SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

VASANTRAO NAIK SHIKSHANSHASTRA MAHAVIDYALAYA

VIDYA VASANT PARK BAPURAM NAGAR KALAMBA KOLHAPUR 416007

www.vnsm.info

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The management named as Shikshanshastra Adhyapak Shikshan Sanstha was established in the year 2002. The management is now running the institution named as 'Vasantrao Naik Shikshanshastra Mahavidyalaya, Kalamba, Kolhapur. Previously the same institution was run by Shri Chhatrapati Shahu Shikshan Sanstha, Dasara Chowk, Kolhapur and that Management was closed the institution in the year 1999. They terminated all the teaching and non teaching staff. The affected staff came together and fought against the old Management in the Highcourt . Their continuous efforts against old management were result in transfer of management by the old to the new i.e. our Shikshanshastra Adhyapak Shikshan Sanstha. Hon. High Court was transferred the same institute to our management.

By the year 2003 till this date the college is running under the management i.e. Shishanshastra Adhyapak Shikshan Sanstha. All the management members are teachers. Their efforts to run the institution is unique. Their guidance and follow up for the institution is always prime. They provide intellectual and moral support to run the institution.

In view of the mangement the vision, mission is outlined. The more importance is given to the students those who are became a teacher in future. Their all round developments is our motto. The development of student teacher means to attain National educational goals and objectives and brings in them a qualities of teaching learning and evaluation skills. Till date all the developments were done in student's point of views.

The mangement role was very vital in the development of the institution. At early stage they completed the basic requirements i.e.Land, building, human resources, other resources etc. Nowadays the institution put a eye on the necessities according to the university. The continuos development of teaching learning, The development of library, the development of all the staff, the development of student teachers are

basic priorities.

The various committees are playing a vital role to attain the vision and mission of the institution. The mix role of teachers, student teachers and institute found in committees like IQAC, College Development Committee, Library Committee, Anti-Ragging Committee, Student Development Committee, Grievance Redressal Committee etc. They are undergoing through variety of work for the development of student teachers as well as institutional development.

Vision

Motto:- 'Duritanche Timir Jao'

Vision-

The important things is to show the prospective trainers. The direction in which to go, To teach him to find his own path, to retrace it, to continue it and to guide him to think.

Mission

1. **To attain national educational goals and objectives.**
2. **To extend philosophical, sociological, psychological environmental, cultural, ethical, aesthetic views through education.**
3. **To strengthen academic enrichment, administrative and managerial techniques.**
4. **To stimulate teaching performance for promotion of qualities of teaching learning and evaluation skills, methods and techniques.**
5. **To familiarize to use information and communication technology.**
6. **To encourage research oriented attitude among perspective teachers.**
7. **To conduct various activities for personality development.**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1.Members of the Governing Body are eminent and experienced academicians and administrators who contribute significantly while policy formulation and major decision of the College.

2   Proven track record of producing high quality teachers since its inception in 2003

3.   Well qualified and experienced faculty actively involved in teaching-learning, research and extension activities.

4.   Faculty members are provided opportunities to attend various faculty development programmes throughout the year

5..   Participation of students in various sports and cultural actactivity

6.   ICT enabled classrooms and Wi-Fi campus

7.   24/7 CCTV surveillance inside and outside the college

8.   Easily accessible location of institution

9.   Well ventilated and spacious classrooms

10.   MoUs with different organisations to promote active collaboration with other organizations.

11.   Highly committed and supportive alumni network

12.   Time-bound examination system and declaration of results

14. Value-added courses relevant to current demand and trends

15. Library with large collection of books, journals and availability of separate reading rooms for students and teachers.

16. A well-defined student admission policy

17. Adequate student support services.

18. Transparent feedback system

19. The college follows a dia augmentation and sustenance of the overall quality of the institution.logic and feedback process with all the stakeholders.

20. An active Internal Quality Assurance Cell (IQAC) plays a central role in the monitoring,

Institutional Weakness

1.With a view on institutional growth and development, the number of permanent teaching staff in the college needs to be increased

2. Space constraint for expansion

3. VNSM is primarily an undergraduate college which focuses on teaching and learning activities rather than on research. Therefore, there is a limited scope in enhancing the research practices in campus. Need more efforts in research work.

4..Limited resources in the use of digital technology to enhance teaching-learning in campus

5 Limited facilities for differently abled students.

6 Non-availability of NSS scheme for students

7 Generation of funds is often a serious limitation in expansion and upgradation of campus facilities.

8 Presently, students do not get exposure of working with rural communities to develop insight into the realities of rural India

9. Problems to find sufficient alternative sources of revenue.

Institutional Opportunity

1.   College seeks to further increase its national linkages. While Vasantrao Naik Shikshanshastra Mahaviadyalay has a strong base of employer relationships, strategic engagement practices implemented at VNSM would expand its reach to the employer community

2.   Scope to expand into area of online education to cater to a potential student community that is unable to attend physical classes due to work or other commitments or distance

3.   Students expressed a desire for more work-based learning opportunities. Given that today's work opportunities are largely contingent on networking and relationships, this student view is critically important

4.   VNSM employees expressed an overall need to develop more innovative partnerships with universities focused on practices that lead to increased student persistence and more developed educational pathways.

5.   VNSM has opportunities to serve a more racially and ethnically diverse student body, who may need various individualized services.

6.   Focus should be on improving Research activities

7.   Increase in internship linkages for providing better opportunity to students.

8.   To strengthen the quality of community outreach activities

9.   Scope for providing research and post-doctoral studies.

10..   To organize more faculty development programmes for professional growth of teachers

11.   To introduce credit-based system of courses.

12.   To use reputation for providing quality courses.

13.   Can help the growth of backward sector students in an excellent manner

14.   Possibility of enhancing courses and seats.

15.   Introducing Master courses in the campus

16.   Expanding partnerships and engagement opportunities within our society.

17.   Availability of resources for differently able learners Institutional Challenge

Institutional Challenge

1. Motivating faculty for research by getting research grants from various funding agencies.

2 Linkages with Government organisations and various institutions at National and International levels.

3. To achieve excellence in academics by involving masses from socially weaker sections.

4. Not able to apply changes as suggested in NEP being an affiliated college

5. Curriculum Planning and Curriculum Development is not in control

6. Funding facility is not available

7. Non-performing students are threat that can impact enrollment, new partnerships, and revenue.

8. VNSM is faced with increasing competition from many colleges

9. After Covid 19 pandemic, VNSM's enrollment has declined, which impacts revenue and programs.

10.   The admission criteria and examinations are controlled by the Bed.CET CELL Maharashtra only tutorials are held in the College.

11 .VNSM caters to a large number of students who hail from the marginalized sections of society,many of whom are first generation learners. The challenge of meeting their day-to-day educational and personal needs is an urgent and immediate need.

12.   The initiation of any new academic programme requires a long and complicated procedure for getting permissions from multiple authorities which often delays the process.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

According to the NCTE framework the curriculum had adopted by the Universities. All the process regarding curriculum development and its application is the work of Universities. The colleges are just followed the curriculum given by the University.

Curriculum Planning-

        Principal arranges the meeting every year under IQAC. At the beginning of the academic year the meeting held. In such meeting the discussions were made on the application for the year. The proper planning were made on curriculum.

Planning of Curriculum-

1. A deep discussions between Principal, Faculties and teachers about curriculum.

2. Division of work among the faculties and teachers.

3. Actual time table on paper including syllabus and practical works.

4. Organize the e-resources and new technology.

5. Organization of library its development and enrichment according to syllabus.

6. Office management for smooth running of academic schedule.

7. At regular intervals internal examinations are conducted to know the progress of the students.

8. Make the focus on finishing the syllabus for final examinations of the students.

Teaching-learning and Evaluation

This criterion relates to college efforts to serve students of various backgrounds and abilities through effective teaching-learning practices. Students are required to appear for the Maharashtra B.Ed., CET which is conducted by the State Common Entrance Test Cell. The State Common Entrance Test Cell prepares a merit list based on the CET Score, academic performance and category reservation of the candidates. Candidates are ranked according to their overall scores and the top candidates are offered admission to the B.ED. program. The admission in the college are made strictly on the merit basis.

Institution has a perspective plan and all teaching-learning and evaluation activities are carried out in accordance with academic calendar.

Major focus in the college is on the teaching-learning process. Teacher preparation, professional growth are given importance to Interactive instructional techniques that engage students in higher order thinking through the use of focus group discussion, projects, practical session, internship, workshop, field visit, tour and e-resources are important considerations. Mentors are allotted to students.

Different opportunities are provided to the students to develop competencies are skills related to school based practices, communication, construction of assessment tools and organizing events etc. Internship is planned systematically according to syllabus. Various practice teaching plans are developed by students.

Academic support is provided to students according to their learning level assessed. The college has mentoring policy to provide the students support on issues related to their strengths, weakness, prospective opportunities and challenges faced in relation to curricular and co-curricular aspects. Students are motivated to use ICT support for their learning practice teaching, internship and co-curricular activities.

The college has well qualified faculty involved in teaching-learning. Teachers are regularly updated with the teaching-learning and evaluation methods by organizing in house discussion.

The assessment and evaluation plan is comprehensive, reliable, objective and transparent and students are well informed in advance. Continuous Internal Evaluation is done in accordance with academic calendar. Assessment is incorporated into the learning process to achieve the PLO's and CLO's of the course. Evaluation and Evaluation results are used to improve the performance of students and course transaction.

The library is well equipped for students and faculty members and it consists of wide varieties of textbooks, reference books of various subject, magazine and journals. Four Newspapers and 15 weeklies or magazines are regularly received in the library. Various reference books are used by teachers and students in teaching-learning process.

Infrastructure and Learning Resources

The main aspects under this criteria are physical infrastructure, infrastructure maintenance, libraryas learning resource, ICT as learning resource, other facilities,infrastructure and best practice in learning resource.The college has adequate infrastructure facilities and resources as per NCTE Norms. The college has built up area of 1410.97 sq. m, that consists of Multipurpose Hall, Classrooms, Sports Room , Staff Room, Girl's Common Room, Library-Cum-Reading Room, Laboratories, Principal's Office,Administrative Office, Store Room are alsoavailable. Curricular and Co-curricular activities are taken up in the multipurpose hall.The library is, Wi-Fi enabled and well equipped with all the facilities for students and faculty members and it consists of wide varieties of text books, reference books of various subjects,magazine and journals. Library is partially automated and possesses an Integrated Library Management System, ILMS: 'BIYANI'which provides a user friendly interface for searching documents in the library and their issue status. The institution has subscribed 'SCRIBD' E-BOOKS which contains more than 5 laks

E- Books and dacuments.To keep pace with the academic growth institution provides Wi-Fi facility for staff and students. The

college makes great efforts to provide the latest technology to students, keeping them up to date with the world. ICT facility is available to students and staff for activities related to teaching-learning process.Over the years college upgrades its hardware, software and allied ICT facilities according to requirements.

