YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	Azad College of Education, Satara
• Name of the Head of the institution	Dr.Vandana Shivajirao Nalawade
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02162231257
• Mobile No:	9850609202
• Registered e-mail ID (Principal)	azadcollegesatara@gmail.com
• Alternate Email ID	azadcollegesatara@gmail.com
• Address	Azad College of Education, Satara, camp satara, Tal-Satara, Dist-Satara
• City/Town	Satara
• State/UT	Maharashtra
• Pin Code	415001
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	**Urban**
• Financial Status	**Grants-in aid**
• Name of the Affiliating University	**Shivaji University , Kolhapur**
• Name of the IQAC Co-ordinator/Director	**Dr.Sharad Balasaheb Ingawale**
• Phone No.	**02162231257**
• Alternate phone No.(IQAC)	**02162231257**
• Mobile (IQAC)	**9699827212**
• IQAC e-mail address	**azadcollegesatara@gmail.com**
• Alternate e-mail address (IQAC)	**azadcollegesatara@gmail.com**
3.Website address	httpp// www.azadcollegesatara.in
• Web-link of the AQAR: (Previous Academic Year)	chrome-extension://kdpelmjpfafjppnhbloffcjpeomlnpah/https://www.azadcollegesatara.in/IQAC/AQAR_22-23.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	chrome-extension://kdpelmjpfafjppnhbloffcjpeomlnpah/https://www.azadcollegesatara.in/IQAC/Academic%20Calender%2023-24.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B+**	**83**	**2004**	**04/11/2004**	**03/11/2009**
Cycle 2	**A**	**3.14**	**2012**	**10/03/2012**	**09/03/2017**

6.Date of Establishment of IQAC	**20/06/2005**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
nil	nil	nil	Nil	nil

8.Whether composition of IQAC as per latest NAAC guidelines	Yes	
• Upload latest notification of formation of IQAC	View File	

9.No. of IQAC meetings held during the year	4	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• (Please upload, minutes of meetings and action taken report)	View File	

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
• If yes, mention the amount	

11.Significant contributions made by IQAC during the current year (maximum five bullets)

1.Organised Faculty training programme on Recent techniques in Technology based teaching.

2. Conducted workshop on RED DOT FOUNDATION

3.Conducted workshop on Fire Safety Awareness program me for students and parents

4. Organized workshop on Writing skills for students

5. Conducted Assessment and Accreditation of college from NAAC on 25,26 April2024

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Planning the academic activities in tune with university calendar and examinations	Academic calendar is prepared and made available on website
Encourage staff for participation of subjectwise teaching plan and its effective implementation	Semisterwise and subject wise teaching plan was prepared and implemented for effective curricular delivery
Enhancement of employability and competitive skills	Organised campus placement camps and drives and more than 25 student teachers were selected in different schools
Planning of school internship programme	School internship programme for B.Ed first and second year student teachers were planned and effectively implemented in various schools
Planning of NAAC Assessment for third cycle	NAAC has assessed the college during the period April 25 and 26 ,2024 and awarded A Grade to the college

13.Whether the AQAR was placed before statutory body?	Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Development Committee(CDC)	11/10/2024

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2023-24	09/12/2024

15.Multidisciplinary / interdisciplinary

Our College is affiliated to Shivaji University,Kolhapur. We follow the rules and regulations of Government of Maharashtra and Shivaji

University,Kolhapur. The Government of Maharashtra has not adopted NEP 2020 Yet. The Government of Maharashtra has appointed Committee for taking decision related to Multidisciplinary

16.Academic bank of credits (ABC):

Our University has prepared Syllabus of Arts, Commerce Science faculty for as per Academic Bank of Credits . Due to decision about Academic Bank of Credits is pending from NCTE Which is our Regulatory body . So our University has not decided Academic Bank of Credits for Education Faculty.

17.Skill development:

Our College is Teacher Training College . So our curriculum is already skill based. We encourage our students For MOOCS, SWAYAM courses based on different skills required for Teacher Training.Our Institute organises Programmes Spoken English and Personality Development, skill development programmes based on Life skills, Value Education, Counselling skills etc

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

We integrate Indian Knowledge System through Curriculum with practicals and Theory courseswhich are prescribed for Teacher Training Programme by NCTE. Institute conducts Various activities for integration of Indian Knowledge system viz Guest lectures , visits, Seminars Competitions . These all activities conducted through Enhancement of Professional Capacities

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Our Institute conducts Orientation and Induction Programmes regarding programme learning Outcomes and Course learning Outcomes of Teacher Training Programme . We have displayed outcomes of Teacher Training Programmes on our College Website and also communicated to the students through course orientation peogramme.

20.Distance education/online education:

We encourage students for different online courses through distance and online mode with the help of Swayam , Moocs etc.We also organised Faculty Development Programmes for students and faculty in order to develop E-content.

