



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **APPASAHEB BIRNALE COLLEGE OF EDUCATION,SANGLI**

NEAR RAILWAY STATION, SHINDE MALA, SANGLI PIN - 416416

416416

[abcesangli.edu.in](http://abcesangli.edu.in)

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Appasaheb Birnale College of Education, Sangli affiliated to Shivaji University Kolhapur is located at Shinde Mala, Behind Railway Station, Sangli and is easily accessible. College has connectivity with various public transports. It is a self-finance college governed by Shri Vasantao Banduji Patil Trusts. Appasaheb Birnale College of Education Sangli has been provides co-education.

The functioning of college is decentralized through various committees and cells. Representatives from the management, principal, faculty members, eminent personalities, staff members, students, and alumni are part of the committees and cells. Transparency in the working system is one of the best feature of our institution.

The Statutory bodies of the College are the Governing Council, the Advisory Committees and the College development committee. These bodies along with the IQAC play an important role in framing policies and executing them. The Governing Council functions as the Executive Body of the college to take decisions and plan strategies which are appropriate for the development of the institution. Advisory committee and college development committee are responsible for scrutinizing the proposals with regard to the programs of study, academic regulations, curriculum, syllabi and framing evaluation policies. The College office comprising of Administrative and Support Staff coordinates the administrative activities under the Office Superintendent in consultation with the Principal.

Codes of professional ethics guide all stakeholders of the college about its principles of integrity, accountability, inclusiveness, commitment and sustainability. All stakeholders work within the institutional policies and practices so as to satisfy the vision and mission of the college.

Under the supervision of principal, heads and committee members plan for organizing curricular and co-curricular activities. The college practices a well-structured system of mentoring to provide proper guidance to the students in not only choosing the right career path but also to help them to become confident and emotionally secure individuals.

The college has been imparting quality education so that they recognize and fulfill their roles and responsibilities as equal contributors towards nation building and making India a forerunner on the global map under the guidance of their teachers.

## Vision

## Vision

“To Be a leading center of excellence in teacher education, research and community service.”

The vision of the college is not only knowledge in the classroom, but is a means of reinforcing values of humility, selflessness, empathy and justice. We aspire to produce teaching professionals who would make significant and lasting contributions to the cause of education in the nation.

ABCE envisions a world where all learners are equipped to thrive in a dynamic future. Now it is a transformational time in education. We are on the edge that will change our ability to improve teaching and learning for all. Today, we visualize Appasaheb Birnale College of Education, Sangli as a leading educational institute that continually responds to the changing social demands through the development and application of knowledge. The purpose of such engagement will be to create inclusive and knowledge society that promotes and protects the dignity, equality, social justice and human rights for all.

Through professional education that is responsive and relevant to the challenges that practitioners face, we can equip and empower educators to improve their practice in service of their students, schools, and communities.

A collaborative institution, Appasaheb Birnale College of Education Sangli is focused on contributing to improve educational opportunities and outcomes for individuals lifelong. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. Though, there are many challenges faced by educators while they actually working, ABCE provides well equipped institute and empower the educator to become confident to face challenges.

## Mission

### Mission

”To train student teachers and teacher educators to become dedicated, committed, intellectually well developed, socially concerned, morally upright and spiritually oriented teachers”.

Appasaheb Birnale College of Education, Sangli is committed for educating the next generation of professional and academic leaders, who join us in transforming society through collaboration, innovation, and knowledge creation. ABCE provides a caring and nurturing environment where students come into their own, blossoming into confident good human being ready to face the changing world. Untiring efforts are made to instill the values of mutual trust, team work and promotion of social capital, easy sharing of knowledge, skills and resources to create a vibrant society.

College is committed to provide training to teacher educators to meet the changing socio-economic needs, with human values and purposeful social responsibility and to achieve excellence as leading institute. Our mission is to teach strategies, practices, and tools for addressing educational problems and to prepare practitioners, policy-makers, and researchers who can develop equitable educational opportunities.

We enable talented individuals to develop and express themselves fully and help them in becoming exceptional leaders in the field of education.

The success of the institution's mission is driven by value-based ethical behavior of its committed faculty members, staff and students. College believes that all aspects of education focus on the core values of contributing to national development while keeping in view the philosophy of having professional ethics and a sound uniform ethical conduct.

The mission of the College is not merely confined to imparting knowledge in the classroom, but is a means of reinforcing values of love, compassion, equality and justice. We aspire to produce academically oriented, sensitive and responsible citizens who will contribute towards making the world a better place. We accompany and mentor our students so that they develop as human of competence, compassion and conscience, and empowered with ignited minds and hearts, pursue the goal of transformation of our society.

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

### **Institutional Strength**

1. Produces high quality teachers since 2009.
2. Well qualified and experienced faculty actively involved in teaching-learning, research and curricular and co-curricular activities.
3. Faculty members are provided opportunities to attend various faculty development programme throughout the year.
4. Participation of students in various sports and cultural activities.
5. ICT enabled classrooms and Wi-Fi campus.
6. 24/7 CCTV surveillance inside and outside the college.
7. Easily accessible location of institution.
8. Well ventilated and spacious classrooms.

9. Well-furnished classrooms, libraries and other amenities.
10. MoUs with different organizations to promote active collaboration.
11. Highly committed and supportive alumni network.
12. Examination system is with rules and regulations.
- 13 Library with large collection of books, journals and availability of separate reading rooms for students and teachers.
14. A well-defined student admission strategy
- 15 Adequate student support services.
- 16 Hostel facility for students.
- 17 Internship opportunities and teaching practice for students in schools
- 18 Campus placement for students in best schools.
- 19 Transparent feedback system.
20. The College admits students from diverse backgrounds which promotes a multicultural environment in the campus.
21. An active Internal Quality Assurance Cell (IQAC) plays a central role in the monitoring, augmentation and sustenance of the overall quality of the institution.

### **Institutional Weakness**

1. With a view on institutional growth and development, the number of permanent teaching staff in the college needs to be increased
2. The College, being a constituent College under Shivaji University Kolhapur is limited by the programme structure and curriculum prescribed by the University and therefore does not have much flexibility in this regard.
3. Generation of funds is often a serious limitation in expansion and up- gradation of campus facilities.
4. Problems to find sufficient alternative sources of revenue.
5. Non-Participation of students in activities at international level.

## **Institutional Opportunity**

1. College seeks to further increase its national linkages. While Appasaheb Birnale College of Education Sangli has a strong base of employer relationships, strategic engagement practices implemented at ABCE 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. ABCE 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. ABCE 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 programme for professional growth of teachers.
11. To use reputation for providing quality courses.
12. Can help the growth of backward sector students in an excellent manner
13. Introducing related teacher education courses in the campus
14. Expanding partnerships and engagement opportunities within our society.
15. Availability of resources for differently able learner

## **Institutional Challenge**

1. Motivating faculty for research by getting research grants from various funding agencies.
2. Publishing journal of ABCE
3. Linkages with Government organizations and various institutions at National and International levels.

4. To achieve excellence in academics by involving masses from socially weaker sections.
5. Curriculum Planning and Curriculum Development is not in control.
6. Funding facility is not available
8. Non-performing students are threat that can impact enrollment, new partnerships, and revenue.
9. ABCE is faced with increasing competition from many colleges.
10. The admission criteria controlled by CET cell and examinations are controlled by the Shivaji University, Kolhapur and only internal assessment is held in the College.
11. The initiation of any new academic programme requires a long and complicated procedure for getting permissions from multiple authorities which often delays the process.
12. The commercialization of education and change in the societal values present a challenge to the service motto of the College.

### **1.3 CRITERIA WISE SUMMARY**

#### **Curricular Aspects**

Curricular aspect of Appasaheb Birnale College of Education,Sangli is governed by Shivaji University, Kolhapur. College executes the curriculum provided by university very effectively. Our college remains in direct contact with BOS and Department of Education, Shivaji University, Kolhapur for any changes or improvement in curriculum. Planning and implementation of the curriculum is done in a transparent and effective manner in the institution through academic calendar, semester plans and time table. The syllabus, pedagogy and infrastructure have been regularly upgraded to remain responsive to changing needs. Academic processes are streamlined with timetables, workloads and other administrative tasks prepared well in starting of new semester. While planning curriculum implementation, focus is given on PLOs and CLOs of the program. Teachers and students are also oriented during teacher induction programme and student orientation programme respectively.

Elective papers in the curriculum have always been retained to maintain flexibility and responsiveness to changing environments. The students are given choice to choose elective courses based on their aptitude, skill and aspiration. To develop skills and for professional enhancement of students, college has introduced many Value-Added and Self Study programme for the students. The curriculum is designed by university in such a manner that student can naturally learn the cross-cutting issues. Faculties also try to inculcate the national and international cross-cutting issues in the classroom. Seminars, Project work and Group Discussions have been organized on different topics to develop a constructivist approach. Experiential learning through internship, projects and field trips is specifically facilitated.

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

## **Teaching-learning and Evaluation**

The college strives for the equality through quality education. Reservation policy is followed by the college during admission process. The institution assesses the different types of learners and their level of readiness for course with the help of Diagnostic Test, Talent search and Classroom interaction. Academic support is provided to students according to their learning level assessed. Bilingual approach is used in teaching learning process. The college has a “Mentoring Policy” to provide the students support on issues related to their strengths, weaknesses, prospective opportunities and challenges faced in relation to curricular and co-curricular aspects.

Faculty members focus on developing e-content. Students are motivated to use ICT support for their learning, practice teaching, internship and co-curricular activities. Extension activities provide exposure to students about recent developments and are encouraged to think critically, be innovative and creative in tasks assigned to them.

Different opportunities are provided to the students to develop competencies and skills related to school based practices, communication, construction of assessment tools and organizing events etc. Internship is planned very systematically in practice school. Effective monitoring mechanism is in place during internship programme.

The college has well qualified faculty involved in teaching-learning and research. Teachers are regularly updated with the teaching-learning and evaluative methods by organizing various workshops and in-house discussions.

Assessment is incorporated into the learning process to achieve the PLO's and CLO's of the course. The institution has an effective Grievance Redressal cell. Performance of the student is evaluated to identify how much learning needs of the students assessed at entry level have been achieved.

## **Infrastructure and Learning Resources**

The college has adequate infrastructure facilities and resources as per NCTE Norms. The college has built up area of 25136.14 sq. m, that consists of Multipurpose Hall, Classrooms, Sports Room , Staff Room, Girl's Common Room, boys common room, Canteen, Library and Reading Room, Laboratories, Principal's Office, Administrative Office, Store Room, multipurpose ground, parking etc. Curricular and Co-curricular activities are taken up in the multipurpose hall and Multi-Purpose Play Field available in the college.

The library is 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, “Cloud system” which provides a user friendly interface for searching documents in the library and their issue status.

To keep pace with the academic growth, institution provides Wi-Fi facility for staff and internet for 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.

The need for the purified water is pacified through the Aqua purifier water system. Separate toilet blocks for



female and male are available in the college. There is also a canteen in the college premises, providing hygienic breakfast, vegetarian lunch, coffee, tea, snacks and refreshments. Uninterrupted electricity supply is ensured in the campus with the help of Gen set and many inverters and UPS systems. The maintenance and renovation of the learning resources and facilities in the college is funded by the management, and is done as and when required.

### **Student Support and Progression**

Appasaheb Birnale College of Education puts efforts on capability building and skill enhancement of students by providing opportunities of career and personal counselling, development of academic skills, technical skills and organizational skills, e-content and online assessment of learning. College is committed to excellence in all spheres therefore various support facilities like vehicle parking, common room, recreational facility, first aid, safe drinking water, canteen, hostel facility etc. are provided to students.

Grievance Redressal cell, Internal compliance cell and Anti-ragging committees are constituted in the college for student grievances with transparent mechanisms. The Grievance Redressal Cell resolves their academic and administrative grievances both offline and online at the earliest.

ABCE has democratically elected student council guided by faculty members which is primarily framed for having students' representation in various activities. Student welfare council provides support to the students wherever it is required.

Placement cell established in the college assists students in on and off campus placement. Various types of workshops are organized for students for preparing them for interviews. Students have been motivated for progress to higher education and support for qualifying competitive examinations by organizing guidance workshops to them.

Co-curricular activities are given the pride of place and are a vital part of the life of the students in ABCE. The institution extensively focusses on various activities in different areas. Intra and inter college platforms are provided to the students to showcase a wide array of co-curricular activities.

The college has an active Alumni Association. The college aims at developing the all-round personality of students through student centric education by providing healthy environment and supportive resources for student progression and wellbeing.

### **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.

Staff meetings are held periodically for the effective planning and implementation of teaching, learning and administrative programme. Student Council meetings are also held at regular intervals to address student related

issues. Transparency is maintained in faculty appointment procedure and service rules.

Teaching staffs are also provided with opportunity and financial help to attend professional development programme. The staff get participated in various Faculty Development Programme. 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 feedback regarding the effectiveness of the teaching-learning process. Various quality initiatives for improving the quality culture are taken by the Institute under the guidelines of IQAC. Institutional Values and Best Practices ABCE has always pioneered in displaying the best institutional values and practices. Its engagement to social and environmental issues is very evident. College is trying to nurture values about the emerging challenges and pressing issues.

The institute highlights and takes care of every basic parameter of maintenance of cleanliness like-personal hygiene, safe water; food hygiene and environmental sanitation. Institution has prescribed code of conduct for students, teachers. Code of Conduct for students is mentioned on the website. Initiatives to educate students about the importance of environment conservation and develop a sense of their roles & responsibilities towards environment protection have been taken.

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

ABCEDU has always pioneered in displaying the best institutional values and practices. Environmental consciousness has been an integrated component of the college activities .The institution is committed to sustainable development and protection of the environment. Its engagement to social and environmental issues is very evident. College is trying to nurture values about the emerging challenges and pressing issues.

The institute has developed framework and energy guidelines adhering to national policy for energy conservation. The institute is conscious of its activities generating waste and ensures that all the waste is used & disposed responsibly. Solid, liquid and e-waste management system is working as per the norms The institute has been implementing number of national guidelines to conserve and manage water resources in the campus. Rainwater harvesting project to preserve ground water has been implemented.

The institute promotes and aligns goals to national mission of Swatch Bharat which bring about change in behavioral and attitudinal aspect of habitants. The institute highlights and takes care of every basic parameter of maintenance of cleanliness like-personal hygiene, safe water, waste water disposal, solid waste disposal; food hygiene and environmental sanitation. Solar panel has been implemented in the college. College is at advantageous location in every aspect and provides lush green locality to students.

### **Research and Outreach Activities**

Appasaheb Birnale College of Education is keenly involved in creating and promoting a research culture amongst the faculty and students. Study leaves, organizational support is provided to faculty engaged in research. Appasaheb Birnale College of Education aims at providing opportunities to students to come out with new ideas as trying Innovation increases student's chances to react to changes and discover new opportunities. Our faculty members publish books and research paper in UGC approved journals.

To facilitate more research, the Research Cell under IQAC suggest to participate in Conferences, FDPs, and life member of CTPD. Focus on extension activities and outreach activities for students to sensitize them to work for social change in the field of education, awareness, empowerment of women, environment protection and other social issues for inclusive society is an indispensable part of curriculum. Internships and fieldtrips are encouraged to strengthen experiential learning.

