 are adopted by College where curricular various activities are conducted. Teaching aids are provided to these schools. Rotary club of Tasgaon arranged health and hygiene programme on women's day and distributed free sanitary pads to student teachers. Free medical checkup is organised by college in collaboration with Tasgaon Gramin Rugnalay (PHC Tasgaon). Digital payment awareness session conducted by Post office Tasgaon, Financial literacy session conducted by C.A. Monica Baldava. Needy students are provided help by staff. (Bus pass and financial assistance) Covid fund, flood fund is given by staff from their salary. College multipurpose hall is provided to various institutions free of cost. Balanand activity, SLAS (State Level Aptitude Survey), BDE (Brain Development Exam) are supervised by our student teachers. Old material is given away to needy institutions. Teachers work as judges and referees in exhibitions conducted by Panchayat samiti, Education dept. Student teachers have registered for online curriculum for environmental sustainability and climate change. Voting awareness is created among student teachers and local people.

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

7.1.9

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

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

Response: A. All 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
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

1. Title of the practice

‘SCHOOL ADOPTION SCHEME’

Duration- Year 2021 till date

During the programme student teachers teach the lessons at a school and provided various learning experiences.

Objectives

1. To develop the ability to perform science experiments .
2. To help in study of Geography and Maths
3. To acquaint students with language skills.

The context

Mahatma Jyotiba Phule Primary school No.1 of Nagarpalika Tasgaon is selected.

The practice

Time table is made and student teachers group was create for visiting school for teaching. Permission

from Education department is taken officially, banner of college displayed in the school.

Procedure followed

All the experiments were demonstrated keeping the students active. Mathematics practice is given.. Mathematics phobia reduced.

Evidence of Success

- Students showed interest in learning science, mathematics
- Students reading speed, pronunciation has improved.
- Tangible change is seen in students' behavior.

Problems Encountered

Maintaining Timetable of school and college was bit difficult.

2.Title of the practice

Collection of Marathi verbal traditional songs

Objectives-

- 1.To explore verbal songs sung by women in their locality.
2. To classify the song according to their nature of content.
3. To find out nature of social life feelings and thinking process.
4. To appreciate these verbal song.
- 5.To disseminate verbal songs from current generation to next generation.

The context

Our college is Sansthamatha Sushiladevi Salunkhe Mahila Shikshanshastra Mahavidyalay. Here girls attend the college from various rural villages of Sangli district.The activity of collecting Marathi verbal traditional songs was completed with the aim that the girls should know the women's verbal traditional songs of her locality, to understand the background of the contemporary traditions of the society

Procedure followed

-guidance regarding this programme was given to student teachers student teachers interview the woman in their locality and ask the to sing oral songs from the woman . This oral songs are classified according to their nature these songs are presented in the college.

Resources required-Paper pen, video record mobile, camera, sound recorder Etc.

Impact of the Practice-

1. Student teachers women and collected various oral songs from them rural areas.
2. The songs are of three types.
 - a. Some songs regarding family relationships.
 - b. Some songs are on festivals and social traditions.
 - c. Some songs are on beliefs, gods and goddesses and on superstitions.
3. Our student teachers enjoyed the activity collection of oral songs and presented some songs in the college
4. Songs which are not sung frequently are sent to Shivaji University for project competition.

Evidence of Success

Student teachers came to know about varied culture and tradition. They created interest to know more about these songs

Problems Encountered

Difficulty in searching people who follow this verbal tradition

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

College tires to achieve the goals, to create scientific attitude and rational thinking in learners by arranging all above programme.

To complete the objective truth, innocent, character, love, social service, prevention of social exploitation

through concrete Education, student participates in various programmes national anthem, day of special, moral stories, news, institutions prayer, anniversaries, skill based competitions, cultural programme, youth festival, government programmes.

Various experiences are provided in college, in this essay writing competitions, oratorical competition, Rangoli competition, drawing etc. Student participates in this entire programme.

Planning of programme and participation, such trainings are given in the college. All required material has purchased by the college.

To express the student teacher Maher Magazine is published by the college. It publish with the help of students, teachers and merchant, this Maher Ank got 8 prizes in Shivaji University. To get publicity to this programme, Shnehakunj News letter is published twice in a year. College announced new award from year 2021-22 with the name of Sansthamata Sushiladevi Salunkhe Aadarsh Mata (ideal Mother). Smt. Madhuri Jagannath Patil is the first lady who got this award. 25000 Permanently deposited in bank for this award. Also 25000/- deposited in bank to award first three rankers in Shivaji University. The main aim of these prizes is to create motivational habits of study in students.

College is moving towards the sustainable development. New college building is completed as some basic facilities. Pure water, up gartered toilets, green campus, solar system, water harvesting, vermin compost etc. changes as per the green and electricity audit of has been done.