Extended Profile

1.Student

2.1 Number of students on roll during the year	**152**

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	**100**

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**50**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**87**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**87**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**65**

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**3424856**
4.2 Total number of computers on campus for academic purposes	**53**

3.Teacher

5.1 Number of full-time teachers during the year:	**12**

File Description	Documents
Data Template	[View File](#)
Data Template	[View File](#)

5.2 Number of sanctioned posts for the year:	**17**

Part B

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. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Our Principal and our teachers participate in curriculum framing process by sending suggestions to BoS and being member in the committee for revising the syllabus, 1) Every year IQAC meeting and staff meetings are planned and conducted. Time table, allotment of subjects and allotment of administrative department,academic department to teachers, organization of guest lectures, workshops etc. is planned in the meeting. 2) Academic calendar is prepared... 3) Teachers make a planning of their teaching subjects. . 4) Teachers maintainAcademic diary.. 5) Teachers usevarious methods for curriculum delivery. . 6) The library is enriched with the text books, reference books, journals, periodicals and 'e' resources.. 7) Computer lab, language lab is provided. 8) Internal examinations are conducted as per the curriculum. The feedback program is implemented according to the marks obtained by the students. . 9) The college

has a guardian teacher Scheme. 10) Experts fromthe relevant fields are invited. . 11) A tea time meeting is held daily between the principal and the faculty to track all activities regarding curriculum and suggest solutionstons the problems encountered while implementing the course. 12) We collect feedback from our

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

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 year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	A. All of the above

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

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 Website of the Institution Prospectus Student induction programme Orientation programme for teachers	A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

5

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

1.2.2 - Number of value-added courses offered during the year

3

1.2.2.1 - Number of value-added courses offered during the year

3

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	**No File Uploaded**

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

80

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

80

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	**No File Uploaded**

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	One of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	**No File Uploaded**

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

Nil

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

40

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	No File Uploaded

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 Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Variety in the syllabus from demonstrations as well as various units of the Courses provides opportunities for the students to acquire and demonstrate knowledge, skills and attitudes related to various learning areas. Lectures in the form of orientation are kept for the students entering the college to create a background related to the teaching profession, such as'Teaching as a profession Ethics importance and expectations'. In our institute 8 teaching methods are taught Under the Pedagogy of subject 6aI, 6a II,6bI , 6b II and course 10 . In that Syllabus teaching methods, techniques, maxims are taught according to the subject as well as secondary and higher secondary level and also knowledge of the role and characteristics of the teacher is obtained. Following workshops are conducted for implementation of curriculum.1. Content cum methodology,2. lesson planning 3. Demonstration and simulated teaching .4. Constructivist approach 5. Models of teaching. 6. Teaching aids . In this way trainees to acquire and demonstrate knowledge, skills related to teaching profession

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations   International and comparative perspective

Practicals in 4 semester of two year B.Ed. degree Course curriculum are designed to give student teachers the opportunity to learn about the school system by visiting schools in person and also through fieldwork. Student teachers get information about school system working as a teacher in school. These are the Practicals Sem I-(A-5) school Engagement and visit to innovative centres of Pedagogy and learning. Sem II-(B-2)Field engagement (B-3) -Internship Sem lll(C-1) School Internship Sem lV School engagement and visit to innovative centres of Pedagogy and learning. Under the A5 demonstration, all the students are divided into groups the schools are divided into these groups and mentoring Faculty are assigned. Under B2, B3 and C1 practicals ,student teachers are assigned schools according to their preference, where they are given the opportunity to conduct actual teaching, conduct examinations and evaluate and carry out various school activities. Under the practical of B1, Schools like Navodaya Vidyalaya ,Public School, Sainik School, CBSE Curriculum School, English medium school etc are selected. Groups of student teachers and related guiding Facultyvisit these schools to get information about the nature of the school, teaching-learning methods, evaluation method etc. Institution familiarized students with the diversity in School system.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

While the course demonstrations are conducted in the college, they are conducted in proper sequence and in accordance with their interrelationship. Some of these demonstrations are aimed at perfecting the student teachers in teaching skills and some are aimed at perfecting the student teachers in extra Curricular activities. 1) Practicals for teaching skills- while carrying out these demonstrations, the period given in the curriculum is taken up, the teacher trainers themselves prepare the learning experiences, educational materials required for teaching the model lessons of their teaching methods, and the students are divided into groups which are convenient for them and they are provided an opportunity to practice. 2) Teaching assistant practicals- Relevant practicals are carried out to prepare the student teacher as a teacher who has knowledge of art, knowledge of physical education, psychologist, researcher, knowledge of ICT, self awareness and social awareness. For this, proper planning,organizing guest lectures as per requirement is done by the college. students are divided into groups under school internships to apply the knowledge gained in the demonstrations and provide them with an opportunity to practice.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining	Four of the above

structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

67

2.1.1.1 - Number of students enrolled during the year

67

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	**No File Uploaded**

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

26

2.1.2.1 - Number of students enrolled from the reserved categories during the year

26

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	**No File Uploaded**

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

10

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

10

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

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 Describe the assessment process 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, in not more than 100-200 words.