Enough toilet blocks for female and male are available in the college. Uninterrupted electricity supply is ensured in the campus with the help of battery inverters and UPS systems.

Student Support and Progression

The main objective of this criterion is the effort of an institution that provides students with the necessary support to facilitate good campus experience and their overall development. The institution also seeks information on student and alumni profiles and contributions to the institution and vice versa. The focus of this criterion some of the good practices expected of a quality such as the institution has adequate teaching resources and a well established mechanism to systematically review various library resources for adequate access and relevance for decision making for acquisition various provisions in the institute support and enhance

the effectiveness of faculty in the teaching and mentoring of students. Seminars, workshops, webinars, are organized to rainforce the content taught.

The mentors in college maintain the profile of the students to analyze their language barriers, negative mind set towards teacher profession, personal commitments for an overall progression. The campus environment promotes improvement in students motivation, satisfaction and development performance.

The key aspects identifies under this criterion are student progress, student support, student activities and best practices in student support and progress.

Governance, Leadership and Management

The governance of the college is very democratic, transparent and decentralized. All stakeholders are encouraged to participate actively and voice their perspectives for effective decision making and policy formulation. The leadership strives to maintain an open and interactive environment to achieve mission of college. The college practices decentralization and participative management through different Committees.

College has a perspective plan and all academic and administrative activities are carried out in accordance with it. The functioning of the institutional bodies is effective and efficient which is clear from the organogram and cell structures. College Development Committee consists of eminent personalities such as Lawer, Educationist, Reporter, Teachers, Businessmen etc. Their expertise has benefitted a lot to the college in completing the perspective and strategic plans. They share their expertise and expectations to prepare the perspective plan and encourage deploying it successfully. Staff meetings are held periodically for the effective planning and implementation of teaching, learning and administrative programmes. Student Council meetings are also held at regular intervals to address student related issues. Transparency is maintained in faculty appointment procedure and service rules.

The college has implemented e-governance in almost all areas of operation. There are a number of welfare measures for the benefit of teaching and nonteaching staff.

The college has organized various Faculty Development Programmes. Performance of the teaching and non-teaching staff is assessed through the appraisal System. The college conducts regular internal and external audit and prepares annual budget. The IQAC coordinates all the quality-related activities by developing an organized methodology of documentation and internal communication, enhancing and integrating the various activities of the college and ensuring the adoption and dissemination of good practices. IQAC gathers online feedback regarding the effectiveness of the teaching-leraning process. Various quality initiatives for improving the quality culture are taken by the Institute under the guidelines of IQAC.

Institutional Values and Best Practices

Vasantrao Naik Shikshanshastra Mahavidyalaya is a self financing institute. The college has good support services like spacious classrooms, multi-purpose hall, library, reading room, since laboratories, sports rooms,

common rooms etc. Office work and library are partially computerized. Internet, wifi and e-mail website facilities are available. The approved intake of students in the B.Ed. course is 50. Till date the college has trained 18 batches of B.Ed. students.

Performance of the college students in the University Examinations has been exceptionally good and they secured the top ten ranks including the first rank in the Shivaji University, Kolhapur in the B.Ed. course several times. Institution has a well qualified experienced faculty. Four staff members have Ph.D. degree in Education and other related subjects. There are well qualified non teaching staff members.

The college is run by teacher management namely Shikshanshastra Adhyapak Shikshan Sanstha. Sanstha was established in the year 2002, and since then has been performing a vital service to students. Today there are many students enrolled in various institutions run by the society. The society also runs M.A. Education and D.S.M. courses through YCMOU. The B.Ed. students are sent to various schools of the rural and urban area for their teaching practice programmes for 15 weeks.

Research and Outreach Activities

Research and outreach activities require one to have a stronger foundation in order to be successful. The Institution understands this well and provided enough scope for the faculty to undergo rigorous training for research to understand the intricacies of research well. Once the fundamental are clear any research would bring fruitful results for the researcher as well as institution. The college organizes workshop and seminars for the faculty so that they get in house training and guidance on different aspects of research. The college also has an ecosystem whereby knowledge is not just created but also transferred to other deserving scholars. Research is promoted in the B.Ed. course, M.A. Education, D.S.M. by making monograph work compulsory for the B.Ed. students. Lectures are encouraged to publish research articles in educational journals. Books related to research are purchased for the library. Instructional material developed by the college includes power point presentations, teaching aids, working models, posters etc.

Community Welfare activities are a compulsory part of the B.Ed. course. The college has MOU's with several schools, College of Education and NGO's. It utilizes the community resources by inviting community people for guest lectures. Sending students to different schools and Institutions for their project work, visit to science fair, visit to innovative schools. Social and modern values are developed in the students through the celebration of National Festivals, Constitutional Day, Teaching of National songs and through seminars and extension lectures. Many Literary and cultural programs are organized in collaboration with schools and other college of Education.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VASANTRAO NAIK SHIKSHANSHASTRA MAHAVIDYALAYA
Address	VIDYA VASANT PARK BAPURAM NAGAR KALAMBA KOLHAPUR
City	KOLHAPUR
State	Maharashtra
Pin	416007
Website	www.vnsm.info

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	SHIVAJI BAPU PATIL	0231-2322116	9822054148	-	vnsmkolhapur@gmail.com
IQAC / CIQA coordinator	ANNASAHEB RAMGONDA PATIL	0231-322116	9822676800	-	annasahebrpatil@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity 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](#)	26-05-2015	20	Recognition Till today

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	VIDYA VASANT PARK BAPURAM NAGAR KALAMBA KOLHAPUR	Urban	14.7	867.18

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	UG	Marathi	50	50

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				0				8			
Recruited	0	0	0	0	0	0	0	0	4	2	0	6
Yet to Recruit	0				0				2			
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				8
Recruited	3	1	0	4
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				8
Recruited	4	2	0	6
Yet to Recruit				2
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 Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	2	0	0	0	0	0	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	2	0	2
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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**	**Others**	**Total**
	2	0	0	2

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	29	0	0	0	29
	Female	81	0	0	0	81
	Others	110	0	0	0	110

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	5	0	1	3
	Female	5	2	7	3
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	3	1	3	4
	Female	8	6	0	3
	Others	0	0	0	0
General	Male	8	10	7	9
	Female	21	31	32	28
	Others	0	0	0	0
Others	Male	0	0	0	2
	Female	0	0	0	3
	Others	0	0	0	0
Total		50	50	50	55

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The College adheres to the Vision of National Education Policy, i.e., to provide high quality education and to develop human resources in our nation as global citizens. In order to provide the

	holistic academic growth among students, multidisciplinary curriculum is being offered, which gives freedom to the student to choose their preferred options from the range of courses offered by the institution. Emphasizing the key principles of NEP, the college provides diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. Integration of Drama & Art, use of ICT in teaching learning process are some of the multidisciplinary courses offered the programs. Value added courses, involvement of students in programmes of National Priority, skill development workshops are some of the programs organized by the college to develop all round capacities of the students. The faculty encourages the students to identify, analyze and present solutions which are innovative, creative and unique to the teaching-learning process. The college has linkages to various academic, industry and voluntary organizations which help the management to prepare the student teachers as per the demands of the global industry.
2. Academic bank of credits (ABC):	Make specific modifications and specifications rather than undergoing the rigid, regularly prescribed degree or courses of a single university or autonomous college.The Academic Bank of Credit concept is yet to be implemented by the affiliating university, we are waiting for university guidelines to implement ABC For this purpose, the university has constituted a committee to prepare a path for effective integration of ABC in its academic
3. Skill development:	The institution running Deploma In School Management Course affiliated to Yeshwantrao Chavan Ope University,Nasik.The Deploma In School Management course is a contemporary course tailored for senior school teacher,institutional head,principals and educational administrators.The course which equips them with the vital skill and method and imparts traning on the various function of educational administrators can be completedin 1 years.The deploma course offers enough flexibility to the this course is the best option and perves to be advantageous for the academicians looking to upgrade their leadership qualities for the smooth running of an educational institution in the 21 st century.They will gain a through understanding of

	educational planning and administration.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian Knowledge system will include knowledge from ancient India to modern India and clear sense of India's future aspiration with regard to education, health and environment. Institution celebrates Hindi Din, to encourage Hindi learners and understand the cultural values permeated by the literary works in Hindi Further .Teaching-learning instruction is imparted bilingually in the institution, Institution . celebrates Marathi Din and Science Din. The college adapts multidisciplinary approach. professional Ethics , Indian culture and heritage in curriculum of B.Ed.,teaches cultural values in Indian tradition so a would be teacher imbibe value orientation. Through Drama and art in education we provide them exposure toward Indian culture. The college is planning to host events, lecture series and performances open to the larger community to promote Indian Knowledge Systems, languages, culture and values.
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) is a pedagogical model that entails the restructuring of curriculum,pedagogy and assessment practices to reflect the achievement of high-order learning. The objectives set out in the NEP on OBE are Competency, standard, benchmarks, and attainment of targets.University has adopted Outcome Based Education (OBE) for B.Ed. programme. Learning Outcomes have been appropriately defined at Programme&course level(PLOs/CLOs), and appropriate learning experiences are designed and delivered to facilitate attainment of the stated learning outcomes. Outcomes are assessed and attainment analytics are used to improve the academic quality. B.Ed. course is designed with outcome centered on cognitive abilities namely Remembering, Understanding, Applying, Analyzing, Evaluating and Creating.
6. Distance education/online education:	The National Education Policy 2020 envisions a complete overhauling of the higher education system to overcome constraints that prevent equity, inclusion and diversity. The policy propagates that HEIs that fulfill stipulated criteria should offer Onlin Distance Learning and online programmes so as to reach out to geographically and socio- economically disadvantaged groups. Due to Covid -19 pandemic,

educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. Due to Covid -19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. This can be considered as the new normal, which is envisaged in New Education Policy as well. Institute has successfully imparted its course content delivery in online mode during the Pandemic (COVID-19) and also conducted online examinations successfully by using our own team. SCE is a Local Chapter of NPTEL/SWAYAM Courses and providing opportunity to the teachers and students to learn online to enhance their knowledge and professional skills. For increase in focus on the skill improvement and competency development of the students, it is essential that an identified set of skills and values will be incorporated into higher education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No, The Special campaign for new voters registration was arranged by Kolhapur, Collector Office, on behalf of Election Commission of India. Our institution motivated to Teacher Educators to register their name in new voters list.
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?	Yes, Student Co-Ordinator-Kamlakar Baliram Gurav Faculty Co-Ordinator- Urmila Rajesh Patil As per direction of Collector Office, Kolhapur, these two members are attended meetings and followed direction given by them.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	following Initiatives undertaken by our Institution-1.Celebrated Constitution Day 2. Lectures arranged on the subject of democracy 3. Inculcate demographic values in student teachers 4. motivated to registration for Voter ID 5. Motivated to donate the vote in time election

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.	NO
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.	Following Efforts made by Institution- 1.The age between 18 to 25 of new voters were oriented about necessary documents, their availability and filling the registration forms 2. Information provided about what necessary documents required for the registration 3. information provided about addition and deletion of the name, migration of voter, change in name are to be provided

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
55	55	55	50	50

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[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
15	15	15	15	15

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
55	55	55	50	50

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
55	55	55	50	50

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
55	55	55	50	50

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	07	07	07	07

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
07	07	07	07	07
File Description		Document		
University letter with respect to sanction of p		[View Document](#)		

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	37	36	38	39
File Description		Document		
Audited Income Expenditure statement year wise d		[View Document](#)		

3.2

Number of Computers in the institution for academic purposes..