To improve the quality of college all affords has taken by the college and the result is the continuously three years student got success in university Ranks, youth festival, Sarthi essay writing. College is updated with smart class, online classroom facility, wi Fi , free internet, updated laboratory seminar hall multipurpose hall, E Library, psychology lab etc. we always trying to create strong and updated teacher.

As social responsibility college runs M.A. Education, DSM coerce of Y.C.M.O.U, yoga and basic Tailoring course of Shivaji University. We committed to create strong and quality teacher for social welfare and development as it is our vision. With fulfilling the previous lacunae given by last NAAC committee we are going to face third cycle of NAAC.

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

5. CONCLUSION

Additional Information :

Educational institutions that have the vision to be part of the progress of the Nation always have a blueprint of significant accomplishments. Our college strives to maintain high standards without compromising on the quality by providing safe conducive environment with adequate resources. Our strength is our faculty who cultivate the habit of social commitment, innovation among students. SSSMSMT produces a conscious-minded teacher who is deeply attuned to the needs of every individual in the classroom. They believe in teaching and learning experiences that are meaningful, collaborative and creative. Orientation Programme with the Principal of practice teaching schools will help develop a 'WE' feeling with them. We render help to nearby institutions by sending student teachers to perform various responsibilities like supervision, referee for competition etc.

Our college focuses on

- **Quality Education**
- **Comprehensive learning**
- **Coordination of traditions and progress**
- **Inculcation of values.**
- **Expressing the self**

SSMSMT in its journey since 1984 has achieved various milestones and catered to the development of the individual and societal development. Our accomplishments and accolades in scholastic, co-scholastic and infrastructural development areas have made SSSMSMT aim to achieve the pinnacle of success.

Concluding Remarks :

Highly qualified faculty and 100% teachers are Ph.Ds, Two staff members are Ph.D guides. Moral Education is an integral part of teaching learning process in the institutions and it is visible through daily Paripath. Our Incharge Principal Dr.B.M.Patil awarded Nation Builder Award by rotary club Kolhapur. He has received "Nomination on faculty of Inter disciplinary studies as per Section34(4)(d) of Maharashtra public Universities Act,2016.SSSMSMT has received Best college award in semi urban area by Shivaji University,Kolhapur. Our college has at least one student teacher in the merit list of Shivaji University, Kolhapur.One student grabed first prize in Essay competition at state level. In the university Annual magazine competition 2021-22, Maher Magazine 8 student teachers secured awards under different heads. Dr.A.S.Chikhalikar got Best paper award in National conference of MSSTEA in jan 2023.Pratiksha Pawar is felicitated with consolation prize by SAARTHI for essay competition, she also honored by Govt.of Maharashtra by including her article in the book.

Workshop on Preparation of TET/CTET for development of Professional attributes will also be the prime focus.We have started YCMOU Study centre in 2022 for the courses DSM(Diploma of School Management) and M.A.Education. We are running Basic course of YOGA and, basic course of tailoring of Shivaji University, Kolhapur

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.5	<p>Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years</p> <p>1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) 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>55</td> <td>40</td> <td>0</td> <td>0</td> <td>0</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>47</td> <td>40</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input is edited from clarification certificates.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	55	40	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	47	40	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
55	40	0	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
47	40	0	0	0																	
2.1.3	<p>Percentage of students enrolled from EWS and Divyangjan categories during last five years</p> <p>2.1.3.1. Number of students enrolled from EWS and Divyangjan categories during 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>13</td> <td>4</td> <td>5</td> <td>0</td> <td>0</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</td> <td>6</td> <td>5</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input is edited from clarification documents .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	13	4	5	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	11	6	5	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
13	4	5	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
11	6	5	0	0																	
2.2.4	<p>Student-Mentor ratio for the last completed academic year</p> <p>2.2.4.1. Number of mentors in the Institution</p> <p>Answer before DVV Verification : 42</p> <p>Answer after DVV Verification: 5</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>																				

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

Answer before DVV Verification : 42

Answer after DVV Verification: 00

Remark : As the supporting links and the provided mere list of students do not support the metric input is edited according to it .

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)

Answer before DVV Verification : A. All of the above

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

Remark : Input is edited from clarification documents .

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

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

Answer before DVV Verification : 169

Answer after DVV Verification: 129

2.7.2 Average pass percentage of students during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	48	37	33	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
42	48	37	33	38

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	5	7	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	06	08	05	4

Remark : Input is edited from clarification documents as the provided documents are already in 3.3.1.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	4	8	6	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	0	8	6	3

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
89	87	90	73	71

Answer After DVV Verification :

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

Remark : as the irrelevant documents are provided by the HEI in clarification Input is edited according to it .