The college is upholding ambiance via establishing the MoUs, linkages and collaborations with industries, Academic institutes, Education Colleges, Schools and NGOs for different types of activities, for on-the-job training and internships. These have helped in expanding the horizons of learning for students and faculty members.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | APPASAHEB BIRNALE COLLEGE OF EDUCATION,SANGLI            |
| Address                         | Near Railway Station, Shinde Mala, Sangli Pin - 416416   |
| City                            | Sangli   |
| State                           | Maharashtra  |
| Pin                             | 416416   |
| Website                         | <a href="http://abcesangli.edu.in">abcesangli.edu.in</a> |

| Contacts for Communication |                            |                         |            |              |                               |
|----------------------------|----------------------------|-------------------------|------------|--------------|-------------------------------|
| Designation                | Name                       | Telephone with STD Code | Mobile     | Fax          | Email                         |
| Principal                  | Popatrao Keshavrao Patil   | 0233-2313333            | 9763821930 | 0233-2313333 | abcedu434.cl@unishivaji.ac.in |
| IQAC / CIQA coordinator    | Yogeshwar Shirpal Kirtikar | 0233-                   | 9922521109 | 0233-2313333 | yogprti0503@gmail.com         |

| Status of the Institution |         |
|---------------------------|---------|
| Institution Status        | Private |

| Type of Institution |              |
|---------------------|--------------|
| By Gender           | Co-education |
| By Shift            | Regular Day  |

| Recognized Minority institution            |    |
|--|----|
| If it is a recognized minority institution | No |

| <b>Establishment Details</b>   |  |                                       |                           |                |
|--|--|---------------------------------------|---------------------------|----------------|
| <b>State</b>   | <b>University name</b>   | <b>Document</b>                       |                           |                |
| Maharashtra  | Shivaji University   | <a href="#">View Document</a>         |                           |                |
| <b>Details of UGC recognition</b>  |  |                                       |                           |                |
| <b>Under Section</b>   | <b>Date</b>  | <b>View Document</b>                  |                           |                |
| 2f of UGC  |  |                                       |                           |                |
| 12B of UGC   |  |                                       |                           |                |
| <b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b> |  |                                       |                           |                |
| <b>Statutory Regulatory Authority</b>  | <b>Recognition/Approval details Institution/Department programme</b> | <b>Day,Month and year(dd-mm-yyyy)</b> | <b>Validity in months</b> | <b>Remarks</b> |
| NCTE   | <a href="#">View Document</a>  | 10-07-2023                            | 2008                      | Continue from  |

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

| <b>Location and Area of Campus</b> |  |                  |                             |                                 |
|------------------------------------|--|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>   | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | Near Railway Station, Shinde Mala, Sangli Pin - 416416 | Urban            | 6.5                         | 3920.75                         |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                  |                           |                            |                              |                            |                                |
|---|----------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/ Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BEd,B Ed                         | 24                        | Any Graduation             | Marathi                      | 55                         | 55                             |
| PG  | MEd,M Ed                         | 24                        | B.Ed D.Ed with Graduation  | Marathi                      | 55                         | 38                             |

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

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 3                |        |        |       | 2                          |        |        |       | 12                         |        |        |       |
| Recruited   | 1                | 0      | 0      | 1     | 0                          | 1      | 0      | 1     | 4                          | 6      | 0      | 10    |
| Yet to Recruit  | 2                |        |        |       | 1                          |        |        |       | 2                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 1                |        |        |       | 1                          |        |        |       | 10                         |        |        |       |
| Recruited   | 1                | 0      | 0      | 1     | 0                          | 1      | 0      | 1     | 4                          | 6      | 0      | 10    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 5            |
| Recruited   | 4           | 1             | 0             | 5            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 5            |
| Recruited   | 4           | 1             | 0             | 5            |
| Yet to Recruit  |             |               |               | 0            |

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

### **Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 1                | 1      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 2            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 1      | 0      | 4                          | 5      | 0      | 10           |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/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      | 1                          | 1      | 0      | 2            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |



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

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

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

| Programme |        | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|----------------------------|--------------|------------------|-------|
| UG        | Male   | 6                                       | 0                          | 0            | 0                | 6     |
|           | Female | 49                                      | 0                          | 0            | 0                | 49    |
|           | Others | 0                                       | 0                          | 0            | 0                | 0     |
| PG        | Male   | 11                                      | 0                          | 0            | 0                | 11    |
|           | Female | 27                                      | 0                          | 0            | 0                | 27    |
|           | Others | 0                                       | 0                          | 0            | 0                | 0     |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Category</b>  |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 2             | 2             | 0             | 1             |
|  | Female | 2             | 2             | 1             | 1             |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 0             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 2             | 1             | 0             | 0             |
|  | Female | 1             | 1             | 2             | 1             |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 3             | 10            | 9             | 3             |
|  | Female | 35            | 31            | 32            | 41            |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 2             | 1             | 1             | 2             |
|  | Female | 3             | 5             | 10            | 6             |
|  | Others | 0             | 0             | 0             | 0             |
| <b>Total</b>   |        | <b>50</b>     | <b>53</b>     | <b>55</b>     | <b>55</b>     |

### **Institutional preparedness for NEP**

|   |   |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | Plan for transforming into a multidisciplinary institution The institution has a sprawling campus with 6.5 acres of land. The institution has 2 year B.Ed & M.Ed programme. The institution has all the potential to be converted into a holistic multidisciplinary institution. programme with specialization for teaching different subjects in the form of pedagogy courses. The institution can think of integrating Science and Humanities pedagogy courses. An English pedagogy student can also learn the pedagogy of Science, pedagogy of Maths and pedagogy of History. Likewise a Science pedagogy student can also learn the pedagogy of English and the pedagogy of History. The pedagogy of Computer |
|---|---|

|   |  |
|---|--|
|   | <p>Science can be made common considering the thrust on ICT integration into education. All these can prepare the future teachers for STEAM education who can present disciplines holistically to develop the critical thinking of school students. Innovative Curricula The B.Ed. and M.Ed. curriculum is structured around Choice Based Credit System. The curriculum of the two year B. Ed. programme consists compulsory theory courses and elective courses and engagement with the field in the form of School Internship, Courses on “Enhancing Professional Capacities” etc. The curriculum of the two year M. Ed. programme has eight Perspective Courses, four Tool Courses, two Specialization: Thematic Courses out of seven such courses, one Teacher Education Course out of two such courses, one Specialization: Core Course out of two such courses, dissertation, practicum and four online courses. The School Internship and Courses on “Enhancing Professional Capacities” provide ample scope for community engagement and community service. The students who complete the first year can be given a diploma in education. The students who complete the second year can be provided an advanced diploma in education. Multidisciplinary Research The institution encourages multi-disciplinary research by the M.Ed.</p> |
| <p>2. Academic bank of credits (ABC):</p> | <p>Initiative for Academic Bank of Credits The institution is ready to fulfil the requirement of Academic Bank of Credits as proposed in NEP 2020. The institution has not received any direction from the State Government or affiliating University in this regard. The institution is not registered under the Academic Bank of Credits. Being an affiliated institution, it awaits direction from the University in this regard. Efforts for Joint Degrees The institution has not made any effort for internalization of education, joint degrees between Indian and foreign institutions so far. Encouragement to Faculty for Curricular and Pedagogical Approaches The faculty of the institution enjoy the freedom to decide their own pedagogical approaches. They experiment with innovative teaching strategies that are learner centric and based on experiential learning. The teachers are resourceful enough to customize the new constructive strategies they come to know to suit the needs of their learners. The institution, in fact promotes novel ideas</p>  |

|                              |   |
|------------------------------|---|
|                              | <p>for teaching- learning. The faculty can refer to any reading material that can help the students gain a deeper understanding of contexts. The assignments given by the teachers can also be of any form involving library work or involving reflection exercises, involving a small project or involving hands on experience or involving a field visit. The teachers can develop their own rubrics for the assessment of tasks and assignments as a part of comprehensive internal evaluation.</p>  |
| <p>3. Skill development:</p> | <p>Efforts to Strengthen Vocational Skills and Soft Skills The institution conducts many training programmes for students for the development of generic skills. They are also trained for certain life skills and 21st century skills that are required for the teaching profession. Training in Life Skills is given every year for the students. The expertise of the faculty and the expertise available in the local community are used to provide such trainings. The students are also trained in the procedural knowledge to prepare socially useful products by the Entrepreneurship Development Cell of the college. The students with special vocational knowledge are made to share their knowledge with their peers in the form of training forums. • Special sessions are organized by inviting experts who can provide hands on training in art and craft work. Locally available expertise is given preference. Value Education Offered There are many academic clubs and extension units in the institution. They organize a number of programmes that contribute to the value education of students. The History Club and the Student Council of the institution has organized observation/ celebration of the many important days. The students are actively involved in all the above programmes. Vocational Courses and Training The students are encouraged to take up the value added courses that can enhance their vocational knowledge and skills. However, this is choice based and the students are free to decide. The institution identifies persons specialized in various forms of vocational training and utilizes their expertise to organize training sessions for the students. Many entrepreneurship development programmes were organized for the students. Best Practice in Skill Development Students come with a wide range of artistic skills. These are identified during the Talent</p> |

|  |   |
|--|---|
|  | search program. The talents of such students are utilized to provide training to their peers.   |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>Integration of Indian Knowledge System The curriculum of the B. Ed. and M. Ed. programme lend themselves to the integration of Indian knowledge system into certain concepts in all the courses. The pedagogy courses deal with methods of teaching, role of the teacher, organization of the curriculum, classroom management and methods of evaluation. The legacy of the ancient educational system of the country has much to offer to the students. Although they do not find a place directly in the courses, they are discussed in great detail in the classrooms during offline and online classes. The teachers use both the languages during the classroom teaching. The class is heterogeneous with both English and Marathi medium students. The teachers therefore resort to bilingual instruction to ensure understanding by all the students. The students are free to choose any of these two languages for writing exams, writing assignments, completing internship records and tasks. The language of the students and the language of the teacher are not barriers for the successful completion of the teaching- learning process. Courses Taught Bilingually All the courses in B. Ed. and M. Ed. programme are taught bilingually in the institution. The course ‘Language across the Curriculum’ for B. Ed. students help them to understand the role of language in teaching learning. International Mother Language Day is celebrated to emphasize the importance of mother tongue in education. Spoken Hindi was provided as a value added course for the students. Efforts to Promote Traditional Language The traditional knowledge of the country is given importance. Many programmes on traditional food were organized by the institution. The consumption of traditional food and use of traditional medicine are encouraged in the institution. Many programmes were organized online to create awareness on combating COVID 19 with traditional medicines. Efforts to Promote Indian Arts Students are participate collegiate cultural program. Efforts to Promote Indian Culture The institution celebrates all religious festival with equal vigour. This promotes communal harmony and promotes the understanding of different cultures and traditions.</p> |
| 5. Focus on Outcome based education (OBE):   | Institutional Initiative for Outcome Based Education  |

|  |  |
|--|--|
|  | <p>The institution has clearly defined student learning outcomes for all the courses. The teachers do the mapping of the Program Outcomes with the Course Outcomes. They also develop unit wise student learning outcomes for the courses they handle. The teaching activities and the assessment of students are in alignment with the learning outcomes. The institution has therefore taken efforts to transform its curriculum towards Outcome Based Education. Outcome Based Education in Teaching Learning The teachers develop teaching plans for the courses they handle. They decide the collaborative tasks to be given, assignments to be given, constructivist methods to be employed and enrichment content to be given in terms of the unit wise student learning outcomes. The teaching and learning process is therefore centred on the student learning outcomes. Good Practice for Outcome Based Education The internal exams are conducted for students although they are not mandated by the University. The questions asked in the exams aim at prompting higher order thinking. The attainment of the unit wise student learning outcomes are analysed to help the teachers understand the kind of support required for the students to attain the specified outcomes.</p> |
| <p>6. Distance education/online education:</p> | <p>Plan for Offering Courses in ODL Mode The institution is affiliated to a University and therefore cannot offer vocational courses through ODL mode. Institutional efforts for Blended Learning The teachers of the institution are trained in the use of technology for teaching and learning. Many training programs are organized in the institution for teachers and students on themes related to integration to technology. The teachers use blogs, Google groups, Google sites, whatsapp and Google classrooms to communicate and share resources with students. The teachers use a wide range of technological tools and apps to make the classes stimulating and engaging. The students are also trained in the use of ICT resources. Teachers and students produce a number of e-resources for school education.</p>   |

**Institutional Initiatives for Electoral Literacy**

|  |           |
|--|-----------|
| <p>1. Whether Electoral Literacy Club (ELC) has been</p> | <p>No</p> |
|--|-----------|

|  |    |
|--|----|
| set up in the College?   |    |
| 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?  | No |
| 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. | No |
| 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.  | No |

## 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 |
|---|---------|-------------------------------|---------|---------|
| 93                                      | 72      | 70                            | 62      | 56      |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |
| Any other relevant information          |         | <a href="#">View Document</a> |         |         |

#### 1.2

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

| 2022-23  | 2021-22 | 2020-21                       | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 110  | 110     | 110                           | 100     | 100     |
| File Description                                 |         | Document                      |         |         |
| Letter from the authority (NCTE / University / R |         | <a href="#">View Document</a> |         |         |
| Institutional data in prescribed format          |         | <a href="#">View Document</a> |         |         |

#### 1.3

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

| 2022-23  | 2021-22 | 2020-21                       | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 24   | 18      | 19                            | 17      | 18      |
| File Description                                 |         | Document                      |         |         |
| Institutional data in prescribed format          |         | <a href="#">View Document</a> |         |         |
| Central / State Govt. reservation policy for adm |         | <a href="#">View Document</a> |         |         |

#### 1.4



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

| 2022-23  | 2021-22 | 2020-21                       | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 93   | 72      | 70                            | 62      | 56      |
| File Description                                 |         | Document                      |         |         |
| List of final year students with seal and signat |         | <a href="#">View Document</a> |         |         |
| Institutional data in prescribed format          |         | <a href="#">View Document</a> |         |         |

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

| 2022-23  | 2021-22 | 2020-21                       | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 93   | 72      | 70                            | 62      | 56      |
| File Description                                 |         | Document                      |         |         |
| Institutional data in prescribed format          |         | <a href="#">View Document</a> |         |         |
| Consolidated result sheet of graduating students |         | <a href="#">View Document</a> |         |         |

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

| 2022-23  | 2021-22 | 2020-21                       | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 93   | 72      | 70                            | 62      | 56      |
| File Description                                 |         | Document                      |         |         |
| Institutional data in prescribed format          |         | <a href="#">View Document</a> |         |         |
| Enrollment details submitted to the state / univ |         | <a href="#">View Document</a> |         |         |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5       | 8       | 7       | 7       | 6       |

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

## 2.2

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

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

| File Description                                | Document                      |
|---|-------------------------------|
| University letter with respect to sanction of p | <a href="#">View Document</a> |
| Any other relevant information                  | <a href="#">View Document</a> |

## 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  |
|----------|---------|---------|---------|----------|
| 504038.7 | 271946  | 535327  | 305944  | 646352.3 |

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

### 3.2

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

#### Response: 09

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

## 4. Quality Indicator Framework(QIF)

### 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:**

Curriculum planning is the collective responsibility of all teachers in the institution to ensure breadth, balance and coherence in all the learning experiences provided to the students. The planning begins before the commencement of every academic year. The planning of curriculum is done to create learning environments that help student-teachers evolve into informed, skilled and ethical decision makers. The implementation of the planned curriculum is reviewed periodically and the review is again a collective effort of the teachers.

The planning of the curriculum is done through two ways:

\* Extensive deliberation on course work plans of teachers.

\*Development of action plans by individual teachers

##### **Deliberation on course work plan developed by teachers**

The teachers decide on the courses they would teach for an academic year in a meeting before the commencement of the academic year. The teachers develop a plan for teaching their courses and get them finalized in a staff meeting.

In recent years, a Curriculum Planning Committee has been constituted for streamlining the process of curriculum planning.