Response: 08

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:

According to the NCTE framework the curriculum had adopted by the Universities. All the process regarding curriculum development and its application is the work of Universities. The colleges are just followed the curriculum given by the University.

Curriculum Planning-

Principal arranges the meeting every year under IQAC. At the beginning of the academic year the meeting held. In such meeting the discussions were made on the application for the year. The proper planning were made on curriculum.

Planning of Curriculum-

1. A deep discussions between Principal, Faculties and teachers about curriculum.

2.Division of work among the faculties and teachers.

3. Actual time table on paper including syllabus and practical works.

4. Organize the e-resources and new technology.

5. Organization of library its development and enrichment according to syllabus.

6. Office management for smooth running of academic schedule.

7. At regular intervals internal examinations are conducted to know the progress of the students.

8. Make the focus on finishing the syllabus for final examinations of the students.

File Description	Document
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)
Paste link for additional information	[View Document](#)

1.1.2

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

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

1.   Faculty of the institution

2.   Head/Principal of the institution

3.   Schools including Practice teaching schools

4.   Employers

5.   Experts

6.   Students

7.   Alumni

Response:

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](#)
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 Progammes offered by the institution, which are stated and communicated to teachers and students through

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response:

File Description	Document
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional 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:

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
09	09	09	09	09

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
09	09	09	09	09

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](#)
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:

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

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

File Description	Document
Data as per Data Template	[View Document](#)

1.2.3

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

Response:

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
00	00	00	00	00

1.2.4

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

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

Response:

File Description	Document
Data as per Data Template	[View Document](#)

1.2.5

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

Response:

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
00	00	00	00	00

File Description	Document
Data as per Data Template	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

Variety in the syllabus form demonstration as well as various units of the courses provides opportunities for the students to acquire knowledge, skills and attitudes related to various learning areas. In our institution 9 teaching methods taught under the pedagogy of subject 6 (a)II, 6 b(I), 6 b(II) and course 10. In that syllabus teaching methods techniques, maxims learning resources are taught according to the subject as well as secondary and higher secondary level and also knowledge of the role and characteristics of these teacher obtained. Following workshops are conducted for implementation of curriculum.

1. Diagnostic and enriching the teaching skills.

2. Lesson planning workshop and demonstration lesson.

3. Teaching Aids Workshop

4. Psychological Testing Workshop

5. Constructive Approach to teaching

6. Models of teaching

7. Simulated Teaching

8. Action Research

9. Education Tour

10. Visit to innovative school

In this way student teacher to acquire and demonstrate knowledge skills related to teaching profession.

File Description	Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	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:

In our institute, every year we organize different kind of field visit to the various types of schools affiliated to CBSE and State Board of Maharashtra. We select various types of schools like Shantiniketan(CBSE), Smt. Laximibai Jarag High School, Chetana Vikas Mandir, Dr. Sarvapalli Radhakrishnan Vidya Mandir, different localities such as urban areas and slum areas for field visits. It familiarizes student to a variety of school system. Students compare each school system in terms of evaluation system, standards, quality of schools. Function of different board and the functional different between them.

Two year B.Ed. Course having Four Semester, Curriculum are designed to give student teachers the opportunity to learn about the school system by visiting schools in person and also through field work. Student teachers get information about school systems working as teacher in a school. These practical are as below same(Semester-I, A-5) School engagement and visit to innovative centre of pedagogy and learning.

Semester-II (B-2, B-3) field engagement and school internship(Semester-III) (C-1) school internship.

Under the A-5, demonstration all the students are divided in to 5 groups. The schools are divided into these group mentoring faculty are assigned.

Under-B-2, B-3, C-1 practicals student teacher assigns schools according to their performance. Where they are given the opportunity to conduct actual teaching. Conduct examinations and evaluate and carry out various school activity. Institute familiarizes student with the diversity in school system.

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

1.3.3

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

Response:

In our institution we keep our students engage in various learning activities through workshops, lecturers, field engagement, internship , sessional works, tutorials etc. Whatever knowledge student acquire while performing these activities they apply in completing various curricular and co-curricular task. Students co-relates the skills and knowledge acquired during micro-teaching and simulation teaching. In their class-room teaching they also apply the sociological and psychological principles learnt in. Theory papers during their class-room teaching. Students co-relate the skills and knowledge acquired from the

various courses in their internship programme.

      During the internship programme student prepare lesson Note, Calendar, Muster, Remark Book, Daily Diary, Catalogue etc. Student conduct, Unit test of their method subject. Student are conduct the action research. Students teacher are supposed to use Psychological Test on school student. During their internship programme. Student teacher prepared different types of lesson plans during workshop on constructivist approach and models of teaching apply it in classroom teaching by conducting same lessons based on it.

File Description	Document
Documentary evidence in support of the claim	[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:

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:

File Description	Document
Stakeholder feedback analysis report 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:

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:

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
12	15	13	12	13

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:

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
05	05	05	00	00

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:

Assessment process is in---- at the entry level students are assessed through State Common Entrance(CET) which is conducted by the CET Cell. The process of enrolling students to the B.Ed. programmes is through a transparent, well-administered mechanism, complying with all the norms of the concerned regularly/governing university. Government of Maharashtra B.Ed. entrance test is conducted online. It consists of 100 multiple choice questions which includes the areas such as Mental Ability, General Knowledge and testing aptitude of the students. B.Ed. CET exam guidance classes were conducted every year by the institution. Due to COVID in restriction time. Assit.Prof. Dr. Urmila Patil has created various video's through her youtube channel 'drurmilapatilofficial' for guidance to the entrance exam.

At college entry level we conduct an interview session for the newly admitted students to know their specialties in different areas, hobbies etc. In the beginning, we conduct a workshop on 'Diagnostic and Enriching Skills'. To diagnose the teaching skills in the college, the student teachers were divided into five groups and student teacher was asked to teach on any topic for 20-25 minutes. Assessed the skills of group guides and mentors. By analyzing the skill assessment category, the mentors determined the skills of the student teachers who were not advanced.

The content knowledge Test prepared by the faculty based on entire school syllabus is administered to assess the students, content knowledge in the subjects. He/She selected as a teaching methodology. For the fresheres to ease the transition in to new course orientation programme is organizedV

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

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. Multilingual interactions and inputs

Response:

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:

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:

2.2.4.1 **Number of mentors in the Institution**

Response: 7

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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:

Multiple mode approach to Teaching…

Experiential Learning: Demo and practice sessions for Enriching skills are organized in the simulated condition. Students are taken for field visits to different places like special school, Innovative school, a school in a slum, English medium school. Students are taken on field trip to interact with their skills.

Participative Learning: To ensure student centered learning, the institution organizes different guest lectures, seminars, visit to historical places, workshop, industry visit etc.   Teacher educator's encouraged students to take part in all co-curricular activities. College is utilizing the accompanying member learner strategies like Assignment, Sessional, Project, Cultural programme, Group discussion and so on.

Problem Solving Methodologies: Opportunities and proper guidance is given to the 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.

Brainstorming: This practice is adopted by teacher in the classroom teaching and in pedagogy subjects so that teacher trainees also learn how to use this as a method in their teaching.

Focused group discussion: Opportunities are created for free interaction among the students through celebration of important occasions like Marathi Din, National Festivals, Cultural programme, Sports and trip. Teacher educators teach through lecture cum discussion method in class so that students can enhance their in class so that students can enhance their learning by contributing their knowledge.

Online mode of teaching: Conducting online classes through Zoom, Google Meet, use of Whats App Groups, Sharing of e-resources and You Tube Video's with students, sharing different links with students. WhatsApp Group is created for all students to discuss their issues with teachers about various subjects. During the Covid-19 Pandemic, students are being taught through online medium only.

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](#)

2.3.2

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

Response:

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of LMS	[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:

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: 55

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Any additional Links	[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:

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
Link of resources used	View Document

2.3.5

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

Response:

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Students are regularly mentored by the teacher educators. Various teaching learning activities especially for the practical are carried in the groups. Students are divided into groups. Teacher educator help the students in every step of his learning. We have three Kul and each subject Club. In this regard efforts are made by the mentors in different aspects:

Working In Teams: Guidance is provided to student like:

-Sharing Responsibilities with colleagues.

-Focusing on strength of team members.

-Having positive attitude towards things.

-Develop students listening, reading, writing and speaking skills.

Dealing with student diversity:

Being future teachers it is very important for students that they should know how to deal with student diversity in actual classroom environment. So Mentors suggest different ways to deal with student diversity

-Engage students in collaborative work

-Provide enriching material to fast learners.

Balancing home and work stress-

After completing B.Ed. Programme the students enter schools and it brings lots of challenges to adjust home with work. Lots of stress of maintaining balance between the two is a common issue. Our teacher educator guiding them(students) for the same.

-Prioritize your time.

-Set goals each day.

-Be efficient with your time.

-Practice meditation and yoga.

Conduct of self with colleague and Authorities

As it is essential to have a decent relationship with colleague and authorities at work place, mentor guide for the same.