3.3.3	<p>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</p> <p>3.3.3.1. Number of students participated in activities as part of national priority programmes during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <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>89</td> <td>87</td> <td>90</td> <td>73</td> <td>71</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <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>87</td> <td>87</td> <td>85</td> <td>68</td> <td>69</td> </tr> </tbody> </table> <p>Remark : Input is edited from 1.1 metric.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	89	87	90	73	71	2022-23	2021-22	2020-21	2019-20	2018-19	87	87	85	68	69
2022-23	2021-22	2020-21	2019-20	2018-19																	
89	87	90	73	71																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
87	87	85	68	69																	
3.3.5	<p>Number of awards and honours received for outreach activities from government/ recognized agency during the last five years</p> <p>3.3.4.1. Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1137 1046 1272"> <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>3</td> <td>8</td> <td>2</td> <td>0</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1352 1046 1487"> <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>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Awards to individuals are not be considered input is edited according to it</p>	2022-23	2021-22	2020-21	2019-20	2018-19	3	8	2	0	2	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
3	8	2	0	2																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
4.1.2	<p>Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.</p> <p>4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities Answer before DVV Verification : 5 Answer after DVV Verification: 3</p> <p>4.1.2.2. Number of Classrooms and seminar hall(s) in the institution Answer before DVV Verification : 5 Answer after DVV Verification: 3</p>																				
4.1.3	<p>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</p>																				

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
1228187	2513719	1136768	205025	431780

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5.70	3.10	00.000001	0.47	1.67

Remark : Input is edited considering the value regarding metric .

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

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

Answer before DVV Verification : 100

Answer after DVV Verification: 46

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

Answer before DVV Verification : 174

Answer after DVV Verification: 68

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

Answer before DVV Verification : 053

Answer after DVV Verification: 29

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

Answer before DVV Verification : 130

Answer after DVV Verification: 59

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

Answer before DVV Verification : 162

Answer after DVV Verification: 00

Remark : Input is edited from clarification documents . As only four month data has been provided .

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
1149169	278534	281042	338334	198072

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5.70	1.85	.74	1.06	.59

Remark : Input is edited from clarification documents .

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**

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

Answer After DVV Verification: E. Any 4 or less of the above

Remark : Input is edited from clarification documents.

5.2.1 Percentage of placement of students as teachers/teacher educators

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	13	10	15	08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	2	2	00

Remark : Input is edited from clarification documents .

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

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

Answer before DVV Verification : 15

Answer after DVV Verification: 2

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

Answer before DVV Verification : 00

Answer after DVV Verification: 00

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

Answer before DVV Verification : 00

Answer after DVV Verification: 00

Remark : Input is edited as per during the last completed academic year

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	7	5	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	3	0	2	1

Remark : Input is edited from certificates CTET certificates .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
108500	387301	106330	46254	26100

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.08500	3.87301	1.06330	.46254	.26100

Remark : input is converted to lacks

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>98</td> <td>97</td> <td>90</td> <td>75</td> <td>77</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>94</td> <td>94</td> <td>88</td> <td>72</td> <td>74</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	98	97	90	75	77	2022-23	2021-22	2020-21	2019-20	2018-19	94	94	88	72	74
2022-23	2021-22	2020-21	2019-20	2018-19																	
98	97	90	75	77																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
94	94	88	72	74																	
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>55</td> <td>55</td> <td>55</td> <td>50</td> <td>50</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>55</td> <td>55</td> <td>55</td> <td>50</td> <td>50</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	55	55	55	50	50	2022-23	2021-22	2020-21	2019-20	2018-19	55	55	55	50	50
2022-23	2021-22	2020-21	2019-20	2018-19																	
55	55	55	50	50																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
55	55	55	50	50																	
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>33</td> <td>33</td> <td>33</td> <td>30</td> <td>30</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>27</td> <td>27</td> <td>27</td> <td>25</td> <td>25</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	33	33	33	30	30	2022-23	2021-22	2020-21	2019-20	2018-19	27	27	27	25	25
2022-23	2021-22	2020-21	2019-20	2018-19																	
33	33	33	30	30																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
27	27	27	25	25																	
1.5	<p>Number of graduating students year-wise during 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>42</td> <td>48</td> <td>37</td> <td>33</td> <td>39</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>42</td> <td>48</td> <td>37</td> <td>33</td> <td>38</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	42	48	37	33	39	2022-23	2021-22	2020-21	2019-20	2018-19	42	48	37	33	38
2022-23	2021-22	2020-21	2019-20	2018-19																	
42	48	37	33	39																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
42	48	37	33	38																	

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2937524.5 5	2170658.8 2	1616087.6 8	724782.06	2468431

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29.37	21.70	16.16	72.47	24.86