External experts are also invited for the Curriculum Planning Meetings. Teaching plans include detailed descriptions of the learning experiences planned for the courses. Each teacher presents their teaching plan and the others provide their observations. Suggestions given by the teachers are noted. The teachers use their discretion to arrive at the final teaching plan for their courses.

##### **Development of action plan by teachers**

The curriculum for the programmes of the institution goes well beyond what is prescribed by the university. A wide range of activities are carried out every year to support the learning that occurs

within the syllabus. The activities are planned through clubs, committees and cells of the institution. Every teacher develops an 'Action Plan' for the year which includes such activities. The action plans are submitted to the Principal at the beginning of the academic year. A meeting is convened by the Principal to discuss the action plans of the teachers. The discussion helps to resolve conflicting time schedules and provides greater clarity on the activities to be done.

### Review of plans

There is periodical review of the plans developed by teachers. The progress in the teaching plans and action plans are reviewed during staff meetings. Meetings are also convened by the Curriculum Planning Committee to review the implementation of teaching plans. Apart from these, the teachers reflect on the daily activities and this makes them reflective practitioners. Self reflection makes review of plans systematic and a regular activity in the institution.

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

### 1.1.2

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

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

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**

**5. Experts****6. Students****7. Alumni****Response:**

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

**1.1.3**

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

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

**Response:**

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:**

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

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

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

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

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

**1.2.2****Average Number of Value-added courses offered during the last five years****Response:****1.2.2.1 Number of Value – added courses offered during the last five years**

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

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

**1.2.3****Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:****1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

**five years**

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

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

#### **1.2.4**

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

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

**Response:**

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

#### **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 |
| 0       | 0       | 0       | 0       | 0       |

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

**1.3 Curriculum Enrichment****1.3.1**

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

**Response:**

Teacher preparation begins with making the B. Ed. students of the institution understand the concept of teacher education. The course “Contemporary India and Education” in B. Ed. programme includes concepts that lead to the development of a broader understanding of teacher education. The policy frameworks on education in pre-independent and post-independent India and five year plans are dealt extensively to provide a deep understanding about the history of teacher education in the country.

The M. Ed. students are made to understand the requirements to become a teacher educator. They are made to undertake field immersion in a teacher education institution for three weeks. The course “Teacher Education in India- Secondary Level” in M. Ed. programme develops a comprehensive understanding of teacher education in the country.

Special programmes on teacher education are organized. The institution provides venue to DIET and RMSA for the conduct of in-service training programmes for teachers. During the conduct of such Programmes, the students are oriented on the work of RMSA and DIET. This gives them a first-hand Understanding of the teacher education system of the country.

**Procedural Knowledge**

Teacher Education reaches different levels of education such as pre-primary, primary, elementary, secondary and higher secondary. The quality of pedagogical inputs, practicum and practice teaching experiences prepares the student teachers of the institution adequately for teaching at the secondary and higher secondary levels. Calligraphy classes are arranged for the students to improve their black board writing. The teachers demonstrate the preparation of innovative teaching aids. In addition to all these, special programmes are organized to help the student teachers to gain procedural knowledge and skills for teaching at different levels. Programmes focusing on Montessori Method, adolescent education and teacher development have been organized. M.Ed. students are taught to use SPSS for statistical analysis. Capability for extrapolation

Extrapolation of the skills acquired by the students of the institution makes learning meaningful. Students of the institution are reflective and they ask questions on why and how. They brainstorm, mind map, peer teach and discuss to organize their thoughts for all the courses. They apply these teaching strategies during their internship. The ICT knowledge they gain in the institution helps them to make short films on various topics. They learn to think critically and creatively. They apply the knowledge they gain in the institution in event management and organizing field trips.

### Skills/Competencies

Life skills and soft skills workshops are organized for the trainees by experts and college teachers. Students learn about emotional intelligence, critical thinking, negotiation and communication, collaborative skills, self-esteem, stress management, and positive thinking. Team building skills are developed in the Classrooms. Students are involved in group work and discussion. They are introduced to the tools and techniques of collaboration. Classroom tasks and assignments enrich their learning and facilitate the development of life skills. Two value added courses Soft Skills and Transformation of Classroom from Blackboard to Digital (B to D) were made mandatory for students in 2020- 2021.

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

### 1.3.2

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

**Response:**

The Topics framed in this line were:

1. Seminar on Environment education

Subject topic :- pollution “aabhyagat vyakhyan” 14/06/2021 Vaishali Patgaonkar

2. Seminar on inclusive education

Subject topic:- education for special needs students Tejashree Nigade

3. Seminar on teaching learning

Subject topic :- responsibilities of teachers Snehal Shinde

4. Group Discussion on Thinkers or social Reformer in the field of Education

For semester 4 B.Ed students

The topics were randomly distributed in groups. The allotted faculties gave guidance to the students about all what was expected from the students. As and when required by the students guidance was provided to them. On completion of the activities students became familiar with the diversities in the School System in India as well as in an international and comparative perspective.

In the session 2021-2022 a presentation on Environment Education was given by resource person Ms. Vaishali Patgaonkar . She explained about different Type of pollution, its effect on human life ,Act of Environment and our Responsibilities . She explained her points with different slide which were shown to students for giving more knowledge about the Environment. Students were asked to make a practical file regarding Environmental issues into consideration of causes effects and remedies

The school system in India is diverse and the students need to understand the diversities as they are to work in this set up in future. The institution therefore ensured that the students were familiarized with the diversities that exist in the Indian system. This is done in the following ways:

The students were made known about the history behind the development of the present day school system along with the concepts that deal with the sociological foundations of education in the Courses they learn.

A special session on “ how to implement micro teaching in classroom teaching ” was organized for the students. A faculty of the college explained the functional differences between seven skills.

Students who had studied in different methods of teaching shared their experiences. This helped to gain a deeper understanding in the critical thinking and class management and other..

The students were taken micro teaching books .These books helped the students to become familiarized with the teaching skills.

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

### 1.3.3

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

##### **Response:**

##### **Enhancing Professional Capacities**

The learning engagement of students is assured by the institution through its way of planning and delivery of a wide range of curricular experiences. The syllabi for the different programmes form the base upon which learning experiences are built. The learning experiences are designed to make students reflect a deeper and sophisticated understanding of the academic disciplines. The B. Ed. curriculum includes components that reinforce the learning that can happen through theory papers. To enhance the professional capacities of student teachers, there are practical courses for which assessment is fully on an internal basis.

Three of these courses “Book Reading and Reflection”, “Drama and Art in Education” and “Critical Understanding of ICT” are prescribed for B. Ed. first year. One course “Understanding Yourself” is prescribed for B. Ed. second year. For each of these courses special efforts are made to help students

Develop professional competencies. Books that can sharpen the understanding of educational concepts are taken up for reading and reflection. Students are made to use drama as a critical pedagogy. Activities are developed to make students realize and appreciate the transformative role of ICT in education. Reflection exercises are given for introspection and making students establish their identity in personal and life. The other practical records require students to interact with the community and become acquainted with the realities in the education system of the country. Work experience in the form of internship exposes the students to the different functional aspects of schools. All these learning engagements make student teachers apply their theoretical understandings in real life situations.

Learning Engagement through Special Lectures/ Special Addresses/ Special Sessions

The concepts prescribed in the syllabi are extended adequately to include experiences that add value to the making of teachers. This is done through the special lectures/ special addresses/ special sessions organized by the institution. These provide information that may not be included in the syllabus, but nevertheless supports the learning of the courses. They supplement the task of teacher preparation and provide potent messages for the student community who are to take up roles as teachers and teacher educators in future.

### **Learning Engagement through Seminars/ Workshops**

It is a regular practice of the institution to organize seminars, webinars and workshops for teaching and Student community at large. The themes of such programmes are planned to prepare students for the Teaching profession. The teachers and students of the institution are the primary beneficiaries of these Programmes.

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

## **1.4 Feedback System**

### **1.4.1**

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

**Structured feedback is obtained from**

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

**Response:**

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

**1.4.2**

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

**Response:**

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

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

**Response:**

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

#### 2.1.2

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

**Response:**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 24      | 18      | 19      | 17      | 18      |

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

### 2.1.3

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

##### Response:

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5       | 5       | 5       | 0       | 0       |

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

## 2.2 Honoring Student Diversity

### 2.2.1

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

##### Response:



A well-defined entry level assessment is placed in the institution. The institution has the following three ways to understand the learning needs of students and their level of readiness to undergo professional education programme:

Entry level testing

Reading and writing assessment

Mentoring system

### **Entry Level Testing**

The entry level testing is done to understand the students' information and communication technology usage, certain components of soft skills (social competence, leadership, time management, stress management, emotional competence), vocabulary, reading comprehension, pedagogical content knowledge and attitude towards teaching. All these pre-requisites help to understand the readiness of students to undergo professional education programme.

The performances of the students were noted in an Observation Schedule as a talent search by the teachers

### **Reading and writing assessment**

Reading and Writing Assessment Considering the importance of language proficiency for the teaching profession, a reading and writing assessment in English language was done. The students were asked to read a passage and answer a few questions.

### **Generation of Student Profile**

The data gathered from the above three modes are collected to give an overall picture of the abilities of students. The profile of the learners thus constructed are given to the mentors and pedagogy teachers. The mentoring system is a strong support system for the students. The mentors develop a rapport with the students entrusted under their care and find out their academic expectations and needs. Even during the pandemic teachers take online lectures and solve the problems. The teachers as mentors met their mentees online to understand the diverse needs of students and their readiness to undergo professional training. Based on the information in the student profile and the needs identified by mentors, the pedagogy teachers and mentors work together to provide the required academic support to the students. The results of the entry level assessment is used to provide services that cater to the skill requirement of students to succeed in the task of becoming teachers.

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

### 2.2.2

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

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

**Response:**

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

### 2.2.3

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

**Response:**

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

**2.2.4****Student-Mentor ratio for the last completed academic year****Response:****2.2.4.1 Number of mentors in the Institution**

Response: 05

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

**2.3 Teaching- Learning Process****2.3.1**

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

**Response:****Planning for Varied Modes of Learning**

The focus of teaching strategies is to make students use their learning to become effective teachers. The teaching plans developed for all courses document the strategies used in classrooms. Every teaching plan is all-inclusive showing

.Student-centered teaching strategies to be employed

. e- resources cited by teachers

.Enrichment content and special lectures planned

.Additional inputs as recent developments in certain concepts.

Assignments and group projects

The teachers make use of experiential and participative learning strategies in different forms for teaching certain concepts in each course. These strategies are documented with the help of Active Learning Method Format developed by the institution.

### **Learning Modes Used**

Discussion- Open discussion, group discussion, focus group discussion, panel discussion, fish bowl technique for discussion Debate

Visual mapping by students- concept maps, mind maps, info graphics

Brainstorming technique is used.,Presentation of case studies, Presentation of activity worksheets

Reflection exercises

Flipped learning, Group presentations by students

Use of online applications for activities ,Group projects, Rationale for the Adoption of Learning Modes, Discussion in various forms allowed students to be active participants in the learning process. The teachers moderated the discussion using questions to drive the reasoning of students. The teachers ensured that students were actively engaged during the discussion.

Debates developed the critical thinking and collaborative learning skills of students. Debates were conducted both in online and offline mode and they helped students to look at concepts with different perspectives.

Visual mapping techniques helped the students to present ideas logically with attention to the relationship between concepts. This made them gain a deeper understanding of concepts.

Group presentation by students developed the creativity and communication skills of students. Variety in presentation of concepts led to new understandings and also resolved cognitive conflicts.

Brainstorming encouraged the generation of ideas that were consolidated by the teachers. Worksheets made students engrossed in the learning process. Case studies challenged the reasoning of students and reflection exercises made them relate their life experiences to the concept learnt.

Flipped learning was well received by the students as it created an interactive learning environment and was used in combination with other strategies were also models for students to use in their future workplaces.

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

### 2.3.2

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

**Response:**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5       | 8       | 7       | 7       | 6       |

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Data as per Data Template      | <a href="#">View Document</a> |
| Any other relevant information | <a href="#">View Document</a> |
| Link of LMS                    | <a href="#">View Document</a> |

### 2.3.3

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

**Response:**

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

Response: 54

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

### 2.3.4

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

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

**Response:**

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

### 2.3.5

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

**Response:**

#### 2.3.5 CONTINUAL MENTORING PROVIDING BY TEACHERS

Education in the institution does not stop with completion of the syllabus prescribed by the University

Every minute of stay in the campus is converted into a learning moment for the students. The academic experiences are planned by the teachers to guarantee the development of personal and professional attributes required for the teaching profession. Special efforts are put forward by the institution to develop the professional attributes of students which include communication skill, group work, managing work place relationships, balancing work and home responsibilities and being updated in the chosen specialization.

#### Mentoring for Team Work

Team work is integral in all the activities of students. It begins with the morning assembly where a group of students are made to share responsibilities every day. The teaching learning process provides ample scope for collaborative work. Cultural programmes are organized in the institution on various occasions to stand as testimonial to team work. A number of outreach activities are organized regularly and the students share responsibilities with a team spirit. The teachers delegate responsibilities to the students and lead them to work together to achieve common goals.

#### Mentoring for Dealing with Student Diversity

The student teachers become cognizant of inclusive practices by the teachers who demonstrate them every day in the classroom. The varied group situations during the teaching learning process gives them a ground for practicing inclusion. Apart from these, special efforts are put forth to help students prepare for dealing with student diversity in their future roles as teacher.

The course “Learning and Teaching” for B. Ed. students includes topics like preparing teachers for diverse classroom, techniques for teaching diverse learners and strategies for addressing the needs of diverse learners. This helps the students get introduced to the concept of diversity.

A general session on “Addressing Inclusion in the Classroom” is organized for the students. Apart from this special lectures on differentiated instructional strategies and dealing with different categories of students are organized in the form of special lectures and seminars.

#### Mentoring for Professionalism

The student teachers are trained to take up their work in a professional way. Our teachers emphasize the need for respectful communication, safeguarding the self-esteem of others, demonstrating patience and taking ownership of failures while working in a group. Special sessions emphasizing teacher professionalism are also organized by the institution.

#### Mentoring for Stress Management

Ways of managing stress and balancing home and work responsibilities become a topic discussed now and then in the classroom.

#### Mentoring for Being Updated

Students are kept updated on recent developments that can make them successful in personal and professional life. Invited talks on recent developments that add value to the preparation of teachers are conducted regularly. The potential value of movies in education is realized. Therefore movies that

educate students on technology and teaching related concepts are screened.

All these go into the making of teachers with the right attitude and aptitude for the teaching profession

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

### 2.3.6

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

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

**Response:**

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

### 2.3.7



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

**Response:**

The teaching learning process at appasaheb Birnale College of Education focuses on nurturing creativity, innovativeness, intellectual and thinking skills, and empathy and life skills among students. Teaching Self Study Report of pedagogies have been modified over time to facilitate holistic development of students.

Different tasks are assigned to students on a continuous basis and teachers encourage students to think divergently.

**CREATIVITY**

Creativity is a phenomenon whereby something new is formed; it involves transforming the ideas And imagination of students. In this direction students are given opportunity to enhance their Creativity:

1.Students create teaching learning materials related to their teaching methods under the guidance of their respective teachers. The different forms of TLMs prepared by students are charts, models, working models, flash cards, posters, PowerPoint presentations to enhance their teaching abilities. Here the student and teachers work together in selection of the appropriate TLM's on different Topics, and students prepare the same using their creative ideas.

2 The pedagogy courses offered in B.Ed. involve the development of creative and innovative lesson Plans. Teachers make the students aware about the different Models of Teaching and knowledge constructive lesson plan 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.