-Respect people

-Be kind to colleagues

-Practice good etiquettes while communicating with colleagues and authorities.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.3.6

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

1. **Special lectures by experts**

2. **'Book reading' & discussion on it**

3. **Discussion on recent policies & regulations**

4. **Teacher presented seminars for benefit of teachers & students**

5. **Use of media for various aspects of education**

6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response:

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:

Creativity: In this direction students are given opportunity to enhance their creativity. We nurture creativity among students through various workshop such as teaching aids, models of teaching, constructivist workshop, action research etc. We organize poster presentation competition, Rangoli exhibition, etc. Through these activities we nurture creating among students. We also nurture creativity through classroom lectures, expert lectures, use of audio-visual aids, use of ICT and use of library among students. The pedagogy courses offered in B.Ed. involve the development of creative lesson plans. Teacher make the students aware about the different models of teaching and supervise them in preparing the lesson plans and motivate them to use their creativity. Students get the opportunity to plan and implement lessons to promote their creative thinking.

Celebration of various days: The institute celebrated various national and international days. Celebrating these days has become integral part of students learning. For this the institute organized various activities. The aim of organizing these activities is to holistic development of student teachers as well as to inculcate the various skill and qualities in student teachers. Student perform and participate in the

different activities. For the students it is great way of teaching and learning to inculcate different qualities.

Life Skills: Topics related to life skills are included in B.Ed. curriculum. In life skills education, students are actively involved in a dynamic teaching and learning process. All teacher educators inculcate life skills through their lectures. In out in our institution have three cultural groups, In which students are assigned on the basis of interview conducted at the beginning of the academic session. All the co-curricular and extra- curricular activities like communication skills development programme, stress management and personality development are carried on by these cultural groups. We also have the subject clubs through which we have organized activities related to life skills.

Innovativeness: Students at Vasantrao Naik Shikshanshastra Mahavidyalaya, Kalamba, Kolhapur to boost their innovativeness get opportunities to celebrate important days like Women day, Science day, Balika din etc. here the teachers and students come together to innovated something and present it before people through the means of social media to create awareness in people. The student under the guidance of teachers work on different problem in the field of education like homework, reading etc.

Intellectual and thinking skills :

Through the practical course of Drama and Art in Education students get opportunity to think intellectually and create scripts for dramatization and prepare scripts for street play/skits. Here the teacher educators give orientation to the students regarding script writing and then the students select any theme like social/educational problems. The group co-ordinates and performs in front of the class and prepares reports. In this way the students utilize and develop their intellectual and thinking skills.

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:

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**
Link for additional information	**View Document**

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response:

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](#)
Link for additional information	[View Document](#)	

2.4.3

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

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

Response:

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

2.4.4

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

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

Response:

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

2.4.5

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

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response:

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](#)
Link for additional 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:

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](#)

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:

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](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The internship programme is spread overall two semester of the B.Ed. course.

1.Selection of schools: Schools are selected from urban and rural area. Institutions are selected just to expose the students with schools of different types and level. The students medium of instruction (Marathi/English) are considered too before assigning practice teaching school.

2. Before every Internship: We call a meeting of the Headmasters and the Nodal Teacher etc. Every issues are discussed and sorted out well before the internship. Nodal teachers appointed by the practicing schools work as a co-ordinator who coordinates between the college and the school. Communication is shared regarding dates, classes and the ratio of student teachers, criteria for evaluation/observation for two semesters with the school Principal. Principal's of the schools are oriented towards their role and requested to appoint senior teachers as supervisors to the students.

3. A block of 10 to 11 students pained by a teacher educator go to the assigned school where the student teachers perform the activities given in the syllabus. Lesson department of the institution gives all instructions regarding internship to the students and faculties. After getting the syllabus from schools, trainees prepare period plant and get them corrected by the methodology lectures. Before internship orientation to our college, action research project, psychological test etc. are given.

4. Student performance are assessed through observations, rating scale, checklist, discussion, meeting with the students and schools during the internship etc.

5. Orientation to students going for internship: Internship programme has one aspect that are kept in mind. It is observation of peer teaching observations. After the completion of lesson, the students conduct tests and evaluate the achievement of the students. They are informed about the school's requirement and do within the school. Guideline are given to students for their apt behavior with school related persons.

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

2.4.9

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

Response:

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

Response: 5

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

2.4.10

Nature of internee engagement during internship consists of

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

Response:

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

List of schools is pre-decided by the Cooridinator and are informed well in advance about the advent of the internship programme. Students are allotted the schools in heterogeneous groups. Students are allotted the schools well in time before the Internship programme commences so that they can get familiar with the route and there is no challenge faced on the first day. The students are oriented for the internship programme including details of contact of in-charge etc. The school principals are requested for an orientation on the first day of internship. Each teacher educator is assigned a school for monitoring and evaluation purpose on a rotation basis. Teacher-educators also maintain a proper record of each observation and remarks given.

Role of teacher educator: Teacher educator observes the each activity and different types of lesson of students in the internship programme. Observation of activities and lessons are noted in the form of strengths and weakness. According to these observation the teacher educator give feedback to students. Teacher educator maintains regularity and punctuality of teacher-trainees during the internship. They also look after the problems faced by the students in the schools and provide viable solution at her level.

Suitable feedback is provided to the trainees for improvement in performance.

Role of school Principal: The internship programme is chalked out in consultation with the school Principal. The school principal oriented the school teachers on the internship programme. School Principal assess the each student and activity done during the internship and give the feedback. School Principal provides time-to-time guidance to interns for trainees performance. Also they reports to teacher-educator about the observations made for improvement.

Role of School Teachers: School teacher evaluation is a mandatory aspect for lessons and internship as well. School teachers of the particular subjects observe the lessons of students and give feedback, school teacher monitor each activity done by students and give the feedback. Also they provides a comfortable environment to the interns welcoming them in the system to work with them and learn.

Role of Peers: Institute utilize peer evaluation as an integral component regarding internship. Peers observe the lessons of each other's and gave important feedback. They share their experiences in group and more attention to their peers remarks. Also they discussion upon presentation is done peers for improvement.

Remarks on the lesson plan, various activity, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.

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:

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:

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](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response:

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

2.5.2

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

Response:

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

Response: 4

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)

2.5.3

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

Response:

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

Response: 125

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:

Teachers of our institution put efforts to keep themselves updated professionally. Various in house discussion are done in the institution. In these types of discussion all the faculty members take participation actively. Topics for discussion are selected among latest development in education and issues in education. Different policies and regulations are issued by the government and in the same reference teachers at our institution aims at discussing them with each other to keep them updated. The purpose of in-house discussion on current developments and issues in education.

-To get ready for changes in education system.

-To provide solution of queries related to different issues in the education system.

-To strengthen the base of students according to change in system.

-To create awareness regarding issues of policies.

-To provide solution of different challenges of the education system.

-To make themselves aware about recent changes and development in education system.

      Teachers can attain this development in two manners-formal and informal. Formal methods include: attending conferences, workshops, webinars, seminars, symposiums with a view to enlightening teachers on latest developments in the field of education, which help them update with latest concepts that are required for professional development. Writing article/books, publication of research papers etc. also help a lot in this form of development. Under the informal manner, teachers must develop their personal works, personal growth and abilities.

      Information about policies and regulations is also shared with other institutions during exchange programmes regarding changes in education system. Efforts have been done by all institution to increase discussion on education system.

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

2.6 Evaluation Process

2.6.1

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

Response:

The college follows a system of continuous internal evaluation. It starts at the time when the students join the college. College adopted continuous internal evaluation system by designed Shivaji University Kolhapur, to assess students's development in all the four semesters. Exam department informs the students about examination pattern, schedule and regulation etc. Theory course are continuously assessed through tutorial, assignment, sessional work, internal exam by the college, viva-voce and semester end exam by the University. Results of Internal Examinations are analysis report teacher educators make necessary changes if needed. We also arrange remedial teaching programme for weaker students. Practicum courses are assessed through continuous observations and records are kept in the form of reports, rating scales, observations schedule. At various stages student receive feedback from different

stakeholders such as teacher educators, school teachers, head masters, peers etc. The students are evaluated for their teaching practice, achievement/unit test record and other activities they take up during internship.

Out reach activities are taken up in the schools and slum areas. Students submit a record of all the activities.   After then it is evaluated by mentor. The peer student teachers also observe the lessons of one another and give constructive suggestions.

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

2.6.2

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

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

Response:

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:

Examination cell is responsible to deal with all the grievance related with the internal assessment and external examination. All type of grievances related with evaluation process are taken up for consideration and redressed by the Examination Cell. The grievances of students are communicated through the mentors and the faculty members as well. It is taken up for initial consideration by the class mentors and then the Redressal Cell. We look up to the grievances in the following manner.

Internal Grievance Redressal: In internal cases, the grievances are usually to the dissatisfaction in the evaluation in Internal exams or assessment marks. So the concerned faculty takes up essential measures to satisfy the grievance.

-Marked absent in the assignment, workshop, sessional, practical etc.

-Marks deduction due to not showing appropriate performance in any one of the assignments, sessional, report writing, practical submission etc.

Here is complete transparency in internal assessment, Norms directed by Shivaji University, Kolhapur. The college appoints a head of department for the smooth conduct of college examinations. If the students are facing any problem, they are solved by the Principal of the college.

External Grievance Redressal: After forwarding such questions through the college examination section, the question related to the result, improvement in mark sheet etc. At the university level, the college examination committee guides the students for necessary actions. Types of Grievances dealt by the examination committee are-

Pre-Examination Grievances: Not getting hall ticket for the examination, form filling, receipt not provided, different subject mentioned on the admit card etc. Post-Examination Grievances: Absent marked, result not declared etc.

In our college we have make available a complaint box to the students. We open the complaint box at the end of every month and make sure about the complaint if any.

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:

Before the commencement of the academic year, the institution prepares academic calendar containing the relevant information regarding the teaching learning schedule, various events to be organized, holidays, dates of internal examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and also displayed in the Principal's office.

For the implementation of Internal Assessment process, Examination committee is formed at the college level. The college examination department prepared the schedule of assignment, practical submission dates, viva dates and internal examination time table and also dates of submission of assessment marks accordingly by the university circulars. The proposed schedule of internal examination is given in academic calendar. The evaluation of the students also done on a continuous basis.

The teacher plans the teaching and evaluation schedule of the assigned subject. The type and schedule of internal evaluation is planned with the principal.