1) Interviews –

The faculty takes interview of enrolled student teachers. Interviews are related to personal information, academic achievement, interest area, attitude, family background, computer awareness, other activities, creativity etc. According to interview, the teacher educator gave guidance and counselling to students to help them to build a good career in teaching and also give opportunities for progress in future.

2) Content knowledge Test -

The content knowledge test prepared by the faculty based on school syllabus from std. V to XII is administered to assess the students content knowledge in the subjects he/she selected as a teaching methodology. After the content knowledge test, to enrich the content knowledge of the students in their respective subject the remedial programme of each subject will be organized.

3) Skill Diagnostic Programme - The institute organizes five minutes teaching programme for skill diagnosis of each student. Visual feedback (through watching a video recorded lesson) has been found to provide one of the most effective means of evaluating teaching strengths and identifying areas of improvement. The teacher educator suggests the appropriate skills through Skill Diagnostic Programme. Through microteaching, one can seek to identify and improve these observable teaching skills and behaviours.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Documents showing the performance of students at the entry level	[View File](#)
Any other relevant information	**No File Uploaded**

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 Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	**All of the above**

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	**All of the above**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	[View File](#)
Reports with seal and signature of the Principal	[View File](#)
Photographs with caption and date	[View File](#)
Any other relevant information	[View File](#)

2.2.4 - Student-Mentor ratio for the academic year

12

2.2.4.1 - Number of mentors in the Institution

13

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

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 Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The institution emphasizes interactive teaching-learning to a greater extent. The topic to be taught is put at the centre and students are encouraged to think about all dimensions of the topic providing certain clues. They collect and review the information provided and form generalizations, draw some inferences or sometimes interpret the concepts in their own words. Page 18/89 03-08-2023 01:24:43 Annual Quality Assurance Report of RAYAT SHIKSHAN SANSTHAS AZAD COLLEGE OF EDUCATION SAT The teacher educator analyses the unit, identifies areas of discussion, frames certain tasks, enlists topics for group discussions, makes arrangement for presentation of reports based on group activities, project work serves the

discussion in classroom. While designing the curriculum for the involvement of the learner in teaching learning process learner-centered methods are emphasized. Student-teachers are well acquainted with the theory of learnercentered methods in the syllabus of methodology of school subjects. Teacher educators demonstrate and encourage the use of these methods. The following learner-centered methods are practically used.

Group Discussion Case-study Role playing Project method Brain storming Simulation Seminar Field survey Symposium Communication Team-teaching Co-operative Learning The teacher educator selects appropriate learner-centered method suitable for content and enhances the students learning.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	[View File](#)
Any other relevant information	[View File](#)

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

13

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	http://lmsazad.bterp.org/#/loginpage
Any other relevant information	[View File](#)

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

157

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	**No File Uploaded**

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**Five/Six of the above**

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.youtube.com/watch?v=vspzxUnSxMQ
Any other relevant information	View File

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

The mentoring aims at addressing the needs of the student and to foster a better rapport between the students and the teachers at academic and personal levels. The Institution has Guardian Teacher committee. The committee has allotted specific number of mentees in order to their roll numbers to each teacher. The last period of each Saturday is reserved for mentoring session. For this mentoring

purpose the institute designed a diary for mentees. The teachers are also accessible on phone and email to answer queries of mentees. The responsibilities of the teacher as a Mentor, as a friend and as a role model to support, encourage and guide a student in his/her academic and personal growth. Self-evaluation has become a core practice and done in the form of SWOT Analysis. Institute use online informal evaluation as well. Student participation in social media groups are closely observed. The class teacher works as a mentor for the class. The principal and chairman of committee give necessary instructions to the mentors in meeting. Also they review and evaluate the mentoring activity of mentors. Institute provides mentorship to students by organizing extracurricular activities and programmes included a talk by motivational speaker, psychologist.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global	**Five/Six of the above**

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

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

Celebration of various days - The institute celebrates various national and international days. Celebrating these days has become integral part of students learning. For this the institute organized various activities. The aim of organizing these activities is to holistic development of student teachers as well as to inculcate the various skill and qualities in student teachers. Students perform and participate in the different activities. For the students it is great way of teaching and learning to inculcate different qualities. These activities contribute to nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students Seminars and workshops. The institute organize the different seminars and workshop for student teachers. Seminars and workshops hold great importance to students. These are platforms to learn new aspects, others perspectives and latest information. Institute gives opportunity to student teachers to listening the prominent personalities. It helps the students to gain information about their way of work, to acquirement of knowledge in a particular field, new discoveries in their field, encouragement and motivation. Institute organize the seminars related to education. It provides essential platform to the student to become confident, self reliant, nurtures creativity, innovativeness, intellectual and thinking skills etc. among students.