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

## **2.4 Competency and Skill Development**

### **2.4.1**

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

- 1.Organizing Learning (lesson plan)**
- 2.Developing Teaching Competencies**
- 3.Assessment of Learning**

- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan(IEP)**

**Response:**

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

**2.4.2**

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

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

**11. Exposure to Braille /Indian languages /Community engagement****Response:**

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

**2.4.3**

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

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

**Response:**

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

**2.4.4**

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

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

## 5. Rating Scales

### Response:

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

### 2.4.5

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

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

### Response:

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

### 2.4.6

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

**events through**

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

**Response:**

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

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

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

**Response:**

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

**Other Upload Files**

1

[View Document](#)**2.4.8**

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

**Response:**

**1.Selection/Identification of schools for internship:**

- **Participative/on request: It is done by keeping in view the following parameters and on request to the schools:**
- **Subjects of the students are kept in mind while selecting the schools and it is well-oriented & guided to both schools and students.**
- **Accessibility of the schools for students is another focused parameter, for which choices from the students are taken.**
- **The student's medium of instruction (Marathi/ English) are considered too before assigning practice teaching school.**
- **Well renowned schools of sangli are selected that provide a boost in the pupil teacher's capacities, skills & capabilities.**

**Orientation to school principal/teacher's:**

**ABCEDU Principal and Head of Department make one-to-one conversations (oral /phone) with the school Principal and teachers, and inform them about the activities that are needed to be performed by the internees. The list of activities are shared with the school principal through conversation.**

**Orientation to students going for an internship:**

**Following methods are used for orientation of the students towards internship:**

- **Students are informed about the school's requirements and do's & don't within the school.**
- **Guidelines are given to students for their behaviour with school authority, students, parents and dress-codes as a part of their teaching practice.**
- **Students are informed about various school curricular and co-curricular activities that they have to perform during internship, and the necessary resources like teaching aids etc. to conduct these activities.**

**Defining role of teachers of the institution:**

**The college defines roles of teachers in the following manner:**

- **On the first day of the internship in the school, pupil teachers are oriented by the school coordinator and college teacher.**
- **Teachers provide valuable exposure on the internship by ensuring regular checks by visiting the school.**
- **Student's doubts are discussed with the school and a smooth flow is ensured by the teachers.**

**Streamlining models of assessment of student's performance:**

The training program formally assessed for each of the internee throughout the internship in the following ways:

- Regular visits are done by different teachers to the schools for the observation and checking of the lesson plans.
- Peer observation is another part of assessment whereby the peers will assess and look after their co-teachers and suggest them for improvement.
- Internees record their scheduled activities in the “Engagement with field” ( EWF) file and it is properly checked by the college faculty with suitable remarks.

Exposure to variety of school set-ups:

- Efforts are made to provide the most diversified and finest mode of learning to students by providing them a changed and new school environment every time they go for an internship.
- ABCEDU tries to provide both government and private schools to students.

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

#### 2.4.9

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

**Response:**

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

Response: 02

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

**2.4.10**

**Nature of internee engagement during internship consists of**

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

**Response:**

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

**2.4.11**

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



**Response:**

**Appasaheb Birnale College of Education conducts an Internship Programme for Teacher-Trainees as prescribed in the syllabus given by Shivaji University, Kolhapur. We follow a well-organized and well planned schedule for Internship.**

- **Student-teachers are trained under able guidance of faculty members and are prepared for the field in all aspects.**
- **Trainees are given example demonstrations for each micro-teaching skill by the faculty members assigned for each subject and each skill. Demonstration of each method subject is given to trainee before practice lesson.**
- **After demonstrations student-trainees are provided opportunities for simulations to practice each skill developed so that skill can be mastered before the actual internship in the reputed schools of proximity.**
- **List of schools is pre-decided by the Coordinator and are informed well in advance of the internship programme.**
- **School permission is taken before internship Programme**
- **Students are allotted the schools in 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 contacts of incharge, GPS location of the school, nearby Railway-station/ bus stands etc.**
- **The school principals are requested for an orientation on the first day of internship.**
- **Teacher-Trainees complete the syllabus and implements all activities with the help of school Principal,teacher and peers**

**The College adopts a rigorous and well planned mechanism to carry out the monitoring and assessment of students in the schools during the Internship programme.**

**Each teacher educator is assigned a school for monitoring and evaluation purposes on a rotation basis. Teacher-educators also maintain a proper record of each observation and remarks given.**

#### **ROLE OF TEACHER-EDUCATOR**

**1.To maintain and ensure regularity and punctuality of teacher-trainees during the Internship.  
2.Teacher Educators also ensure the optimal learning exposures to trainees during their Internship Programme.**

**3.They also look after the problems faced by the students in the schools and provide viable solutions at her level.**

**4.Teacher-educator assigned, assesses the students for their observation skills and their participation in school activities.**

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

#### **ROLE OF SCHOOL PRINCIPAL**

- 1.To look after the proper allocation of classes to the Interns.
- 2.To orient the Interns about the functioning of school system and role of a teacher
- 3.To provide time-to-time guidance to Interns for their performance.
- 4.To report to Teacher-educator about the observations made for improvement

#### **ROLE OF SCHOOL TEACHERS**

The role of school teachers are:

- 1.To provide a comfortable environment to the Interns welcoming them in the system to work with them and learn.
- 2.To provide them guidance in conducting the classes
- 3.To provide regular remarks on the lesson planning and its execution by the Interns in the class.
- 4.To provide feedback of interns to the teacher-educator.

#### **ROLE OF PEERS**

- 1.To sit and observe peers throughout class duration.
- 2.To monitor peers for better performance.
- 3.Discussion upon presentation is done among peers for improvement.
- 4.To reflect upon observation and improving ones

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

#### **2.4.12**

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

- 1.Self
- 2.Peers (fellow interns)
- 3.Teachers / School\* Teachers
- 4.Principal / School\* Principal

**5.B.Ed Students / School\* Students**

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

**Response:**

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

**2.4.13**

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

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

**Response:**

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

**2.5 Teacher Profile and Quality****2.5.1**

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

**Response:**

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

**2.5.2**

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

**Response:**

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

Response: 3

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

**2.5.3**

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

**Response:**

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

Response: 12

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

#### 2.5.4

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

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

##### **Response:**

Teachers at Appasaheb Birnale College of education put efforts to keep themselves updated professionally. Various in-house discussions are done in the institution. In these types of discussions 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 Appasaheb Birnale College of Education aims at discussing them with each other to keep them updated.

The purpose of in-house discussions on current developments and issues in education.

- 1.To make themselves aware about recent changes and development in education system.
- 2.To create awareness regarding issues of policies and regulations.
- 3.To strengthen the base of students according to change in system.
- 4.To get ready for changes in education system.

To provide solution of queries related to different issues and challenges of the education system

To make the teachers aware about the changes going in the education system, teachers at ABCEDU conduct discussion sessions on recent policies and regulations which are issued by the government at regular intervals. Thus, efforts are made in this direction to remain updated with the scenario. The different policies which have been discussed in past are Right to Education Act, Technology in Education, Gender issues in Education, Draft of NEP etc.

Through the discussions on recent policies among teachers they felt more confident as they are aware about the educational issues and policies. The queries of the teachers are solved related to different policies; it increases teacher's interest to know more about the recent trends in education.

Teachers at Appasaheb Birnale College of education also share information with other teachers about policies and regulations on regular basis. Information is also shared with other institutions during exchange programs regarding changes in education system. Terms of discussion of policies and

regulations have been mentioned in the MoU's. Efforts have been done by all institutions to increase discussion on Education system

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

## 2.6 Evaluation Process

### 2.6.1

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

##### **Response:**

Appasaheb Birnale College of Education runs through a well-placed mechanism and adopts those rules, regulations and policies which further contribute to Continuous and Comprehensive evaluation of students throughout the session. ABCEDU has adopted the following measures to maintain the quality of Internal Assessment-

1. Students' attendance is reviewed periodically and the students, reporting shortfalls, are informed.
2. Under the formative approaches teachers generally assign marks or grades to the students on their assignments, files, co-curricular activities and their regularity in the classroom is being monitored.
3. The records of the students are maintained by the faculty and they are assessed on the basis of their performance in curricular as well as co-curricular areas.
4. Internal assessment is done for all students as per the university criteria.
5. Cumulative records of students' participation in various activities is maintained.
6. The faculty is personally involved to help the students to prepare the assignments. Corrections and modifications are constantly done.

##### **A variety of measures are adopted to ensure rigor of the internal assessment –**

1. Internal Exams-Internal examinations are held at the end of each Semester. The college keeps a close watch on the regular and timely conduct of Internal Examination.ABCEDU views the Internal Examination process as a viable force to generate the best learning outcomes. That's why no delay has been experienced in adhering to the declaration of examination results .The answer sheets are shown to

the students and adequate verbal or written feedbacks are provided bilingually.

2. Class test-The College faculty evaluates the presentations made by the students as part of the internal evaluation process. Continuous evaluation is done through testing of skills developed. The written/oral test is taken by the faculty after the completion of each unit.

3. Tutorials, Assignments, Presentations and Activities-Teachers are given free hand to design their own evaluation methods in this category, whereby students are encouraged to participate in interactive sessions, group discussions, PowerPoint presentations, projects and assignments.

Students are also encouraged to apply the theoretical concepts taught in class to real life situations/problems through these projects, assignments etc. Curriculum has enough opportunities to enhance skills through Practical Sessions planned in - EPC-1, EPC-2, EPC-3, EPC-4, and practice teaching planned in-A-1, A-2, A-3, B-3, B-4, C-1. Students are given the opportunity to improve upon their performance through tests and one to one discussion during the classes.

According to individual needs of the students, sometimes personalized and individual attention is provided, especially for students who face difficulty in learning. Remedial classes are also offered in various subjects to provide additional help.

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

## 2.6.2

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

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

**Response:**

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

### 2.6.3

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

##### **Response:**

Appasaheb Birnale college of Education has a well formed Examination Cell which receives all the grievances related to Internal and External Exams and Assessment . It aspires to sort out the grievances within the stipulated time period.

#### **Grievance Redressal Cell**

Examination Cell is responsible to deal with all the grievances related with the internal Assessment and external examinations.

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.After a thorough consideration of the matter, the redressal measures are taken. Proper documentation are done related with the Grievances. We look up to the grievances in the following manner

#### **Internal Grievance Redressal**

In internal cases, the grievances are usually related to the dissatisfaction in the evaluation in Internal



exams or assessment marks so the concerned faculty takes up essential measures to satisfy the Grievance Raiser providing substantial records (attendance records and performance records).Types of internal grievances are Marked absent in the assignment. Marks deduction due to not showing appropriate performance in any one of the assignments.

### **External Grievance Redressal**

At the university level, the college examination committee guides the students for necessary actions. The head of the examination committee coordinates with the other members regarding the smooth conduction of examination procedure, evaluation procedure and results and thereby necessary action is taken. The college also intimates the university regarding any mismanagement in the conduction of examination from the university side. The students can apply for revaluation or can appear for Back paper in case of any loophole or dissatisfaction. Types of Grievances dealt by the examination committee are-

### **Pre-Examination Grievances**

Not getting Hall Ticket for the examination

Different subject mentioned on the admit card

Name is not correctly written on the admit card

Candidate's Photo missing Form Filling receipt not provided

### **Post-Examination Grievances**

Result not declared

Name not found in result list

Absent marked in specific papers

Absent marked in all papers

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

#### 2.6.4

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

##### **Response:**

Before the commencement of the academic year, the Institution prepares and publishes Academic calendar' containing the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination , semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and also discussed in the Principal's office. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit test and semester examinations. The review of internal assessment is taken by the Principal regularly. For the implementation of Internal Assessment Process, Examination committee is formed at the college level which monitor overall internal assessment process.

The examination committee, send the information to the University about the students who are appearing for the examination. After receiving enrolled list of the students' by the University, the college prepares seating arrangement charts, list of invigilators etc. The record internal assessment is maintained at the college level.

Every department has to submit the compliance of the academic calendar as part of their annual submissions. In addition the internal audit conducted which ensures the compliance to verify with documentary evidence.

##### **The process is as follows:**

##### Teacher:

Every teacher is assigned the subjects to be taught during the academic year. The teacher plans the teaching and evaluation schedule of the assigned subject. The type and schedule internal evaluation is planned in consultation with the head of the department.

##### Head of the Department:

The Head of the department compiles the academic plan submitted by the teachers and ensures that there is no overlapping of the activities in general and the Continuous Internal Evaluation in particular at both the internal as well as the University level Then the Academic calendar is forwarded to the IQAC.The

decision regarding dates for conduct of assignments depends on completion of syllabus, mid- semester breaks, gazetted holidays as well as other planned activities of the college such as the Festivals, Annual Day ,Sports day, etc.

**IQAC: The IQAC compiles the inputs received from the teachers and a comprehensive plan is prepared.**

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

## 2.7 Student Performance and Learning Outcomes

### 2.7.1

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

#### **Response:**

College follows the outcome-based education; hence the Program Learning Objectives (PLOs) and Course Learning outcomes (PSO) are aligned with the vision and mission of Appasaheb Birnale College of Education, Sangli. ABCEDU focuses on development of its students not only by imparting quality education in teacher training but also in instilling a sense of self-worth and discipline. Students would get opportunities to participate in numerous co-curricular activities on and off the campus, to realize their true worth and potential. For defining the PLOs and CLOs, we follow the consultative process involving the stakeholders. Adequate care is being taken by the Shivaji University, Kolhapur in describing the knowledge, skills and competencies that students are expected to acquire during B.Ed. & M.Ed Program. Appasaheb Birnale College of Education works on those targeted aims and objectives rigorously to provide quality education to the learners as well as to achieve the expected outcome.

#### **Programme Learning outcomes and Course Learning Outcomes:**

##### **Program learning outcomes of B.Ed. & M.Ed:**

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

1. Acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools
2. Apply knowledge of various aspects of development of learner for planning learning experiences
3. Develop skills regarding various role of teacher in facilitating learning

4. Develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education
5. Apply constructivist and cooperative learning principles for teaching-learning process
6. Analyze contexts and the relationship between school curriculum, policy and learning
7. Apply knowledge of the cultures, policies and practices that need to create an inclusive school
8. Use information and communication technology for enhancing learning-teaching process
9. Use drama and art for development of personality of learners
10. Relate knowledge about gender, school and society with learning
11. Acquire basic understanding about new trends in education
12. Develop professional attitude towards teaching

**Pedagogical Skills: -**

- Apply constructivist and co-operative learning principles for teaching-learning process
- Analyse contexts and the relationship between school curriculum, policy and learning
- Apply knowledge of the cultures, policies and practices that need to create an inclusive school
- Use information and communication technology for enhancing learning-teaching process
- Use drama and art for development of personality of learners
- Relate knowledge about gender, school and society with learning
- Acquire basic understanding about new trends in education
- Develop professional attitude towards teaching

**ABCEDU framework for the Program Learning Outcome (PLOs) and Course Learning Outcome (CLOs)**

?Newly recruited staff members are briefed on the Program Outcomes and the Course Outcomes.

?The Program Learning Outcome (PLOs), Course Learning Outcome (CLOs) of all courses/programs are made available on the website.

? Program Learning Outcomes and Course Learning Outcomes are discussed with the students at the

time of orientation.

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

## 2.7.2

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

#### Response:

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 70      | 62      | 56      |

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

## 2.7.3

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

#### Response:

**The progressive performance**

## Performance Assessment

The student performance is measured in terms of cognitive, affective and psychomotor domains. An assessment of all the three domains leads to a better understanding of the progress in student performance and the emergence of attributes that are fundamental to the process of teacher preparation. The cognitive attainment is monitored through the scores of students in internal or term exams. The development of professional attributes are traced through the learning tasks that are prescribed by the University and personalized by the teachers to suit the needs of the learners.