The Principal compiles the academic plan submitted by teachers and ensures that there is no overlapping of the activities in general and CIE in particular at both the internal as well as the university level. Then the Academic Calendar is forwarded to the IQAC. The IQAC compiles the inputs received from the college and a comprehensive plan prepared and uploaded on the college Website. Syllabus completion reports are taken from the staff members from time to time ensure that they are following the academic calendar.

File Description	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:

Programme learning outcomes(PLO's) and Course Learning Outcomes(CLO's) are determined through the syllabus prescribed by the University. For attaining the objectives of the whole B.Ed. Programme, teacher plan and organize various curricular, co-curricular and extra curricular activities in the college objectives of programme. Learning outcomes are achieved through the achievement of course learning outcomes.

Programme learning outcomes and course Learning Outcomes:

After completion of the B.Ed. program, the student teacher will be able to-

1. To promote capabilities for including national values and goals.

2. Develop understanding about children of different age groups.

3. To understand teaching as complex activity and as profession

4. Analyze teaching in diverse classroom.

5. To develop competence in analyzing current school practices.

6. Identity various dimensions of the curriculum and their relationship with the aims of education.

7. Interpret and adapt ICT's in line with educational aims and principles.

8. Appreciate that all teaching is directed at learning and that the learner is at the heart of teaching.

9. Develop understanding of student.

      Teachers about themselves. The development of the self a person and as a teacher through conscious ongoing reflection etc.

    After the completion of the course the student will be able to :

-Childhood and growing up

-Contemporary India and Education

-Understanding Discipline and subjects.

-Enhancement in Professional capacities

-Learning and Teaching

-Pedagogy of School Subject-Marathi, Hindi, English, Economics, Science, Maths, Commerce, History, Gegography.

-Assessment for learning

-Gender, School and Society

-Creating an inclusive school

-Environmental Education

    The college ensures the outcome of the programs through the analysis of the internal and external examination results and achievements in the cultural and extension activities.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response:

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
52	53	50	50	43

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](#)
Link for 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:

The college offers a B.Ed. programme with clearly defined outcomes. Programme learning outcomes and course learning outcomes are in sync with each other. The assessment processes adopted by the college enables smooth transaction of curriculum creating a link between learner, syllabus, content and skills with required support system.

1   Institute utilize peer evaluation as an integral component regarding practice lesson assessment. Students are prepared for peer evaluation with respect to practice teaching peers observe the lesson of

each other's and offer important.

2. Personal mentoring per teaching performance: Personal mentoring is done per teaching performance of students.

3. Self evaluation is done for each workshop. Self evaluation is many times done in SWOT Analysis.

4. School/Headmaster, Supervisors and school teachers assess the students during their internship.

5. Classroom learning activity as part of the course outline assigned to all the students forms an important component of internal evaluation.

6. Celebration of National Festivals, Seminars, Extension Lectures, Workshops and other curricular and co-curricular activities organized by the college provide scope for disciplinary knowledge and understand their application

7. Students lessons are observed and performance are recorded by using a rating scale. These marks are recorded in the lesson register. Students are given a written feedback on their lesson plans after observation. The results of the feedback are used for further improvement.

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

2.7.4

Performance of outgoing students in internal assessment

Response:

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

Response: 54

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

2.7.5

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

Response:

The examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs are as follows:

-Identified learning needs

-Examples of assessment task

-Teaching skill

-Diagnose their teaching skills

-Observation and feedback of teacher educator and peer

-Classroom teaching

-Observation of teaching subject

-Practice lessons and feedback

-Annual lesson exam.

Teach-Feedback-Replan-Reteach to adopt the mastery over the respective teaching skills and one integrated lesson.

-Observation of subject lesson

-Written Examination

-Tutorial

-External and Internal Examination

-Classroom examination of tutorials.

-Viva-voce, oral presentation

Field work based on community project

File Description	Document
Documentary evidence in respect to claim	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response:

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

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

File Description	Document
Data as per Data Template	[View Document](#)

3.1.2

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

Response:

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
00	00	00	00	00

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:

File Description	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:

3.2 Research Publications

3.2.1

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	01	00	02

File Description	Document
First page of the article/journals with seal and signature of the Principal	[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:

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	02	01	03	00

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.3 Outreach Activities

3.3.1

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	22	21	29	26

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:

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
55	55	55	50	50

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](#)
Link for additional information	[View Document](#)

3.3.3

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

Response:

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
55	55	55	50	50

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant link	[View Document](#)

3.3.4

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

Response:

Several outreach activities are conducted sensitize students to social issues and community development. The Institute has strived to live by its motto 'Duritache Timir Jao' the important things is to show the student teachers. The direction in which to go, to reach him to find his own path, to retrace it, to continue it. The institution makes sure that students get exposed to socially relevant issues and serve needy, encouraging them in taking up humanitarian activities and community engagement programmes. Programs of gender sensitization were organized. The college works closely with the Mahila Dakshata Samiti, Kolhapur.

The Green and Clean Initiative: The college students planted trees of various location in the Kalamba. They spread awareness on importance of plants, plastic free environment, Swachh Bharath Abhiyan, Street Play, Poster presentation etc. The college is located in a beautiful green campus. 'Each one, Plant one'. Reducing the usage of paper, "Best out of Waste" programme with a focus in 3R's.

Sensitizing towards Social Concerns: Sensitization through visit/Seminars/Projects. The college students undertaken projects related to community for example visit to inclusive school, Chetana Apangmati Vidyamandir and schools for slum area. Sensitize students towards hardship faced by them and make them more tolerant and empathetic in their personal lives.

Awareness Programme and Rallies-Students conducted awareness programmes for public health problems, Energy conservation Rally, Environment protection, Street play, Literacy Campaign, Right for vote, Female health care etc. with collaboration of practice teaching schools during school Internship programme.

Activities associated with knowledge and literacy-

-Literacy Awareness Rally and Street play on 5th Sept.2017-18

-Visit to 'Shikshanachi Wari' organized by DIET, Kolhapur.

-Visit to Agriculture Exhibition

-Participated in workshop conducted by Maharashtra Andhashradha Nirmulan Samiti, Kolhapur.

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:

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
00	01	04	01	03

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[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:

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
20	20	20	20	20

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]()
Any additional information	[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:

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: 04

File Description	Document
Data as per Data Template	[View Document]()
Copies of the MoUs with institution / industry/ corporate houses	[View Document]()
Link for 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:

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Adequate Facilities: The institution has adequate facilities for Teaching-Learning as per NCTE norms. The institution has a built up area covering 867.18 sq. mtrs of its academic campus. includes:

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

2. Well Furnished Principal Office, Administrative Office, andStaff Room with Wi-Fi Connection.

3 .Library: Library covering area of 8.22 x 64 Sq. , has attached reading room with seating capacity for 30 persons with WiFi Connection and internet facility.

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

4. Separate Common Room and toilet facility is available for male and female students.

5. Art and Craft Resource Centre, store rooms and visitor room.

6. Fire extinguishers,Water purifier system, adequate parking space are available. .

7. The computer lab has 10 computers With50 Mbps optical fiber bandwidth.

8. Health and Physical Education resources center with adequat

equipment's and facilities. Multipurpose playfield is shared with B.P.ed. College,Pirwadi, Kolhapr.

9.Equipments: In the science and mathematics laboratory a variety of equipment are available that pupil teachers use to perform experiments on their own. Social science laboratory contains models, charts on various concepts to use in teaching. The Psychology laboratory is well equipped withmaterials and psychological tests to know the different behaviours of the persons.

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

11.Parking area: The campus has a wide parking area to accommodate two wheeler.

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:

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

Response: 2

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

Response: 8

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

4.1.3

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

years

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.21	5.54	1.33	1.12	1.09

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The College Library is partially computerized , Wi-Fi enabled and has a seating capacity of 30 users,consisting of provision to enable students to access information for their academic purpose through internet and e-resources. Library is located on the First Floor of the campus with a total area of 8.22 x 6.4 Sq. mtr. The library is well equipped with all the facilities for students and faculty members and provides them with sufficient teaching- learning material. The library has ample books to refer for the core and elective papers as well as for professional growth. The Library also has a reading room for students and faculty to work upon references and study material. The library plays a vital role in the Teaching-Learning Process as it provides the material online as well as offline to refer. The students get the books issued for a week and avail the facility of library and its resources to the fullest. Library keeps on updating itself with latest books and journals to keep update of the changing scenario in the Education . The Librarian ensures the students make optimal use of thelibrary.

Library Automation:- library offers a partially automated Library and possesses an Integrated Library Management System, ILMS: 'BTS' . LMS Software'BTS' provides a very user-friendly interface for searching documents in the library and their issuance status. This Software is time-saving and assists in smooth functioning of the Library. The details of Library facilities.

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

4.2.2

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

Response:

The college library is a window to the latest information in teacher education, sciences, humanities and social sciences, for both the students and teachers. Being an integral part of academic and research work, the library provides information services to support the teaching and learning, research and outreach activities of the college by creating state-of-the art facilities and offering innovative services. Keeping students at the heart of the library hub, the library is engaged in designing and delivering need based information services. One such service was permitting remote access to the library service through the automated software BTS.

website and social media. The electronic resources such as enewspapers, esyllabus,Useful Educational links and Online Catalogue are made available for the staff and the students. They can access these resources through internet connected devices such as computer, smartphone from anywhere at any time. They can download the articles and save them in their devices. Library delivers various services like, multimedia sharing,instant message delivery through WhatsApp.Live chat: The users of the library ask the general questions with respect to the library services, reference services, membership procedure, and activities of the libraries by live chat.Educational videos of staff has made available to the students over YouTube. Blog: Information about events organized by institution has made available on the Blog

File Description	Document
Details of users and details of visits/downloads	**View Document**
Landing page of the remote access webpage	**View Document**

4.2.3

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

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

Response:

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

4.2.4

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

Response:

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
17104	16847	5525	12798	13417

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

4.2.5

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

Response:

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: 63

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: 141

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: 179

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: 286

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: 363

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](#)
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	[View Document](#)

4.2.6

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

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

Response:

File Description	Document
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The institution is equipped with high speed internet and Wi-Fi enabled campus. There are two LCD projectors, one smart board, projected , digital camera. The office is furnished with high configured systems, connected with internet and Wi-Fi, and has Biometric system. Computer systems are upgraded as per the requirements of the college.

Library: There are one computer available for the student-teachers to access to e- resources with internet and Wi-Fi connection.

Maintenance and up gradation of the IT infrastructure is regularly taken by the college authorities. Teachers are given training to ensure optimal utilization of IT facilities.. The students and faculty members are given complete freedom to use the WIFI and internet facility and are provided free access. All repairs and maintenance expenses of the lab are borne by the college.

The Educational Technology (ET) Lab: It is equipped with LCD projector, OHP, Slide Projector,TV.Tape Recorder and other audio-visual equipment. Classrooms have LCD projector with screen and audio system for teaching learning purpose. Accessibility: The staff and students have an access to internet. In the college LAN and Broadband internet connections are connected to the office, library, and computer lab. Power point presentations, seminars and assignments etc are possible through the ICT facilities. ET equipment is used for preparing teaching learning materials. ICT facilities to enhance teaching competencies and for research. Software: The institution uses predominantly Windows 7 and 10, MS office 2007, Adobe reader. During covid-19 conditions, conferencing apps were installed to conduct online classes smoothly. The college has traversed from normal internet to high speed internet and an additional leased line.

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

4.3.2

Student – Computer ratio for last completed academic year

Response:

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:

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

Response: 50

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:

File Description	Document
Data as per Data Template	[View Document](#)
Link to videos of the e-content development facilities	[View Document](#)
Link to the e-content developed by the faculty of the institution	[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:

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
0.47	0.34	0.17	0.47	0.19

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)

4.4.2

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

Response:

System and procedures for utilizing physical, academic and support facilities are under the supervision of the principal and the concerned lecturers and committees assigned under each head.

Classrooms and Building maintenance: Physical infrastructure is well maintained and upgraded with necessary equipment to ensure comfortable seating and facilities. Regular cleaning is done. The plumbers, electricians and carpenter are available on the campus. Regular cleaning of tanks, garbage disposal, pest control, and campus maintenance is done.

Garden is maintained with rich source of indoor and outdoor plants that adds to the aesthetic beauty of the campus. Pollution control plants, fruit trees, medicinal plants, ,various flowering plants are grown to maintain green and eco-friendly campus.

The laboratories are maintained and staff in-charge take care of stock checking. Well established procedure is available for service and maintenance of lab equipment and website, computers through Annual Maintenance Contract (AMC).

Library :The library is stacked with thousands of books and periodicals which have been arranged in the according to the D.D.C. classification system and binding of books is periodically taken up. Pest control is done on a regular basis to prevent silver fish and bookworms.

Library rules and procedures followed are as follows: All the members of the institution are eligible to get library membership. Library users have to register their details in the entry register, whenever they visit.

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

Book purchase procedure- Librarian will call for books and journals and book selection is done by the faculty and students of library committee. Various Committees are present in college to

support service, student welfare and meet their needs. Provision of grievance cell, sports facilities, and gymnasium and maintain of green and eco friendly campus is under the purview of different Committees.

File Description	Document
Appropriate link(s) on the institutional website	[View Document](#)
Link for additional inflrmation	[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:

File Description	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:

File Description	Document
Geo-tagged photographs	[View Document](#)

5.1.3

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

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

Response:

File Description	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:

File Description	Document
Report of the Placement Cell	[View Document](#)
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response:

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
00	22	21	21	18

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

5.2.2

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

Response:

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

Response: 54

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
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:

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
00	05	02	03	01

File Description	Document
Data as per Data Template	[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:

Vasantrao Naik Shikshanshastra Mahavidyalaya every year student prepared as per rules and regulation of Shivaji University, Kolhapur. The Student Council has been formed every year from the year 2017-18 to 2021-22. The Student Council is always involved in every program of the institution. The student council is involved in various activities that the institute carries out e.g. planting of trees, maintaining displine in the institute, keeping the institute premises clean, physical education conducting Yoga Programs, presenting cultural programs, welcome function for new students etc. In every meeting of the institute, the Student Council participates in the said meeting, the problems faced by the students regarding the syllabus are discussed regarding the planning of the examination. In this way the Student Council are always active in the development of the institute.

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

5.3.2

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

Response:

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
22	24	22	30	28

File Description	Document
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

In our institute Alumni Association is registered namely 'Vasantrao Naik B.Ed. College Maji Vidyarthi Sangha, Registration No. is No.MH/26782, Kolhapur under Registration Act Mumbai Public Charity Commissioner 1950(29). The Alumni Body includes of two faculty members and an Alumni among the office bearers and members. Institution organized meetings every year by the Alumni Association. In the meeting decisions are taken regarding the development of the institute and the new students are guided through the specialized Alumni Association. Information is provided about the history and progress of the institution. Alumni participate in various activities of the institution such as planting trees, guest lectures, participation in the cultural programme for the conduct of the concerned students encouraging guiding new students, guiding about the curriculum, conducting social activities, providing online and offline information about the position you working in, providing financial support to the institution etc.

are done through the Alumni Association. The institute is proud that many Alumni students are working in high positions today. Alumni Association is a strong side of our institution since 2017-18 to till today.

File Description	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:

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)

5.4.3

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	01	01	01

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

5.4.4

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

Response:

1. Vasantrao Naik B.Ed. College Maji Vidyarthi Sangha, Kolhapur is the registered Alumni Association. Alumni Association is continuously working to the growth and development of the college. A meeting of the Alumni Association is held once a year. The meeting has been held every year From 2017-18 To 2021-22. The

Alumni Association consists of two faculty members and their office-bearers of the association.

2. The activities of the Alumni Association of the last five years are given below.

    -The office bearers of the Alumni Association are elected every three year.

    -Every year Alumni meetings are organized.

     -Felicitation of the students who joined the service is done.

3. Implemented by Alumni Association activities in the last five year are as follows

    -Plantation of trees in the college campus.

    -Programs are organized to encourage new students

    -They guides and participates in the cultural programs of the college.

    -Guides the passed out students for placement.

    -College freshers are encouraged to take admission by providing feedback.

    -Constantly starving for the publicity of the college.

    -University merit list students guide new students.

-Today, many of our Alumni are holding high positions and their success is

Due to the success of the college

File Description	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:

The management named as Shikshanshastra Adhyapak Shikshan Sanstha was established in the year 2002. The management is now running the institution named as 'Vasantrao Naik Shikshanshastra Mahavidyalaya, Kalamba, Kolhapur. Previously the same institution was run by Shri Chhatrapati Shahu Shikshan Sanstha, Dasara Chowk, Kolhapur and that Management was closed the institution in the year 1999. They terminated all the teaching and non teaching staff. The affected staff came together and fought against the old Management in the Highcourt . Their continuous efforts against old management were result in transfer of management by the old to the new i.e. our Shikshanshastra Adhypak Shikshan Sanstha. Hon. High Court was transferred the same institute to our management.

By the year 2003 till this date the college is running under the management i.e. Shishanshastra Adhyapak Shikshan Sanstha. All the management members are teachers. Their efforts to run the institution is unique. Their guidance and follow up for the institution is always prime. They provide intellectual and moral support to run the institution.

In view of the mangement the vision, mission is outlined. The more importance is given to the students those who are became a teacher in future. Their all round developments is our motto. The development of student teacher means to attain National educational goals and objectives and brings in them a qualities of teaching learning and evaluation skills. Till date all the developments were done in student's point of views.

The mangement role was very vital in the development of the institution. At early stage they completed the basic requirements i.e.Land, building, human resources, other resources etc. Nowadays the institution put a eye on the necessities according to the university. The continuos development of teaching learning, The development of library, the development of all the staff, the development of student teachers are

basic priorities.

The various committees are playing a vital role to attain the vision and mission of the institution. The mix role of teachers, student teachers and institute found in committees like IQAC, College Development Committee, Library Committee, Anti-Ragging Committee, Student Development Committee, Grievance Redressal Committee etc. They are undergoing through variety of work for the development of student teachers as well as institutional development.

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 signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

Various formulated committees involved institutional staff, student teachers and stakeholders. Involvement helps utmost representation to all the categories of the society. Committees from top to bottom play a useful role in instituional development and progress. Involvement of representation helps to make a good road between institution and stakeholders. The representatives hear the suggestions, problems, demands of the stakeholders and it delivers in meetings.   The proper discussions , decisions are hopefully executed so that the stakholders fully satisfied.

At the two level namely Principal and Faculty level, decentralization and participation of management were made. The levels are made only for easiness of work and proper co- ordination between stakeholders and institution.

A). Principal level-

Principal is the Member Secretary of the Governing body and Chairperson of the IQAC. The Principal in consultation with the teachers of different committees plans for the meetings sheduled in the academic year. The decentralizations took place in following various committee s.

1.Internal Quality Assurance Cell (IQAC)

2. Library Committee

3. Gymkhana Committee

4. College Development Committee

5. Purchase Committee

6. Standing Committee

7. ALUMNI Association Committee

8. Anti-Ragging Committee

9. Admission Committee

B). Faculty Level-

Faculty members are given representation in various committees nominated by the Principal and the Governing Body in the IQAC and other committees. Every year, the composition of different committees is changed to ensure a uniform exposure of duties for academic and professional development of faculty members. Following are the different sub-committees which have been nominated by Principal.

1. Placement and Career Counseling Committee

2. Equal Opportunity Committee

3. Disaster Management Committee

4. Teacher-Parent Meet Committee

5. Examination (University and College Level) Committee

6.1.3

4. Transparency in Purchase Management-

During the academic year or according to the necessity, institution requires variety of items such as stationary, office files, books, textbooks, electronic material, science

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:

Our institution maintains complete transparency in financial, academic, administrative functions. Transparency create a healthy environment and free flow of work in the institution at all levels.

1. Transparency in financial functioning-

Our institution is Un-aided.The fees collected from students are properly used for salary of staff, Maintenance of the college expenditures, and regular expenses of the institution.Every single paisa has been used for the institutional development.

2)Transparency in academic functioning-

According to the academic calendar, the institutional work is going on.The calendar is strictly followed.The admission process, students scholarships, welfare of teaching and non-teaching staff are keenly followed according to the rules and regulations of the state and central government.

3) Transparency in Administrative Functioning-

Recruitments of teaching staff are also undertaken with utmost transparency. At University level, University Authority gives the permission to fill the posts as per reservations criteria.   All teaching posts are advertised in local Newspaper and national level journal. In response to the advertisement, the received applications are properly scrutinized and called for interview. The non-teaching staff also filled by management. We also applied a very strict reservations policy as per State Government as well as Shivaji University, Kolhapur

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The trainee teachers and their utmost development is our institutional vision. Considering such fact institution were made a strategic plan on various aspects from last five years.   Till date various strategies were followed and some points are newly entered in a plan. Each year the plan was discussed and aspects are checked whether its need to improve or not. The following aspects needed continuous follow up strategy.