### **Assessment of Cognitive Attainment**

The University does not prescribe internal exams time table for internal assessment in B.Ed. programme. Class tests are a part of internal assessment procedure prescribed by University for M. Ed. programme. Internal exams are conducted for both B. Ed. and M. Ed. students and the results are analyzed for the attainment of Course Learning Outcomes (CLOs). The questions asked in the internal exams ensure adequate testing of CLOs. One internal exam for each semester is conducted for B.Ed & M. Ed. students. The cognitive attainment of students are ascertained by analyzing the attainment of students question wise. The question wise analysis helps to understand the attainment of the different CLOs which are given in the form of Student Learning Outcomes (SLOs). The SLOs that show lesser attainment demand probing to understand reasons behind the lower levels of attainment. This is done by interacting with the students. Remedial support is planned accordingly to make sure that student performance in these areas increase.

### **Assessment of Professional Attributes**

Tasks and assignments run along the syllabus prescribed by the University. These are integrated into the teaching plan and they form the basis for the assessment of the development of professional attributes in students. Five dimensions of personal attributes namely, organizational skills, communication skills, team work, creativity and attention to quality are considered. These dimensions are indicators of affective and psychomotor attainment. Remarks in all these dimensions are recorded in the transcript of the internal assessment. The University has prescribed a few courses called Enhancing Professional Capacities (EPC) for the B. Ed. programmer. The first year B. Ed. students complete three EPCs namely Reading and Reflection on Texts, Drama and Art in Education and Critical Understanding of ICT. The second year B. Ed. students complete one EPC named Understanding the Self. Teachers who are in charge of these courses conduct assessment and record the marks secured by students. Further, the students are asked to prepare a term paper that helps them to reflect and consolidate their learning experiences. Internal Exams and Term Paper Preparation are a part of the institutional internal assessment procedure. Therefore the marks for these are not sent to the University. The internal assessment carried out at regular intervals helps to keep track of the progress in student performance at the cognitive, affective and psychomotor levels.

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

#### 2.7.4

##### Performance of outgoing students in internal assessment

##### Response:

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

Response: 80

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

#### 2.7.5

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

##### Response:

ABCEDU always takes ‘Talent Search ‘of all student teachers at the beginning of the academic year; such as hobbies, various skills, singing, drama act, music etc. In B.Ed. course there are Diagnostic tests and enrich the skills like practical’s give emphasis on development of student teachers .There are some micro lessons which develop the micro skill of student teachers. For example, Introduction, Explanation, Narration, Questioning skill Block board Writing, Use of Illustrations etc. These skills develop Subject lesson skill in this course. In this course method Master helps the student teacher in development of personal and professional qualities. They develop their communication skill also. In this way the college gives opportunities to each and every student teacher.

Different types of methods are used to cater the needs of learner and to access those needs. Various assessment tasks like oral presentations , assignments, examinations project work, participation in co-curricular activities are done to know about the performance improvement in student whether it is curricular or co-curricular.

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

## 2.8 Student Satisfaction Survey

### 2.8.1

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

**Response:**



## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:**

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

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

#### File Description

#### Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

Link for additional information

[View Document](#)

#### 3.1.2

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

**Response:**

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

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

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

### 3.1.3

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

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

**Response:**

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

### 3.1.4

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

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

**Response:**

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

**3.2 Research Publications****3.2.1**

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

**Response:**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 04      | 0       | 0       | 0       | 0       |

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

### 3.2.2

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

**Response:**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 05      | 01      | 01      | 0       | 01      |

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

## 3.3 Outreach Activities

### 3.3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 09      | 01      | 01      | 03      | 02      |

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

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 55      | 55      | 53      | 44      | 50      |

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

**3.3.3**

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

**Response:**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 80      | 0       |

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

**3.3.4**

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

**Response:**

Appasaheb Birnale College of Education organizes outreach activities in the community with active participation of students in various fields' viz. education, current social issues, women empowerment, environment protection etc.

**Awareness Programmes and rallies:**

Students conducted awareness programmes for environment conservation. B.Ed. and M.Ed. Students were conducted street play for the students of classes 5th and above to create awareness about the environment. The most important issue is availability of pure water on Earth. Water conservation is need of today's time. Energy is needed to filter, pump water to your home, so reducing water use also reduces carbon footprint. Our students conducted street play for school students to aware about water conservation.

Students conducted awareness programmes for woman empowerment The College organizes rallies especially in village to make the public aware about the issues of woman. Students also organizes street play on the issues of girl child infanticide and foeticide and the importance about woman education. Female foeticide is illegal, many people continue to practice it. Beside this, there are some communities which practice female infanticide. As per the report, India's country-wise female literacy rate is 70.3%, while the male literacy rate is estimated at 84.7%. Woman's education is critical to the country's entire development. Hence B.Ed. students aware the village people about it.

For making society healthier and fit, B.Ed. and M.Ed. students take initiative to arrange Yoga for school children. The Yoga will lead us towards "Mahasatta" and it is very important to enculcate Yoga life style in children. And thus how our student teacher celebrate International yoga day with school children.

Our students take participation in the Tree plantation campaign. The tree play important role in the environment protection. They also reduces air pollution, sound pollution.

Our institute initiate the enrichment of teacher in various ways. Institute arranged teacher enrichment programme. Various school teachers get participated in it. Guidance delivered on new concepts like constructivism, brain based learning, new learning-teaching methods and understanding adolescence.

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

### 3.3.5

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

**Response:**

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

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

| <b>File Description</b>                           | <b>Document</b>               |
|---|-------------------------------|
| Data as per Data Template                         | <a href="#">View Document</a> |
| Appropriate certificates from the awarding agency | <a href="#">View Document</a> |
| Any additional information                        | <a href="#">View Document</a> |
| Link for additional information                   | <a href="#">View Document</a> |

### 3.4 Collaboration and Linkages

#### 3.4.1

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

**Response:**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 01      | 03      | 0       | 01      | 01      |

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

#### 3.4.2

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

**Response:**

**3.4.2.1 Number of functional MoUs with institutions of National and / or International importance,**



**other universities, industries, corporate houses etc. during the last five years**

Response: 15

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

### 3.4.3

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

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

**Response:**

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

#### **Response:**

**Aappasaheb Birnale College Of Education,Sangli has adequate infrastructure facilities and resources to conduct the curricular and co-curricular activities that enable it to contribute in holistic development of the learner. The college has built up area of 3920.75 sq. m, that consists of following:**

#### **Classrooms:**

College has 10 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.

#### **Library:**

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

#### **Laboratories:**

Curriculum laboratories available in the college consist of Psychology, Mathematics, Science and Social Science Laboratory. Computer lab is equipped with the software and internet connectivity to make the students proficient in a wide range of computer applications, and thus make them competent in the present scenario of requirement of technology enabled teachers.

#### **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 with materials and psychological tests to know the different behaviours of the persons.

#### **Computing facilities:**

Computer laboratory is well equipped with the updated MS Office software. Each faculty has a separate desktop with a facility of Microphone webcam and speakers for online classes. A common attached

printer is also available for printing the documents.

**Art & Craft Resource Centre and Teaching learning resource center for work experience:**

It provides students to encourage arts practices and develop aesthetic value.

**Girls Common Room:**

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

**Sports field and sports complex:**

To support sports activities one sports field and sports complex are available in the college.

**Fitness Centre:**

Various health related activities are done by the students in the centre to develop more strength and stamina in themselves. Indoor games like table-tennis, carrom-board etc. are also available in the centre.

**Canteen:**

The college canteen provides hygienic food to students and staff.

**Parking area:**

The campus has a wide parking area to accommodate two as well as four wheeler vehicles.

**Hostel Facility:**

In-campus Hostel facility is provided to students on payment basis.

**Lift:**

The college has a facility of one lift for all.

**Ramp:**

Ramp and wheelchair are also available for differently abled persons.

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

**4.1.2**

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

**Response:**

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

Response: 6

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

Response: 6

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

**4.1.3**

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

**Response:**

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

| 2022-23  | 2021-22 | 2020-21 | 2019-20 | 2018-19   |
|----------|---------|---------|---------|-----------|
| 504038.7 | 271946  | 535327  | 305944  | 646352.30 |

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### **Response:**

The College Library is fully air-conditioned, Wi-Fi enabled and has a seating capacity of 50 users, consisting of provision to enable students to access information for their academic pursuits through internet. Additionally, 2 computers have been installed for the students. Appasaheb Birnale college of Education keeping in view the mission and vision of Shivaji University provides all the resources required to empower Education. Library is located on the 2rd Floor of the campus with a total area of 143.10 sq. 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 students get the books issued for a week and avail the facility of library and its resources to the fullest. Library at ABCEDU is not just a center of learning but also an ocean of knowledge and learning experiences. Students and faculty contribute to the library facilities by actively participating in all the activities organized by the Library Cell from time-to time. Library at ABCEDU keeps on updating itself with latest books and journals to keep abreast of the changing scenario in the Education Industry. The Librarian ensures the students make optimal use of the library.

#### **Library Automation:-**

Appasaheb Birnale College of Education offers a partially automated Library Management System, since 2022.

LMS Software BIYANI TECHNOLOGIES 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 Web-OPAC are: ·**

Name of LMS software: · BIYANI TECHNOLOGIES.

Nature of automation: Partially

Version: updated

Year of automation: 2022 ·

Library link: lmsabce.bterp.org

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

#### 4.2.2

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

**Response:**

Appasaheb birnale college of Education possesses a full-fledged library in the premises supporting and assisting the students in their learning since its inception. The library at Appasaheb Birnale College of Education is updated each year according to the changing needs of the Education systems and teacher training pattern. With the changing requirements of the Education Industry and rapid changing world into digitization of education all across the nation. It provides easy access to teachers and students to library resources like Books, Journals, e-resources etc.

There is no limitation of access having an id-password assigned by the librarian to each student and faculty.

The college website offers the remote access of books to students and one can access the books of the library from the website as well. The college website serves as an easy access to students for library

books. The library also offers membership of N-List to each student and faculty as a remote access to the library and its resources the e-ShodhSindhu Consortium, INFLIBNET Centre and the INDEST-AICTE Consortium, access to selected e-resources to colleges. The N-LIST project provides access to e-esources to students, researchers and faculty from colleges and other beneficiary institutions through server(s)

installed at the INFLIBNET Centre. Library of appasaheb birnale College of Education can be accessed remotely globally by any student and faculty of ABCEDU.

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

#### 4.2.3

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

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

**Response:**

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

#### 4.2.4

**Average annual expenditure for purchase of books, journals, and e-resources during the last five**

years (INR in Lakhs)

**Response:**

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 29653   | 18624   | 1360    | 19056   | 9542    |

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

**4.2.5**

**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: 25

**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: 52

**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: 19

**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: 14

#### 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: 30

| File Description   | Document                      |
|--|-------------------------------|
| Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution  | <a href="#">View Document</a> |

#### 4.2.6

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

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

**Response:**

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

### 4.3 ICT Infrastructure

#### 4.3.1

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

**Response:**

Today, it is essential for the students to learn and master the latest technologies in order to be corporate ready.

As a consequence, teachers are combining technology with traditional modes of instruction to engage students in long term learning. College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education. The college has good IT facilities available for teaching-learning, research and administration. The institute has spacious, fully equipped lecture Halls. It provides the pupil-teachers with first-hand experience demonstration and practical skill development to handle with dexterity different equipment. SMART Classrooms are our tool for more effective and efficient teaching. Our goal is to standardize all multimedia equipment in every lecture Hall to allow faculty to have the same technical control and capabilities no matter where they are teaching on campus. Wi-Fi facility is made available to all faculty members and students inside the campus(Internet speed of Wi-Fi is 100 mbps.). Over the years the college upgraded its hardware, software and allied IT facilities according to requirements. The college tries to introduce the latest technology in computing and IT fields regularly Institute is equipped with ICT resources like 36 desktops ,2 LCD projectors, 3 computer speaker , 1 TV AND 1 Pen drive in its ICT equipment and devices like headphone – for language lab 1-webcam 3-Printers (HP LASERJET P1007). In the present year institute is equipped with upgraded ICT facilities like new Webcams, Smart Boards. Redmi Mobile Phone, CCTV Cameras, Public address system and speakers , mikes, etc. Campus is fully wifi.

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

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

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

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

Response: 100

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

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

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

**Response:**

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| List the equipment purchased for claimed facilities along with the relevant bills | <a href="#">View Document</a> |
| List the equipment purchased for claimed facilities along with the relevant bills | <a href="#">View Document</a> |
| Data as per Data Template   | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

**4.4 Maintenance of Campus and Infrastructure**

**4.4.1**

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

**Response:**

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

| 2022-23   | 2021-22   | 2020-21 | 2019-20 | 2018-19   |
|-----------|-----------|---------|---------|-----------|
| 504038.70 | 271946.10 | 535327  | 305944  | 646352.30 |

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

**4.4.2**

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

**Response:**

The College has a well-defined system in place for the maintenance and utilization of all its physical and academic facilities.

**Classroom management:**

The classrooms are well equipped with all modern technology like the smart boards, mike systems. CCTVs installed in each classroom to make sure of the safety and the security of all students, teachers and equipment. Stock list of assets of Class room property, cleaning and maintenance are done on a regular basis, Annual Maintenance of all the modern teaching technology system about repairs and replacements are the basic attributes of classroom management.

## **Laboratory**

The laboratories in the college are furnished according to the statutory rules. Necessary equipment and material is procured to deliver to the students the best standards of education.

Fire Safety equipment is maintained in labs as a precautionary measure.

Maintenance -Regular inspection of devices/tools is organized.

Periodic maintenance is done by regular cleaning of the lab spaces.

Regular checkup of equipment's is carried out at the end of every semester

## **Library**

If the books are lost, then the borrower shall replace the books of the same edition or latest edition after getting permission from the Principal.

Loss of borrower card should be reported to the librarian in writing. After checking the borrowing register they will be issued a duplicate card

At the end of the academic period borrower cards shall be returned to the library.

Withdrawal of books and other reading material which is not useful for current references is done on a regular basis.

## **Care of Library Books:**

Students are required to handle the books/ Journal very carefully; marking with pencil; writing or highlighting, tearing the pages or mutilating the same in any other way will be viewed very seriously.

## **Computers & Software**

Maintenance of computers (Hardware and Software), updating software related to administrative and overall maintenance of campus infrastructure. Annual maintenance for computers, Printers, software, CCTV, Fire extinguisher, garden and security are in place.

## **Website & ERP System**

Website is maintained and updated with the help of external professionals

## **SPORTS**

Sports Cell looks after maintaining the sports ground and sports equipment and organizes as per university syllabus various indoor and outdoor sports competitions for students at intra and inter collegiate level. Safety equipment's and sports gears are properly maintained and students are always instructed during sports periods in regard with proper handling of the gears.

Other Resources- Appasaheb Birnale College Of Education, Sangli has a number of other resources as well...

**Multipurpose Hall**

**Seminar Hall**

**Art & Craft Resource Center**

**Canteen**

**Multipurpose play field**

**Parking area**

**Health and Physical Education Resource Center**

Lift and Ramp

Hostel

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

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

**Response:**

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

#### 5.1.2

Available student support facilities in the institution are:

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

- 9.Canteen**  
**10.Toilets for girls**

**Response:**

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

### 5.1.3

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

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

**Response:**

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

### 5.1.4



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

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

**Response:**

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

## 5.2 Student Progression

### 5.2.1

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

**Response:**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 80      | 60      | 56      | 35      | 30      |

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

**5.2.2**

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

**Response:**

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

Response: 40

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

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

Response: 1

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

**5.2.3**

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

**Response:**

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 02      | 0       | 0       | 0       | 0       |

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

### 5.3 Student Participation and Activities

#### 5.3.1

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

#### Response:

The college select the student representative as per rules given by Shivaji University. Selected member

Executes its work in a justified manner under the guidance of College Head. The Student Council organizes

different programs and plays an active role in academic and co-curricular activities.