1. Teaching and Learning-

        The teaching learning is a continuous process. Year by year a new techniques have been used for

the improvement of the student teachers. The plan was changed during the academic year 2019-20 in pandemic situation. Most of the lectures were delivered online. Online group discussions, telephonic talk, these techniques were used. Later after the lockdown end, the techniques were changed. The lectures were taken in class room. The Whatts App group opened for the students. The notices, suggestions are posted on such group. Various links are provided to enrich teaching learning activities.

2. Research and Development-

Teachers are motivated to participate and present research paper in National, International Seminars and Conferences. Teachers are motivated to write a books, Articles, present papers in conferences, symposiums, Net search for information etc. New invented techniques were used by the teachers. The links are provided to teachers to read books according to curriculum. Every year new books periodicals were subscribed.

3. Library-

Library is a substitute for the institutional progress. Use of New Technology, Books collection development policy, weeded out policy, New book purchase, subscription for the journal/periodicals, online subscription for new multilingual books and documents are done according to student teachers need. Saving the time and efforts of the students is the basic aim of library.

4. ICT and Physical Infrastructure-

Use of ICT, New purchase of ICT tools, Their time to time maintenance are the necessary activities. The impact of ICT reflects in the teaching learning process of the student teachers.

5. Physical Infrastructure-

In the academic year 18-19 the strategy was made for Re-innovation of building and other facilities. Time to time discussions were done in College Development Committee. The Re-innovation of Institutional Toilets, Lecture Hall, Passage and Passage work was completed within a stipulated time.

6. Human Resource Development-

Execution of plan is possible only because of Human Resource Development. To develop the personal and organizational skills, Knowledge and abilities, development of human resources required. The plan was executed during the academic year 2018-19. Teaching and non-teaching staff were promoted to attend seminars, workshops, trainings.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[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:

Our institution is affiliated to Shivaji University, Kolhapur. The institution has followed the rules and regulations of University. The Institution was established by the Shikshanshastra Adhyapak Shikshan Sanstha, Kolhapur. The institution has works under the management and play a significant role in providing education to the students of the middle class. The management of the institution includes a President, a Secretary, Treasurer and Trustees.

At an institution level the Principal is the final Authority, who reports to the management. The Principal of the college informs the management their requirements, their problems and the information about academic development.

The college is permanently affiliated and a Principal is permanently appointed by the Management. All the teaching staff are full fledge. At administrative level there are two clerks and two peons are appointed. They are permanent in nature.

A number of committees are formed for an academic, administrative and functional purposes. Some important committees are Local Management Committee, College Development Committee, Library Committee, Anti-Raging Committee, Purchase Committee etc.

The management looks into the matter of finance. Management controls the institutional financial matter. Principal provide the information about all financial matter and fees collected from the students.

The institution has follows the rules and regulations regarding appointment, services set by the University. The reservations policy of the recruitment also followed by the University.

The college development committee arranges meetings regularly. The Principal discusses on various matters of the institution. The subjects are related to students needs, development of the institution are the prime discussion.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to Organogram of the Institution website	[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:

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.2.4

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

Response:

Institute framed various committees/bodies and their functions are properly defined, considering the overall development of the institute. For effective implementation and improvement of the institute. The committees such as college development committee, Grievance and Redressal committee, Internal quality assurance committee, Library committee, Anti Ragging committee, Gymkhana committee, Special Cell Standing Committee etc. are helps to smooth running of the institute. The committee works for the student teachers necessities and needs. Some other committees and their functions are as follows-

1. Anti-Ragging Committee-

The committee ensures that the campus is free from ragging. The committee involves student as a representatives.

2. Counselling and Career Guidance-

The objectives of the cell include improvement of teacher student relationship, counseling students for solving their personal problems and provide confidence to improve their quality of life.

3. College Magazine Committee-

College magazine committee is responsible for coming up with the Annual Magazine of the college. The committee co-operated by different subject head for the collection of articles, creative works/arts, photography, group photos, photos of various committee members, functions etc.

4. Special Cell Standing Committee-

The committee takes decisions regarding students need, decisions on special issues such scholarships, filling the posts, administrative decisions. The committee includes the members from students, teachers, non-teaching staff.

5. Grievance Redressal Committee-

The committee decides grievance received from student teachers. The action should be taken to serve their need and solve their problems. Greievance Redressal box has been maintained to put their requisitions or complaint in that box.

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](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Our institution is non-aided , though we provide welfare schemes for teaching and non-teaching staff. Under welfare schemes we open the Provident Fund Account for all the staff. The gratuity schemes were also started for the whole staff.

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:

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
00	00	00	00	00

File Description	Document
Data as per Data Template	View Document

6.3.3

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

Response:

6.3.3.1 **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
00	00	00	00	00

File Description	Document
Data as per Data Template	View Document

6.3.4

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

Response:

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
00	03	05	00	00

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:

The UGC has a Regulations on Minimum qualifications for appointment of teacher and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education-2010(Regulations NO. F-3-1/2009 dated June 30, 2010). together with all amendments made therein from time to time, for its teaching and non-teaching staff. The performance of each employee is assessed annually after completion of one year of service. The performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee.

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:

Institute accounts are maintained by a dedicated account section. The account records are checked by the External Auditor and report was submitted by them at the end of financial year An external Auditor was appointed by the management

File Description	Document
Report of Auditors of last five years signed by the Principal	**View Document**
Link for additional information	**View Document**

6.4.2

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

Response:

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
00	00	00	00	00

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

Our Institute is Non-Aided Institute.   Students fees which is regulated and fixed by Shikshan Shulka Samitee is the main source of the fund.   Apart from these the funds/resources is mainly available through the following:-

1.Fee from Students.

2.Interest on Investments.

3. Contribution from Associaltion of Alumni

4. Endowment Funds.

Strict control is exercised on utilization of resources in the Institute. Management is responsible for approval of Budget. Annual financial statements, high value purchases, maintenance and construction of new buildings etc.

File Description	Document
Link for additional information	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:

Internal Quality Assurance Cell (IQAC)

In pursuance of the National Action Plan of the National Assessment and Accreditation Council (NAAC), Bangalore, for performance evaluation, assessment and accreditation and quality up- gradation of institutions of Teacher education, the Internal Quality Assurance Cell (IQAC) has been established in

the College at the instance of the National Assessment and Accreditation Council (NAAC) as a post-accreditation quality sustenance measure.

The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in overall performance of the Institutions. The IQAC will make a significant and meaningful contribution in the post-accreditation phase of the Institution. During the post- accreditation period, the IQAC will channelize all efforts and measures of the Institution towards promoting its academic excellence.

The objectives of the IQAC are:

To ensure continuous improvement in the entire operations of the Institution.

To ensure stakeholders connected with Education, namely parents, teachers, staff, employers, society in general, of its own quality and probity.

To develop a quality system for conscious, consistent and programmed action to improve the academic and administrative performance of the institution.

To promote measures for driving institutional functioning towards quality enhancement and institutionalization of best practices.

Benefits

IQAC will facilitate / contribute:

To ensure a heightened level of clarity and focus in institutional functioning towards quality enhancement and internalization of the quality culture NAAC for Quality and Excellence in Teacher Education.

To promote measures for the functioning of the Institution towards quality enhancement through initialization of quality culture and Institutionalization of best practices.

To provide a sound basis for decision making to improve Institutional functioning.

To act as a dynamic system for quality changes in the Institution.

To build a better internal communication.

Functions

- Development and application of quality benchmarks/ parameters for the various academic and administrative activities of the Institution.
- Arrangement for feedback responses from students, parents and other stakeholders on quality related processes of the institution.

- Dissemination of information on the various quality parameters of higher education.
- Documentation of the various programs/activities leading to quality improvement.
- Organization of workshops, seminars on quality related themes and promotion of quality circles.
- Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.

Strategies of IQAC

1. Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks.
2. The relevance and quality of academic and research programmes.
3. Equitable access to and affordability of academic programmes for various sections of society.
4. Optimization and integration of modern methods of teaching and learning.
5. The credibility of evaluation procedures.
6. Ensuring the adequacy, maintenance and functioning of the support structure and services.

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

6.5.2

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

Response:

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed.All students are provided with the Student Diary that provides all details relevant for students. Students are

apprised of the Time-Table, Programme structure, syllabi of the courses before the semester commences.Class Committees are regularly conducted with students to take feedback and appropriate steps are taken to enhance the teaching-learning process. Feedback from students is also taken individually by teachers for their

respective courses, directly through IQAC. Students are also free to approach the Facultyof the Institute for feedback and suggestions.The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC recommendations.In addition The IQAC Institute also considers the recommendations of the Advisory Committee on Education, Institutions, a think tank comprising eminent and renowned educationists and academicians from within and outside

the institute.which regularly reviews the progress and makes necessary recommendations in an advisory capaciIy.

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:

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
02	03	04	01	02

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:

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](#)

6.5.5

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

Response:

After first cycle of the NAAC, Institute achieved following improvement during the year-

A) Teaching Learning Process-

Institution organized Workshop on Skill Development , Diagnostic Testing, Preparation of lesson plan and demonstration lesson, Simulation Teaching etc. During the academic year 2019-20. The program was also arranged to visit innovative school and centers for the utmost development of student teachers.

B) Library and Infrastructure Development-

After the first cycle, Second floor of the building was incomplete and class rooms are not well furnished. The all pending work was done within a stipulated time. The library books were acquired according to a new syllabus. All the Cub boards, Racks, Tables, Chairs were made available in the library. The more efforts were taken on to clean and healthy campus environment. The variety of trees, Botanical Plants, Medicinal Plants, Fruit Trees were planted around the college campus. The Re-innovation of multi-purpose hall, Building Porch, Toilets were done.

C) Open University Courses-

Institution started a new courses of M.A. in Education and Diploma School of Management recognized by Yashwantrao Chavan Maharashtra Open University, Nasik. Mostly the students are the teachers of Primary, Secondary and Higher Secondary Schools who working in schools. The course also offered to our own B.Ed. students as well as those who are graduated from any University.

D) Institutional Staff and Their Development-

The well qualified institutional staff of teaching and non-teaching were appointed. The staff has been

promoted to attend various short courses, seminars, workshop, refresher courses, orientation program etc.

E) Student Merit List-

Continuous efforts were made for the development of student teachers. The result of this, each year the students of our institution came in the merit list. The list of the University is between 1 to 10 Rank.