#### Composition of Students Council:

The Members of Student Council are part of various committees like woman grievance redressal committee and Cultural Committee.

#### Functions of the Council: -

1. Involvement in the in-house curriculum development
2. Organization of various activities other than class room activities
3. Support to curriculum delivery
4. Student mentoring

5. Financial contribution

6. Placement advice and support

**Role of the council:**

A. Represent the student body at all college events.

B. Be responsible for coordinating the interviewing, selection and functioning of committee chairpersons and task forces.

C. Develop the agenda for and preside over the meetings of Student Council.

D. Coordinate the work of committees.

E. Communicate ideas from the student body to the Council.

F. Report to the class the results of Council action.

G. Serve for their assigned Cell.

H. Volunteer as needed Role of Students' Council is evident through-

**Cultural programs:**

Students are divided into groups with one or two mentors from respective Cell providing guidance to the students for Cultural activities.

**Curricular and co-curricular activities:**

Student representative organizes various curricular and co-curricular activities throughout the year.

All procedure of selecting council was done by following rules of Shivaji University, Kolhapur. They gave us rules and regulations time to time. During pandemic the council was cancelled by University. And after that no any GR or suggestions recommended by University to affiliated colleges.

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

### 5.3.2

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

**Response:**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11      | 10      | 08      | 10      | 11      |

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

Alumni serve many valuable roles, they help build and grow an institute's brand through their work strength and word-of-mouth about the institute. An alumni group or alumnae association is an association of graduates or, more broadly, of former students (alumni). Additionally, such groups often support new alumni, and provide a forum to create new friendships and develop business relationships with people of similar background.

Alumni of Appasaheb Birnale College of Education are well placed in various fields like: teaching, education, professional fields, academic and social work. The College has an active alumni group, this group is not registered yet but the process of registration has started and very soon we shall have a registered alumni association.

The mission of the ABCEDu's alumni group is to foster a spirit of loyalty and to promote general welfare of the institute. It offers network opportunities, which can connect recent graduates with established professionals and help to pursue career change. At ABCED, we conduct our annual gathering every year. For their general meetings there is a separate place in college premises, where they can discuss, plan, talk to each other and even they can execute their planning with the help of college faculties and students.

The objectives of ABCEDu Alumni group are:

1. Maintaining the updates and current information of all alumni.
2. Participate in teaching practices and internship.
3. Provide opportunities in placement and growing institute brand.

At ABCEDu, we follow a process to make students a part of the Alumni Group. We have created a registration form for all final year students, they can be a member of this group. We also encourage our final year students to continue with our Whats app groups and join alumni whats app so that we can connect with each other for a long time and they can share their experiences, memories and any updates regarding vacancies or upcoming events too.

We also encourage them to participate in large numbers in alumni meetings so that they can provide suggestions for college betterment.

If we talk about participation and decentralization positions of the college, we have one representative of ABCEDu alumni group in College Development Committee (CDC) and in Internal Quality Assurance Cell (IQAC) as a member, this member can express their views in the meetings and make suggestions in the functioning of the college. They continuously evolve as resource person in workshops, in orientation programme of newly admitted students. During any seminars for students, they act as a motivator and help them to groom their skills for practical situations, as well as they support the placement of the present students in various reputed schools in Sangli District .

ABCEDu alumni group contributed significantly through various activities during the last five years:

- **Motivating new students**
- **Organizing various activities**
- **support in online teaching and learning**
- **support in placements**
- **support in internship programmes**
- **Time to time they deliver guest lectures**
- **Planning for college development**

**Two significant contributions by Alumni:**

**1: Placement and Internship: -**

The role of the ABCEDu alumni group has been significant towards the development of the college. ABCEDu alumni group has been actively maintaining relationships with college. With the help of this group the college has been able to get various internships and placement opportunities for the students.

**2: To motivate new students: -**

On the other hand, ABCEDu alumni group has been boosting the confidence of current students and fostering their moral to try out possible avenues and appear for possible available opportunities. With the help of different seminars and alumni meet, the group motivates the current students and also enlightens them with current trends going on in the industry and what are the skills that a fresh graduate should have before joining the corporate world.

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

## 5.4.2

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

**1. Motivating the freshly enrolled students**

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

**Response:**

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

### 5.4.3

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

**Response:**

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

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



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

#### 5.4.4

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

#### **Response:**

**It is a matter of pride that Appasaheb Birnale College of Education has a strong Alumni group that strengthens the network among the alumni, faculty, and management and builds an integral relationship with students of the Institute.**

**Alumni group of the college is an active body with many alumni as its members. It conducts formal Alumni meetings every year to reunite with their friends, Students, faculty members, and management; they cherish their memories and share their experiences. . The institution has included its alumni as a significant part of many of the notable academic and administrative bodies such as Internal Quality Assurance Cell, College Advisory Committee, Curriculum development etc. The institution gives high regard to the suggestions of alumni and utilizes the services for the development of the institution in all the possible ways.**

**An Alumni Meet is organized for all the Alumni of the college annually. Many activities are organized for the alumni, alumni are honoured and the college provides all the present alumni in the alumni meet with souvenirs like Certificates, photo frames, mementos, etc.**

**The college conducts meetings with its Alumni Group on a continuous basis. On an average 2-3 meetings are organized by alumni groups every year, for this purpose a separate room is allocated to the alumni where they can discuss and exchange their views. These meetings provide a platform to the former students to provide suggestions with respect to the functioning and infrastructure of the institute. Alumni of the institute play a significant role in providing mentoring, Career guidance, Facilitating internships, and campus interviews for students with the help of their professional contacts, discussions on different topics for motivating the students to give their best and develop their capabilities. Apart from formal alumni association meetings, the institution also engages the alumni support in many ways such as collecting suggestions, feedback on existing curriculum, updates on emerging trends, etc through various networking platforms like Whats App,**

**In every meeting of Alumni a talk is arranged on a certain aspect by the alumni for the students**

related to the field. The topics on which these discussions and talks have been arranged are:

**Guidelines for improving communication skills, experience sharing regarding importance of participation in co- curricular activities, motivational words for how to become a good teacher, sharing of ideas related to constructivist approach, discussion on challenges in teaching profession, discussion on SWOT analysis, guidelines for how to face an interview, ICT based learning, Talk on how to be creative, lecture on innovations in teaching methods, talk on enhancing teaching skills, lecture on professional ethics. All these talks and discussions are done with the students in regards to motivating the students and nurturing their talents to do their best in this novel profession of teaching.**

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the Vision and Mission.

**Vision:** To be a leading centre of excellence in teacher education, research and community service

**Mission:** To train student teachers and Teacher educators to become dedicated, committed, Intellectually well developed, socially concerned, morally upright and spiritually oriented teacher.

#### **Nature of Governance:**

The Institute follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. College is promoted by Shri Vasant Rao Banduji Patil Trust, has been established with a firm commitment to foster a holistic approach to facilitate and promote studies and research in emerging areas of education, aim being to achieve excellence in the educational field towards development of education in the era of globalization. The governing body delegates authority to Principal and HOD who, in turn share it with different committees and cells for smooth functioning.

We are on a mission to inculcate versatility in development of the dynamic personality of students through a lot of academic as well as professional preparations.

And in order to accomplish our endeavours our Governing body strictly follows the below:

- Appoint teachers with all the rules and regulations of the NCTE and University.
- Stringently adhere to the process where we follow the eligibility criteria and take all necessary approvals.
- Make sure that the student intake is as per the NCTE rules and regulations.
- Follows reservation policy as decided by State and University.

College is with an environmental friendly spacious campus and state-of-the-art facilities, offers a **B .Ed and M.Ed** course the student requirements.

In order to cope with the dynamics of the ever-evolving market and students' requirements, the College Management keeps investing in the latest technology, faculty training and pedagogy and other extra-curricular activities to impart up-to-date education and enable students with a skill-set to meet the

requirements of the current environment.

The Teaching System followed by the college is open and liberal to an extent where the students are encouraged to engage more and provide feedback to keep the college improvising

The College Management also keeps participating in industry events and to provide students with multifarious opportunities to let them realize their true worth and potential.

To empower its students with the latest industry standards skill-set ,engaged in research and development, keeps expanding their library.

And ABC Edu does not just provide education, rather it focuses on building their students' personality. College arranges many workshops and seminars for students.

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

### 6.1.2

#### **Institution practices decentralization and participative management**

##### **Response:**

The College Development Committee(CDC) is the apex body of the institution that plans and executes the development activities .CDC of the institute was set up as per Maharashtra University Act 2016 Article 97 of ABC Edu is a very effective body which serves as a link between the college, students and administration.

Meetings of CDC are held regularly to discuss matters related to college development, students and faculty development.

ABC Edu has been decentralized with the help of 13 different cells to look after different types of activities in an efficient way.

College Management encourages its employees and students to provide feedback, and keeps taking their suggestions time to time in order to improvise the college and its facilities.

In order to provide latest and best-in-class courses for academic and non- academic work, College Management keeps a close watch on the industry trends and requirements, by actively interacting with its Alumni and its faculty members.

IQAC is established in the college and plays a pivotal role at academic and administrative level like school participation, outdoor interaction, green initiatives, stage maintenance, regular FDP for teachers.

Representatives of the management, Principal, faculty members, staff members, students, eminent personalities and alumni are part of the committees. The college administration is decentralized through Shri Vasantao B. Patil Trust to Advisory Board to College Development Committee to Principal to IQAC then college work is divided into academic and administrative work.

Under the supervision of the principal, heads and committee members college prepare plans for organizing curricular, co-curricular and extracurricular activities.

These plans are approved by concerned authorities and implemented accordingly, while preparing the plan and its implementation.

#### **Case Study:-**

- The college has a library cell which looks after the functioning of library.
- Every year regular meeting of library cell is held.
- In the meeting, library cell decides the budget for purchase of books, journals and allied items for each programme.
- Head of the department after discussion with faculty prepares the list of books and journals to be purchased; the list is submitted to the librarian.
- Librarian puts the requirements in the library cell and takes approval for the lists.
- Quotations are taken by the librarian from different dealers and comparative charts are made by the librarian and head of the library cell.
- The comparative chart and the proposal for purchase is submitted to the principal
- Principal forwards this to management for approval.
- After approval from the management the purchase or subscription is done by the librarian
- Once the books are received in the library along with the bills, the price of each books and discount rates is verifies by the library staff in acquisition section.
- Entry of each book is made in the accession Register with all the relevant details of the book like its price, publishers, vendor year of publication etc. then the bills are processed for payment with the accession number entered against each item.
- Acquisition section certifies the above procedure before forwarding the bills to the account section.
- With the permission of principal, the account section makes the payment to dealers.

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

### 6.1.3

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

##### **Response:**

- ABCEdu maintains transparency in its financial, academic and administration functions by clearly defining its vision mission objectives at all levels.
- All important matters relating to budget provision of the college and finance budget proposals to be presented before the Governing body for approval at the beginning of each year.
- There is provision of increment in salary every year for employees of the institute on the basis of their performance.
- College has an Internal and External audit system which is accessible to all, and the college has annual budget provision for future betterment.

##### **Academic Transparency**

- ABCEdu strictly adheres to the academic calendar that details the various activities in advance. Admission notifications are made through phone calls and whats up. Admission forms are processed online with all the relevant details explained in its prospectus and also on its website.
- College organizes a campus placement week every year for 4th semester, this placement drive is open for all students of 4th semester.
- College provides advance and innovative approaches of teaching-learning process in various prestigious schools of Sangli during two years internship proramme, we also take area preference during internship so that students commute regularly without any trouble
- The internal assessment comprising various components, ensure that students monitor their performance, progress and fairness in the evaluation. There is provision of remedial classes and grievance redressal system.
- We have free library access for all students and faculty members.
- To make transparency in the academic field ABCEdu provides full information of its syllabus, upcoming events etc., on its website. We have an active facebook account where we display all the events of the colleges.
- In morning assembly, we provide facilities to every student for reading daily news and presentation of thoughts of the day, so that they learn presentation skills.

##### **Administrative Transparency**

- College has a College Development Committee (CDC) formulated according to Maharashtra

Public University Act, 2016; it acts as a link between the college, students and administration.

- Meetings of CDC are helped regularly to discuss matters related to college development, students and faculty development.
- Recruitment and staff promotion are also undertaken with almost transparency.

IQAC is established in the college and plays a pivotal role in academic and administrative activities. 13 different cells are formed in the college to look after different types of activities. Representatives of the management, Principal, faculty members, staff members, students, eminent personalities and alumni are part of the committees. College divided academic work in curriculum and co-curriculum activities and administrative work is divided into student welfare and administrative committee.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

#### The institutional Strategic plan is effectively deployed

##### Response:

The IQAC through deliberations with the stakeholders made a perspective plan (2018-2022) in 2018 for the development of academic, administrative and infrastructural facilities and approval was taken from management. The perspective plan is available on the college website which is closely associated with the vision, mission, and goal of the institution. College has regularly enhanced infrastructure and developed capacities for teaching and research of staff according to the changing academic and social environment. The purpose of the plan was to strengthen the functioning of institution.

One of the examples of activity successfully implemented based on perspective plan is as follows:  
Augmentation of Academic infrastructure and Equipment

Following work is done in relation to infrastructure of the institution and demand of equipment -Increase in the number of computers –

Increase in the furniture –

Language Lab set up –

Books Rack for library –

Speakers –

Microphones –

Sports Equipment –

White boards –

Biometric devices –

Construction of Stage –

LCD Projectors –

Science Lab Set up-

Now the college is well-equipped with all these facilities. The result of these college facilities is reflected in the happiness of students. Teaching-Learning process has become more effective. Furniture in the classrooms, Library books has been increased. Biometric facility for teachers and students is provided in the institution. Language lab has been proved very useful for the students. Sports Equipment are very essential for the holistic development of students so institution has also worked on it. Stage has been purchased for classroom for all types of activities.

75% of the proposed plan has been completed. As we were under the grip of pandemic wave for two years. A lot of action items/deliverables remained unfulfilled which will be tried to complete by March 2024.

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

### 6.2.2

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

#### Response:

Appasaheb Birnale College Of Education is affiliated to Shivaji University, Kolhapur. The administrative Bodies/Councils/Committees/Boards are governed in a very transparent manner as per the



policy of institution. Transparent audit system is one of the best features of our institution. The College has an internal organizational structure that has evolved over years. The system of governance is as follows:

The Statutory bodies of the College are the Governing Council, the Advisory Board and the college development committee. These bodies along with the IQAC play an important role in framing policies and executing them. The Governing Council functions as the Executive Body of the College to take decisions and plan strategies which are appropriate for the development of the institution. The Advisory Board constituted according to the guidelines of the UGC is responsible for scrutinizing the proposals with regard to the programmes of study, academic regulations, curriculum, syllabi and framing evaluation policies.

The Principal as the Head of the Institution is the leader who is responsible for various administrative services of the institution. The principal is assisted by the Head of the department and faculty members. They all discuss the major programmes and issues in the College and supports the principal in the administration of the institution.

At College level there is Internal Quality Assurance Committee (IQAC). The IQAC plays an important role for monitoring the internal quality of the institution.

The Academic wing of the college lays emphasis on Extension and Outreach Programmes and provides platforms for students and faculty to reach out to the community

College Committees: Various committees are constituted for the planning, preparation and execution of academic, administrative and extra-curricular purposes. Each committee consists of chairman and members. It is through these committees that the college seeks decentralization of power structure. The Curricular aspects are handled by Exam Cell, Library.Co-curricular activities include Arts, Sports and Literary Clubs.

Student welfare is ensured through Placement Cell, Discipline Cell, Grievance Cell and Alumni Association also contribute to student welfare. The college has a well-defined organizational structure in the administration staff. The College office comprising of Administrative and Support Staff coordinates the administrative activities under the Office Superintendent in consultation with the principal.

Recruitment and service rules:

All appointments are made through the selection committee constituted by management of Shri V.B Patil Trust/University. In accordance with Maharashtra state reservation policy, list of vacant posts is prepared. After approval of list, advertisement in newspaper is published for inviting applications along with testimonials. List of suitable candidates is prepared after scrutinization and they are called for interview by selection committee. After interview selected candidates are given appointment letter.

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

### 6.2.3

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

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

**Response:**

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

### 6.2.4

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

**Response:**

**Appasaheb Birnale College of Education constituted different committees and cells for the planning and implementation of various activities. In the beginning of the session, members are assigned (as and when required) in the committees / cells for its proper functioning.**

**The committees/cells regularly conduct meetings to discuss relevant matters/issues and take**

appropriate decisions thereof, and minutes of the meetings are duly accorded. The objective of the cultural cell is to bring out the various talents of the students, inculcate team spirit and to account for overall personality development of students. To fulfil its objectives, the cultural cell conducts various activities regularly after cell meetings. Here, description of one decision made by the cultural cell is elaborated:

The affiliating University; Shivaji University, Kolhapur every year conducts Cultural events education year 2022-23 to select the all-round best student of the University (Inter Collegiate). Cultural cell in its meeting dated 10/12/2021 suggested organizing cultural event and to motivate the students who participated in the various competition. The cell conducted a meeting with the principal, HOD and faculties on 15/12/2021 and proposed to organize cultural event. Cultural cell proposed many activities viz. Group dance competition, Poster making competition, Essay writing competition . Students were notified about the different type of competition .

Mrs Ashwini ashish patil – Shirgave M.Ed (Sem-1) Student got first Rank in Marathi Vidnyan parishad Mumbai organized state level Essay competition in south Maharashtra departmental level. Ms. Seema Subhash Walvekar (B.Ed Sem I) got Incentive reward in Essay competition organized by Mahaveer College Kolhapur Dated 08/03/2023. Also college motivated her for Essay competition.

In the two days of competition (22&23 jan 2021) B.Ed & M.Ed Students participated many events like cooking competition, Group Dance Competition, Mehendi competition, Fancy Dress Competition, One-Minute game. selected students got certificates in various competition .

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

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

Well being of the staff is important for effective functioning of the Institution. ABCEDU has effective

welfare measures for teaching and non- teaching staff.

**Maternity Leave:**

Maternity leaves are given to Lady staff members for six months with salary with an agreement of resuming the work as per her convenience after this period.

**Promotions:**

Promotions or salary hikes are given to the teaching and non- teaching staff based on the qualification, services, and outcome of the performance appraisal.

**Research Assistance:**

Publication Incentives ,cost of the registration and participation in the national or International conferences/Seminars are given to the faculty members.

**Career Growth:**

Faculty members are sponsored for attending Short term Courses, Workshops and Faculty Development Programs for up-grading their knowledge.

**Faculty Recreation Programs:**

Recreational Trips are organized for the teaching and non- teaching staff .The cultural programs are also organized where all the teaching and non-teaching staff members have annual get together with their family members.

**Miscellaneous:**

Uniform is provided to peon and security as per season.

Medical camp for the staff;

Variuos health check up camps for staff .

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

**6.3.2**

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

**Response:**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5       | 0       | 0       | 0       | 0       |

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

**6.3.3**

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

**Response:**

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

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

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

#### 6.3.4

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

**Response:**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12      | 1       | 1       | 1       | 1       |

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

#### 6.3.5

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

**Response:**

An effective performance appraisal system works towards the improvement of the overall institutional performance of teaching and non-teaching staff for achieving the overall institutional mission and vision. Adopting the same, the Institute is following an appraisal scheme. In this scheme, the performances are classified into -Effectiveness of Academic Management (Teaching, Learning and Evaluation related activities),Co- Curricular, Extension, Professional Development activities, Research Publications, Academic Contributions and Code of conduct(punctuality and regularity) .

At the end of each academic year, the data pertaining to the above categories are collected from the faculty members and the non-teaching staff in the format provided by the institution mostly in the beginning of academic year .

Further, at the end of semester, feedback forms are issued to the students to collect information about the teacher and different aspects pertaining to the teaching process.

A team consisting of the Principal and Head of the Department goes through the feedback forms collected from the students and suggest suitable measures to improve the teaching-learning process. For non-teaching staff, the feedback are collected from each department and appraisals are given.

We can define the following purposes :

1. Providing feedback to employees about their performance.
2. Facilitating decisions concerning pay increases, promotions, layoffs.
3. Encouraging performance improvement.
4. Setting and measuring goals.
5. Determining individual and organisational training and development needs.
6. Confirming that good hiring decisions are being made.
7. Provide legal support for personnel decisions.
8. Improving overall organisational performance .

Qualitative and quantitative parameters adopted for Teaching Faculty Appraisal are –

1.Effectiveness of Academic Deliverance –

It is evaluated on the basis of teachers' academic deliverance in B.Ed Program- Daily attendance record of students, Course development and management, coordination with students in terms of subject deliverance, class activities, lab related practical work, attendance issues etc. in due time line and mentoring in co-curricular like college events, workshops and Guest lectures ,.

1.Effectiveness of Academic Management(Coordination)–

Completion of additional activities allotted in due time line.

1.Academic Development(self as well as the college)–

Initiatives taken for self improvement/ enhancement, Development of Best practices at workplace

- 1.Contribution to other Departmental Functions – Initiatives taken to other Departmental Functions as a whole.
- 2.Research Work-Involvement in research related activities is also one of the parameters for Appraisal.

Qualitative and qualitative parameters adopted for Non-Teaching Staff are

All non-teaching staff are also assessed through annual performance appraisal. The various parameters for staff members are assessed under different categories i.e- Departmental and Cell Activities,academic and administrative coordination- Industry Interaction,Academic Management,Self Development ,Discipline and efficient organisation of work assigned and technical abilities. The overall assessment is based on the cumulative grade by the Reporting Officer/HoD, which is then forwarded to the Chairperson by the forwarding officer. On satisfactory performance, all employees are granted promotions and financial upgradation.

The Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analysing their strengths and weaknesses and ensuring better performance.

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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



**Response:**

Institute conducts internal financial audits regularly on an annual basis by the Chartered Accountant.

The institution has computerized its financial management system and all the accounts are managed by the tally software. Any query or explanation asked by the CA are explained. There are no objections reflected as such in the report yet.

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

**6.4.2**

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

**Response:**

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

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

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

### 6.4.3

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

#### **Response:**

Appasaheb Birnale College of Education Sangli has certain strategies for mobilization of funds and the optimal utilization of resources. The resource mobilization policy and a procedure are displayed on the Institutional website. The budgetary resources are mobilized through various resources such as, tuition fees, and other fees.

Since Appasaheb Birnale College of Education, sangli is a self-financed college, there are no funds from Government organizations or NGOs till now though we are putting great efforts to attain funds from Government agencies for the quality assurance in the Institution.

Due to lack of such funds we accommodate expenses from Tuition Fee and Development Fee

The College utilizes these funds for the following resources:

#### 1. Library Books:

The above funds are utilized for purchasing the books for the library so that a rich learning resource center can be provided to the students. As the Library is the center of learning. The books are purchased on a regular basis for the library using the above funds in an optimal manner.

#### 1. Infrastructural Improvements:

College utilizes the above funds to bring required infrastructural changes in the premises from time to time like addition of Lift for students, additional furniture in the classes, smart boards etc.

## 1. Learning material for activities:

College spends the above funds for purchase of learning material like charts, stationary material etc to conduct various activities in the college like House activities, Competitions, celebrations etc.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

**Response:**

The institution strives to make quality as its defining feature.

The vision of the IQAC of Appasaheb Birnale College Of Education sangli is to ensure a quality culture that is the defining characteristic of all the academic and administrative initiatives of the college.

The IQAC has certain procedures to work towards quality assurance that make every member accountable for it.

These include:

Defining the roles of members Identification of student needs Working with focus

Planning for curricular transaction

Review of teaching- learning process

Professional development of teachers

#### Collection and analysis of feedback

#### Documentation of work done

#### Defining the roles of members

The IQAC members are given well defined roles and responsibilities to work for quality assurance. A definition of the roles help them to work with a better understanding of what is expected from them.

#### Consideration of student needs

The IQAC assures quality by catering to the needs of the students. The mentors of the institution represent the diverse needs of the students during an IQAC meeting. Decisions are made by the IQAC considering the needs of the students.

#### Working with focus

A theme is decided at the beginning of each academic year. The themes are related to the mission of the institution and help to work with focus and achieve quality.

#### Planning for curricular transaction

Teaching Plan is drawn for every course at the beginning of every academic year to facilitate participatory and experiential learning. The teaching plans are discussed in the Curriculum Planning Committee Meetings for refining them. Action plans comprising of a variety of activities are drawn in line with the theme apart from the regular curricular activities. All these strengthen the quality of services provide to the students and promote their well-rounded development.

Review of teaching- learning process The Teacher- Evaluation Survey is conducted at the end of every academic year. This helps the teachers to understand their strengths and areas for improvement. The progress in the implementation of teaching plans is discussed in formal and informal ways by the teaching staff. All these help to assure quality in teaching.

#### Professional development of teachers

The IQAC of the college provides a sound platform to help the professional development of teachers. It also constantly monitors and motivates teachers for their continuous professional development. Quality research projects undertaken by teachers are sponsored by the IQAC and this helps to enhance the research culture of the institution in accordance with high standards.

#### Collection and analysis of feedback

To strengthen the quality of the conducted programmes, feedback are obtained from the participants and stake holders and are analyzed systematically to identify the areas of improvement and also to keep up high standards in all the endeavours of the institution.

#### Documentation of work done

The documentation of the work done is another indicator of quality. The IQAC takes special efforts to document all the work done in the institution in a systematic way.

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

### 6.5.2

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

#### **Response:**

The institution reviews its teaching-learning process at periodic intervals through its various Academic and Administrative Committees which includes different cells like Discipline Cell, Cultural Cell, Sports Cell, Library Cell, Women Development Cell, Student Welfare Cell, Examination Cell, Alumni Cell, Grievance Cell, Anti Ragging Squad, Internal Compliance Cell, Research Cell, Publication Cell, Admission Cell, Academic Planning Cell.

Various quality initiatives for improving the teaching-learning process are taken by the Institute under the guidelines of IQAC like Organization of Seminars, Workshops, Events like Annual Carnivals, Graduation Ceremony, Exhibitions related to pedagogy subjects, field visits like visit to Mother Dairy, Science center etc. for the Students, Encouragement to use ICT resources in teaching learning process.

Institute reviews its teaching learning process through taking feedbacks in different areas:

Feedback from students, teachers and alumni on curriculum aspects is taken on a continuous basis, it is analyzed and appropriate steps are taken for improvement.

Feedback of teachers is taken from students and accordingly suggestions are given.

Feedbacks are collected after conduct of different activities. These feedbacks are collected and consolidated at the institutional level. The corrective actions are taken through IQAC.

Self-Appraisal Forms are collected from faculty. Besides this IQAC has reviewed and implemented its teaching-learning process through the following ways:

On the basis of the feedback received from students and Alumni during the last four years it was identified that there was a need for introducing the usage of new technology for the teaching learning process.

Taking this into account, the IQAC has taken efforts to improve the facilities:

Internet and WI-FI facility is provided

LCD projectors are installed in classrooms and laboratory

Projects were assigned to students to develop

ICT based teaching-learning materials.

Online feedback system is introduced for feedback on curriculum, teaching learning process

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

### 6.5.3

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

**Response:**

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

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

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

#### 6.5.4

**Institution engages in several quality initiatives such as**

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

**Response:**

| <b>File Description</b>                                    | <b>Document</b>               |
|--|-------------------------------|
| Supporting document of participation in NIRF               | <a href="#">View Document</a> |
| Feedback analysis report                                   | <a href="#">View Document</a> |
| e-Copies of the accreditations and certifications          | <a href="#">View Document</a> |
| Data as per Data Template                                  | <a href="#">View Document</a> |
| Consolidated report of Academic Administrative Audit (AAA) | <a href="#">View Document</a> |
| Any additional information                                 | <a href="#">View Document</a> |
| Link to the minutes of the meeting of IQAC                 | <a href="#">View Document</a> |

#### 6.5.5

**Institutions keeps track of the incremental improvements achieved in academic and administrative**

## **domains of its functioning through quality assurance initiatives**

### **Response:**

One of the main functions of the IQAC is to review the teaching- learning process, structures & methodologies of operations and learning outcomes at periodic intervals to assure quality of functioning in the Institution. The IQAC at ABCEDU is committed to a learner centric approach regarding teaching learning progression and has designed the policy to assess and evaluate it intermittently. Accordingly, it provides support and guidance to the faculty.

Teaching, Learning activities are improvised, modified after taking the review and suggestions are implemented as per the needs. The IQAC has designed gradual attributes like academic excellence, communication skills, personality development, leadership and global citizenship.

To achieve learning outcomes, the IQAC periodically reviews the teaching learning process and suggests gradual and regular expansion, up-gradation and addition of the requisite material, equipment, infrastructure etc. IQAC consistently works towards incremental strategies to make the functioning of the institute effective and smooth. These strategies effectively work in line with the changing needs of the industry and students.

This process is prominently evident through the following examples:

#### **1.MOU'S WITH REPUTED ORGANISATIONS FOR HAND HOLDING IN QUALITY ASSURANCE**

Appasaheb Birnale College of Education established a number of MOUs with varied organizations, schools, colleges & universities on the suggestion of IQAC to assure the quality of Education. The Institute constantly worked upon establishing the MOUs since its inception in 2017

Appasaheb Birnale College of Education signed the Memorandum of Understanding with the following organizations:

- 1.Vasantdada Patil Ayurved medical college ,Sangli (From 2012 to till date .....)
- 2.Ichalkaranji shikshanshastra Mahavidyalay ,Ichalkaranji (From 14/06/2016 to till date ....)
- 3.Kai.sau.Malatidevi Vasanttrao Patil shikshanshastra mahavidyalay Miraj



## 2. Constitution of Cells for smooth Functioning of Institution

IQAC worked upon constitution of various cells since 2017 to decentralize the work among the members of staff and hence the below mentioned cells were constituted to streamline the work of the institute which are as follows:

1.Admission and SC, ST, OBC Cell: Looks after admissions and category students and their fees concessions according to the documents produced. This cell works round the year as the queries are met for admissions at all times. This cell also decided upon the strategies each year to increase the number of admissions to fill all 100 seats.

2.Placement and career Counseling Cell: Looks after the placement and coordinates with reputed schools for placement of trainees providing them adequate career counselling.

3.Cultural Cell: Looks after the cultural activities, celebrations and festivals around the session. The cell maintains all the records of the events conducted.

4.Sports Cell: Looks after the sports related activities providing kinesiological activities and facilitating for physical development by recreation activities.

5.Library Cell: Looks after the library records, new books required, memberships of different e-resources, students usage of library.