F) Building Security and Disaster Management-

Institute holds the Certificate of Building Security From Municipal Corporation, Kolhapur. The Department of Disaster Management, Collectorate Office, Kolhapur also issued a Certificate to our institute.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for 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:

Our institute uses electricity from Mahavitran Company. There is a system of technology for power load planning. Various activities are implemented in our institution for energy saving. Earlier, high voltage bulbs was used in the institute, nowadays we use LED bulb and tubes in the entire college, due to this we saves electricity and bill money. As our college is on east west position so direct sunlight entered. Therefore, electricity consumption is minimum throughout the day.

Our college intends to install solar system in future. The solar system will save the college completely on electricity.

File Description	Document
Institution energy policy document	[View Document](#)

7.1.2

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

Response:

In terms of our institution waste management is an important element of environmental protection. Our institution is committed towards the protection of environment. Hence we have a proper mechanism related to waste management. As a part of our policy we collected everyday all raw material into a Dustbin and then it burnt on specific place. Our second policy is reducing the use of papers. Instead of using hard copies of various documents. We are using soft copies for some documentation. But still some used papers and newspapers turns into waste paper after the specific time. We segregate the waste papers through out the year and at the end of the year we inform to our waste collector person. They collect the segregated waste and send it for recycling process. In return they give us the bill of the collected material. This way we work through proper channel regarding the waste management.

File Description	Document
Documentary evidence in support of the claim	[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:

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[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:

File Description	Document
Geotagged photographs	[View Document](#)

7.1.5

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

Response:

Our institution is always committed to maintaining a clean college environment sets a good example to students, teachers and other staff members by enforcing the Prime Minister's "Swachha Bharat Mission". Our college always leads in campus cleanliness. There is all sanitary facilities in the college is used. Like that

-Encourage students and teachers to keep things away immediately after use.

-Organise cleaning day events in the campus and practice schools like poster presentation, Swachha Bharat Mission etc.

-Provide door mats in each class.

-Keep trash bins in each working station and class.

-Clean the campus facilities frequently.

Sanitation-

-Safe drinking water

-personal hygiene

-Environmental sanitation

-Sanitation rally.

Green Cover-

Our institution are endorsing and enforcing measures to make the college a carbon negative campus with the help of trees. The building of college is designed in such a manner that permits the free flow of air and allows natural light to cover all the corners of the building. The ample natural light therefore avoids the usage of the lights in the corridors and rooms.

-Pollution Free Healthy Environment.

i) Use of LED Bulbs in the college

ii) Dustbins on the premises.

iii) Waste control in entire campus

iv) Use reusable water bottles and coffee mugs etc.

v) No use of plastic in campus.

vi)Use of dust proof chalks in classrooms.

vii)Minimum use of photocopy/printing.

File Description	Document
Documents and/or photographs in support of the claim	[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:

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[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:

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.29	0.41	0.53	0.72	0.53

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:

Vasantrao Naik College of Education run by teacher management. Our college is affiliated to Shivaji University, Kolhapur. University campus near about 3 k.m.from the college. The college has an advantage of being centrally from rural area and city area. It has stand within half k.m. and railway-station and central bus stand within 6 k.m. from college. Major city bus frequency from central bus stand to near college campus. Police station, stationary shops, pharmacies, historical

kalamba lake are all near the college. Resource persons, faculty from colleges of education, Principals and Staff from co-operating schools are invited for seminars, workshops and conferences. At times the spacious halls are used near schools and community for cultural events. The fruit trees, flowers and botanical plants serves as a nursery for plantation in areas around the college. The location of the college is in the prime area of the city and village is surrounded by amenities which help the student in various aspects.   Student are sent to nearby schools for observation and internship

        Local community people are invited to college to deliver extension lectures to the staff and students. Our institution some extra activities associated which related to society e.g. Road safety rally, street play, superstitious education program, visiting inclusive school etc. There is a correspondence with all our co-operating schools and the teachers are free to access any resources from our campus. During internship teacher trainees have access to all scientific equipment from the laboratories for conducting practical activities related to the content subject methodologies. The institution conducts various activities in the internship program through teacher trainees e.g. Plastic Free Campus, Rangoli Exhibition, Poster Presentation, Cultural Programme, Sports Festival etc. To develop the socio committed teachers institute also organize varied in house activities and program like guest lecturers, rallies, street plays birth and death anniversaries of freedom fighters, educationist, social workers etc.

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

7.1.9

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

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

Response:

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[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:

7.2.1 Best Practices

Best Practice-I

I)   Title of the Practice-School Internship Programme

II)   Initiation of the Practice-

     College is affiliated to Shivaji University, Kolhapur. The syllabus prescribed by the University has clear directions for each activity. Details of the school internship program is guided. The school internship program is implemented in semester-II and Semester-III

III)   Objective-

i)To help in understanding the co-curricular and extra-curricular activities conducted in the school.

ii)Assisting in acquisition of study and teaching skills.

iii)To assist students in understanding the comprehensive assessment process at the school level.

iv) To help understand the nature, functioning and importance of various committees and associations in the school.

v) Assisting in the writing of school internship program report.

IV) The Practice- School internship programme will be split up into two semesters i.e. Semester II four weeks including field engagement and in Semester III eleven weeks. During the internship a student teacher shall work as a regular teacher and participate in all the school activities including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student will observe the school and its classrooms for a week to understand the school in totality, its philosophy and aims, organization and management, the life of a teacher, needs of the physical, mental, emotional development of children, aspects of curriculum and its transaction, quality, transaction and assessment of teaching-learning. Our institute provided opportunities to teach in government and private schools with systematic supervisory support and feedback from our faculty members. Plan and deliver lessons properly critically analyze their own and peers teaching styles and improve them in the light of feedback give by Supervisors. Our college collaboration with 6 local schools. Before the starting of internship our college take permission of related schools with correspondence. A number of events are organized in the school internship from 2017 To 2023.

V) Obstacles-

There were time management and financial support is major obstacle.

Best Practice-II-1) Title of the Practice-Enhancement in professional capacities(EPC)

2)Initiation of the Pratice-College is affiliated to Shivaji University, Kolhapur. The syllabus prescribed by the University has clear directions for each activity under EPC.

3) Objectives-

i) To enable the student teachers for strengthening their ability to read think and discuses and communicate and write in the language of instruction

ii) Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms through genuine exploration experience and free expression.

4) The Practice- As per Shivaji University syllabus EPC program is divided into three semesters of B.Ed. The EPC program consists of four sections and each section carries 50 marks. All EPC programs are well conducted in our college. This activity was carried out in four groups under the guidance of the concerned department head. All first and second year student teachers of the college participate in this. All artistic qualities of the students are given an opportunity due to this activity.

5) Obstacles Faced- Difficulties in preparation of time table.

6) Impact of Practice- All EPC programs helped trainees to improve the skills required in the course.

7) Resources- It is a great platform for all the student teachers for their talent.

File Description	Document
Photos related to two best practices of the Institution	[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:

Our Shikshan Adhyapak Shikshan Sanstha is a teacher management Institute Vasantrao Naik Shikshanshastra Mahavidyalaya is functioning under this Sanstha. The Office-bearers of the institution do teaching work in the college. Institution established keep in mind social approach. All levels of students are take admission in this institution. Since the year 2004-2005 to till today many students are working in higher positions due to the success of the institute. Although our organization runs on a non-grant basis. It is self sustaining through frugality. The institutions helps all the students in the rural-urban areas. Institute have well equipped library, computer lab, lecture room, multipurpose hall, all physical facilities for students, wi-fi, cctv camera, qualified teaching staff, well campus area etc. these facilities provided by Sanstha. Today it is recognized as a reputed organization in the locality.

Criteria-VII

Conclusion

Vasantrao Naik Shikshanshastra Mahavidyalaya is a self financing institute. The college has good support services like spacious classrooms, multi-purpose hall, library, reading room, since laboratories, sports rooms, common rooms etc. Office work and library are partially computerized. Internet, wifi and e-mail website facilities are available. The approved intake of students in the B.Ed. course is 50. Till date the college has trained 18 batches of B.Ed. students.

Performance of the college students in the University Examinations has been exceptionally good and they secured the top ten ranks including the first rank in the Shivaji University, Kolhapur in the B.Ed. course several times. Institution has a well qualified experienced faculty. Four staff members have Ph.D. degree in Education and other related subjects. There are well qualified non teaching staff members.

The college is run by teacher management namely Shikshanshastra Adhyapak Shikshan Sanstha. Sanstha was established in the year 2002, and since then has been performing a vital service to students. Today there are many students enrolled in various institutions run by the society. The society also runs M.A. Education and D.S.M. courses through YCMOU. The B.Ed. students are sent to various schools of the rural and urban area for their teaching practice programmes for 15 weeks.

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

5. CONCLUSION

Additional Information :

The institution run by teachers management. This institution has born in the struggle against injustice, bureaucracy and dirty game of politics. It was struggle to save education, save institution and providing need of education to society. There are certain historic events which leave a deep impression on the life of every teacher involved in this movement. Our institution has adopted Central Admission Process which is govern by Govt. Of Maharashtra. The admission process of our institution has considered for taking the admission of two year B.Ed. course those who passed Govt. CET since 2005 onwards. Our admission process is purely transparent i.e. according to meritwise, subjectwise, castwise. In our institution we applied a very effective teaching learning process. The teachers use their expertise and get efforts for the student teachers due to which our students always came in the merit list in Shivaji University, Kolhapur

Concluding Remarks :

Vasantrao Naik Shikshanshastra Mahavidyalaya run by the Shikshanshastra Adhyapak Shikshan Sanstha, Kolhapur. Our institution is teacher oriented. Institution has run the two year B.Ed. full time degree course. The college started new year B.Ed. course in the Academic Year 2015. It is two year Marathi medium full time degree course. The institution has approved and fully qualified staff. Though our college is non-aided we are not compromise with the quality of education. The result of this our student always came in the merit list of Shivaji University, Kolhapur in last five year. Highly committeed and supportive Alumni participated in various activities conducted by the institution. Our faculty member publish various research paper in UGC approved journals/peer journals and books. The institution also organize various outreach activities inhouse collaboration with practice teaching schools. The syllabus is prepared by Shivaji University, Kolhapur. Our college followed the syllabus and day to day work is going on according to the syllabus. Our institution has adequate physical infrastructure facilities. The library has well equipped and holding variety of books. College is utilizing the accompany member learner strategis like assignment, sessional, project, cultural program, group discussion etc. The institution celebrates various national and international days to boost their innovativeness and these activity reflects institutions goal i.e. 'Duritanche Timir Jao'. The college follows a dia augumentation and sustains the overall quality of the institution. Logic and feedback process with all the stakeholders.