6.Women Development Cell: Organizes activities for women empowerment and support of women celebrating womanhood. The cell organizes Self-defense workshops, Gender Equality day celebration, Women's day celebration etc.

7.Examination Cell: Looks after Internal & external examination and maintains examination records. The cell keeps the record of any grievances related to examination and acts as a bridge between university and college for smooth execution of examinations.

8.Alumni Cell: Ensures alumni association with the Institute and organizes activities with and for alumni. The cell also organizes alumni meet each year to keep alumni in contact and for their lifelong association with their college.

9.Internship Cell: Looks after the Internship and teaching practice of trainees in reputed schools. Also, maintains record of teaching practice and duty charts for supervision. The cell also prepares a list of schools to be approached for internship next year and works for establishing MOUs with reputed schools in the proximity.

10.Academic Planning Cell: Plans the session plan and academic calendar for the complete session for

well planned and organized functioning of the Institute.

11.Grievance Cell: Looks into the grievances of students and their resolution according to the UGC guidelines. The cell works confidentially on each grievance and resolves them in a given timeline.

12. Internal Compliance Cell: Looks into all the matters related to Grievances, Anti ragging and sexual harassment.

13.Research and Publication Cell: Looks after the research and development of faculty and students. Also, working upon publication of journals.

14.Student Welfare Cell: Works for the students welfare activities like equipping students with online platforms and its functioning, conducting workshops and guest lectures like preparing e-portfolio etc.

15. Extension Cell: Looks after organization of workshops, seminars, guest lectures and conferences. The cell rigorously works towards extension of learning of students through varied modes of learning such as celebrating Literacy week & Yoga day etc.

16.IQAC Cell: Looks after the functioning of all the cells and takes decisions for the incremental strategies in context of all aspects such as Administrative, Academic & Infrastructure etc. IQAC hold regular meetings to take decisions upon major issues and provides guidelines for other cells.

17.Discipline Cell: The cell looks after the maintenance of discipline in the Institute. This also includes making strategies to instill discipline among students and also the activities to teach discipline to them.

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

**Response:**

Energy is the capacity to do work. According to the law of conservation of energy, energy can neither be created nor destroyed. It can only be transformed from one form into another. This means that the loss in one form of energy leads to the rise in the other form of energy. Energy conservation is the decision and practice of using less energy.

**The practices we used at our institute are:**

1. We turn off the light when not in use.
2. Our classrooms have large windows at the side of east so the sunlight luminant the classrooms. So we reduce the use of electric light.
3. We use energy efficient light bulbs that is LED.
4. There is solar panels on the roof to create energy.

Energy conservation is the practice of reducing the consumption of energy by humans or Energy conservation means making the most of our energy resources by using our natural endowments wisely, getting the greatest return from our energy investments, and investing in clean energy. Energy is conserved to reduce the cost of consumption and to preserve the limited existing resources of energy. Energy can be conserved by using energy-efficient devices and other methods to consume energy and reduce the use of energy when there is no requirement. We know that energy can neither be created nor destroyed. It can only be transformed from one form to another. So, it is important to conserve energy.

**Saving Energy –**

In the bigger picture the total energy demand from operation is reduced. The use of energy efficient equipment is promoted in the institute. The institute uses Installation of energy star products for electrical to reduce energy consumption. Promotion of energy efficient lighting systems by using LED Lamps instead of using incandescent lamps in the campus which require 1/8th of the energy to light the same room. Also master switches are installed at every floor to shut down power in non-working hours to

reduce transfer loss of electricity.

### **Implementing Alternative Energy Harnessing the Sun:-**

The requirement of energy is met by state power supply as well as by harnessing solar energy.

The institute has an energy conservation administrator to co-ordinate and implement the sustainable practices, taking care of periodic maintenance of the building facilities. The institute also caters to general efficiency techniques and methodologies that can be implemented in day to day function. Reducing energy consumption in the institute is a continuing priority which is ensured through an awareness program involving student's mentors and institute staff.

| <b>File Description</b>            | <b>Document</b>               |
|------------------------------------|-------------------------------|
| Institution energy policy document | <a href="#">View Document</a> |
| Any additional information         | <a href="#">View Document</a> |
| Link for additional information    | <a href="#">View Document</a> |

### **7.1.2**

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

#### **Response:**

Waste Management is a joint responsibility of local government as well as of private organizations and individuals. Institute has designed an integrated Waste management system for optimizing and analyzing waste. It is based on the concept that all aspects of waste management should be analyzed together. The concept of waste as '**a material which has no use**' has changed to '**resource at the wrong place**'. The institute is conscious of its activities generating waste and ensures that all the waste is used & disposed responsibly. Managing waste in an environmentally sound & socially satisfactory manner is sustainable waste management. In institute waste management practices are differentiated into three parts:

? Dry Waste Management

? Wet Waste Management

? E- Waste Management

? Liquid Waste Management

The entire spectrum of solid waste generation, segregation and collection is processed systematically in the campus. Mixed waste is useless as a resource until waste separation at source is practiced thus the waste generated by the institute is separated in three separated streams namely biodegradable, non-biodegradable and domestic hazardous wastes in suitable bins.

?Biodegradable waste is generated in the institute from raw material & leftovers of food items from canteen and hostel mess. Also the tree droppings from the campus green area contribute to it. These are treated through organic waste composter and waste is created into manure.

?Non-biodegradable solid waste is handed over to the municipal approved landfill site.

?Hazardous waste generated in the institute is in negligible amounts of waste oil from D.G sets fixture which is sold to authorized recyclers.

?Liquid Waste Management involves Grey water and Black water. The institute uses water efficient fixtures in the campus which generate less discharge of grey water. The waste water generated from R.O treatment in the institute is reused to recharge ground water tables through a network of lines. Institute also conserves the rainwater through harvesting the runoff water from previous surfaces to the rain harvesting pit. This in return reduces the load on municipal sewage lines and also recharges the ground water table.

? E-Waste of electronic waste broadly describes discarded, surplus, broken or obsolete electronic devices and machines. The rapid growth of technology, up gradation of innovation and high rate of obsolescence have led to one of the fastest growing waste streams of E- waste. The E-waste is managed in the institute through collection of items from staff, faculty & students at common places and conducting an auction to authorize recyclers

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

### 7.1.3

**Institution waste management practices include**

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

**Response:**

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

**7.1.4****Institution has water management and conservation initiatives in the form of**

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

**Response:**

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Income Expenditure statement highlighting the specific components | <a href="#">View Document</a> |
| Geotagged photographs   | <a href="#">View Document</a> |
| Documentary evidence in support of the claim                      | <a href="#">View Document</a> |
| Any other relevant information                                    | <a href="#">View Document</a> |
| Any additional link   | <a href="#">View Document</a> |

### 7.1.5

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

##### **Response:**

Sanitation is considered as basic determinant in quality of life and human development index. Ensuring that college is well maintained is not only conducive to productivity, it also increase the likelihood of expecting more students. The institute strongly believes in emphasizing on Information, Education and Communication (IEC) for effective participation of campus users.

The institute highlights and takes care of every basic parameter of maintenance of cleanliness like- personal hygiene, safe water, waste water disposal, solid waste disposal, food hygiene and environmental sanitation. The Institute has framework for Management- (Solid, Liquid and Hazardous), Water Management and Green Cover Management to maintain and check all the basic parameters.

In a quest for healthy, livable and sustainable campus, spaces with plantation have a vital role. To add to the green cover of the Institute many tree plantation drives have been conducted by the institute. The Institute also adopts saplings distribution program as an act of promoting environment and sustainability in events and functions. In order to reduce the pollution which are alarming in the region the institute observe a cycling day once in a month for all the students, faculty and staff members. The institute also prohibits intra movements of vehicles as to enhance the indoor air quality of the campus which in return reduce the air pollution.

The institute has a robust network of sewage disposal system which also act as a guiding force to implement hygiene and cleanliness in the campus.

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

Access to sanitation facilities is a fundamental right to safeguard health. Separate and safe sanitary facilities for females in the campus are also an encouraging factor of the institute. Dedicated safe drinking water sources are present at many places throughout the campus which comes from storage tank. The water purifier (RO System) is installed at common level to ensure water quality.

There is also a sanitary pad disposal machine is installed.

The institute believes in the fact that precaution is better than cure and abides to it thoroughly. Many promotional signages are put in the campus area to promote and aware students to avoid littering in open spaces. Use of Color coded dustbins to segregate solid waste at the source is deployed in the campus which safely collect, confine and dispose waste.

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

### 7.1.6

**Institution is committed to encourage green practices that include:**

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

**Response:**

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



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

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

| File Description   | Document                      |
|--|-------------------------------|
| Income Expenditure statement on green initiatives, energy and waste management | <a href="#">View Document</a> |
| Data as per Data Template  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

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

Appasaheb Birnale College of Education, Sangli affiliated to Shivaji University, Kolhapur is located at the prime location of Sangli providing all facilities to students & visitors and is easily accessible for all. College is at an advantageous location in every aspect and provides lush green locality to students.

**LOCATIONAL ADVANTAGES:**

1. Railway station in the vicinity (near about 1km)
2. College is located near to the Bus Stop; connecting for easy access of students from other cities and villages.
3. Sufficient Green Area in vicinity of college

4. Easy Accessibility to College with Connectivity via Public Transport

6. Police station is located near for safety and security purposes. 7.24/7 CCTV Surveillance inside and outside the college assists the community to control any anti-social activity in the nearby area.

8. Utmost care is taken to maintain cleanliness and greenery in and around the college.

9. Many awareness programmes are organised for public awareness.

List of Efforts put forth by Institute leveraging local environment, locational knowledge and resource, community practices and challenges:

| S. No. | Issues Addressed  | Initiatives to address   | Location |
|--------|---|--|----------|
| 1      | Provided space to NGO to conduct their competition  | Space provided for activity to   |          |
| 2      | Proximity to almost all commuting- Access to students from rural areas  | Students avail the Easy access means –<br>1. Railway and public transport<br>2. For travel finds advantage the college for their higher studies<br>3. A segment of students are from rural areas |          |
| 3      | . Proximity to several national research institutes/centers research universities and non-governmental organization | Students take up<br>1.Visits<br>2. Training Programme  |          |

|   |  |   |  |
|---|--|---|--|
|   |  | 3. Internships at research centres and universities   |  |
| 4 | The college being close to many schools in the area with sufficient resources to provide optimal exposure to students. | Students have easy access for<br><br>1.Observation of classroom<br><br>2.Internship in the schools learnt<br><br>3.Teaching Practice in the lessons |  |
| 5 | Police Station in close Proximity  | The Police Station is located for any issue in a safety context   |  |
| 6 | 24/7 CCTV Surveillance covering roads on all sides of the college  | College helps the community on each activity happening assisting in maintenance of law  |  |
| 7 | Parking Facility in the premises   | College offers its own parking college premises avoiding any and community for parking.   |  |

The above listed are the efforts put forth by the Institute to leverage local environment, locational knowledge and resources, community practices and challenges.

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

### 7.1.9

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

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

**Response:**

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

Two best practices implemented by the Appasaheb Birnale College Of Education affiliated to Shivaji University,Kolhapur

The college constantly works towards excellence in Education and for the welfare of students associated with the ABCEDU family. We endeavor to offer best experiences to students and involve all the activities required for the quality assurance in Education. Although at ABCEDU we have all our practices at best but to list any two practices considered being the best practices of the Institution the following are listed:

#### **Best Practice I**

1.Title of the practice:

Empowering Women Through Education

**( STREET PLAY ON “BETI BACHAV ABHIYAN”)**

1.Objective of the practice:

- 1.To equip students with all required life skills and confidence to speak in front of people
- 2.To avail students an exposure to real field situations before completing their course.
- 3.To provide students good opportunities to observe, learn and empower themselves.

The Context: Women empowerment is a far off dream in our country and constant efforts are required for the Co-education

ABCEDU puts this into consideration and plans activities to instill life skills in teacher trainees so that they can become self-dependent and empowered to an extent.

Practices

Appasaheb Birnale College Of Education adopts a rigorous and well-organized pattern of ensuring empowerment of all its students by planning a number of activities like Street Play Act for awareness in the Society

**Best Practice II**

**Skill Enhancement Guidance Workshop**

1.Title of the practice:

To make Penstand

1.Objective of the practice:

1.To provide assistance to students for life skills

2.To provide students good opportunities for making Best,

Appasaheb Birnale College of Education organizes skill based programme each year in the college premises.

Students are participated in it compulsory It helps students develop physically, intellectually, socially and spiritually. It is all about building confidence, self – esteem, learning important life skills and leaders

Appasaheb Birnale College of Education organizes a Street Play Act each year in the college premises. Students are participated in it compulsory

It helps students develop physically, intellectually, socially and spiritually. It is all about building confidence, self – esteem, learning important life skills and leadership skills.

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

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

**Response:**

ABCEDU aspires to be a leading Institution in the country offering quality teacher education to enlighten,emancipate and empower the student-teacher fraternity and to foster lifelong learning.

It is believed that our future is a link to the present,so it is our duty to sensitize the young generation of the country about personal,social,local & global issues.

The college is located in the main part of the sangli city. Another evidence of the college's effectiveness is the increasing number of our alumni who are getting appointed as faculty members in different schools of neighbouring areas

It is our vision and priority to provide our students a healthy and quality environment that helps to develop their core skills which in turn develops their critical thinking skills. We at ABCEDU use to celebrate National Days along with the Environment day

/Earth Day/ National Girl Child Day to make students aware of our surroundings..

Vision of the college is to empower students with health issues and workshop was organised First aid awareness Programme

ABCEDU organized Hair style competition,mehandi competition ,Recipe Competition ,

As ABCEDU is committed to all round development of students so every year Field Trips are also organized to enhance their team work,& coordination and various visit places .

Stress management programme is also organized . To enhance the Professional growth and skills of students in their respective field,

Moreover ABCEDU is instrumental in building peer-to-peer relationships ,while shaping their perspectives,opinions and identity.So it uses every tool and technique for effective classroom upliftment and appreciates the students' efforts on each level.

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

## 5. CONCLUSION

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### Additional Information :

The college has adequate infrastructure facilities and resources as per NCTE Norms. The college has built up area of 25136.14 sq. m, that consists of Multipurpose Hall, Classrooms, Sports Room , Staff Room, Girl's Common Room, boys common room, Canteen, Library and Reading Room, Laboratories, Principal's Office, Administrative Office, Store Room, multipurpose ground, parking etc. Curricular and Co-curricular activities are taken up in the multipurpose hall and Multi-Purpose Play Field available in the college.

The library is 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, "Cloud system" which provides a user friendly interface for searching documents in the library and their issue status.

To keep pace with the academic growth, institution provides Wi-Fi facility for staff and internet for 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.

The need for the purified water is pacified through the Aqua purifier water system. Separate toilet blocks for female and male are available in the college. There is also a canteen in the college premises, providing hygienic breakfast, vegetarian lunch, coffee, tea, snacks and refreshments. Uninterrupted electricity supply is ensured in the campus with the help of Gen set and many inverters and UPS systems. The maintenance and renovation of the learning resources and facilities in the college is funded by the management, and is done as and when required.

### Concluding Remarks :

The institution is the lengthened shadow of a number of visionaries who made it possible to provide quality teacher education in Maharashtra .The institution is dynamic and evolves progressively with the changes in the education sector. Being an institution that has been built with a foresight to meet the changeover to teacher education Programmes. It has all the potential needed to become an institution that can function in tune with the reformations proposed by the New Education Policy 2020 with the help of Shivaji University Kolhapur .

The institution continues its journey towards greater heights with a grit to make no compromise in quality. The journey may not be smooth and easy but the institution moves ahead with renewed energy to fulfill the dreams of its founders.