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

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 Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	All of the above

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

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 Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

`Ten/All of the above`

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different

`All of the above`

situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

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

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 Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

All of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	**All of the above**

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

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	**All of the above**

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

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

1) Selection of Schools for internship Internship programme is organized in the different practicing schools. The programme is chalked out in consultation with the Head Masters. There is choice to the student teacher to select the school.

2) Orientation to school principal/teachers – The school college forum conducts a meeting at the beginning of the academic year. In the meeting the school principals were oriented about the internship programme. After that the school principals arrange the meeting with their teachers.

3) Orientation to students going for internshipIt includes pre Internship, internship and post internship Programme activates, report Writing and monitoring mechanism of the internship programme.

4) Defining role of teachers of the institution Planning of the internship schedule , activities and time table To allot the unit, content to student teachers To provide lesson guidance To observe the lesson, activities and give feedback 5)Streamlining mode/s of assessment of student performance The mode of assessment of students teachers in internship programme are formative and summative assessment .

6) Exposure to variety of school set ups For internship program 40 practicing schools are available. These schools are located in urban and rural area.

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

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

89

File Description	Documents
Data as per Data Template	*View File*
Plan of teacher engagement in school internship	*View File*
Any other relevant information	*View File*

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	**Nine/All of the above**

File Description	Documents
Data as per Data Template	*View File*
Sample copies for each of selected activities claimed	*View File*
School-wise internship reports showing student engagement in activities claimed	*View File*
Wherever the documents are in regional language, provide English translated version	**No File Uploaded**
Any other relevant information	*View File*

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school

teachers and peers.

Role of teacher educator -

Teacher Educator observes the each activity and different types of lesson of students in the internship programme . Observations of activities and lessons are noted in the form of strengths and weaknesses. According to theses observation the teacher educator give feedback to students. Teacher educator use online informal monitoring as well in internship.

Role of school principal-

The internship programme is chalked out in consultation with the school principal. The school principal oriented the school teachers on the internship programme. School principal assess the each student and activity done during the internship and give the feedback.

Role of school teachers - School teacher evaluation is a mandatory aspect for lessons and internship as well. School teachers of the particular subjects observe the lessons of students and give feedback. School teacher monitor each activity done by students and give the feedback. **Role of peers -** Institute utilize peer evaluation as an integral component regarding internship assessment. Students are prepared for peer evaluation with respect to internship. Peers observe the lessons of each other's and gave important feedback. They share their experiences in group and more attention to their peer's remarks.

File Description	Documents
Documentary evidence in support of the response	[View File](#)
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	All of the above

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	**Five of the above**

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

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

13

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

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

12

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	**No File Uploaded**

2.5.3 - Number of teaching experience of full time teachers for the during the year

20

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

262

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

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.   In house discussions on current developments and issues in education 2.   Share information with colleagues and with other institutions on policies and regulations

The teachers put-forth efforts to keep themselves updated professionally by - Conducting major and minor researches 1. Involvement in workshops and Seminars organised by GOs and Educational Institutions 2. Presentation of papers in Seminars and conferences 3. Participation in orientation and refresher courses 4. Visit to educational institutes, libraries and research centers 5. Organisation of training programmes by Extension Services Center 6. Participate in Seminars, workshops and Conferences 7. Complete Ph. D. research work. 8. Write and Publish papers, articles and books

Develop self library 10. Participate in the programmes organized by Karmveer Vidya Prabodhini, Rayat Shikshan Sanstha (Parent institute), Satara. 11. Represent in University Bodies. 12. Develop the Self Instructional Material (SIM) of distance education. 13. Design the Curriculum 14. Participate in Staff academy activities 15. Participate in Orientation and refresher courses 16. Give

advantage of the lectures organized by Parent Institution of eminent persons

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	View File

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

1. Peer Evaluation: peer evaluation as an integral component regarding practice lesson assessment. Students are prepared for peer evaluation with respect to practice teaching.

2. Self-Evaluation: Self-evaluation has done almost for each workshop in the form of SWOT Analysis. 3. Online Informal Evaluation: College have various social media groups. Student participation, sharing of knowledge, comments is closely observed.

4. School Teacher Evaluation: School teacher evaluation is a mandatory aspect for practice teaching lessons and internship.

5. Pre-Tutorial: Institute conduct per-tutorial practice for students as per syllabus. They need to prepare answers for tutorial questions and it is assessed by the concerned subject teacher.

6. Preparatory Exam per Semester: Institute conduct preparatory exam per semester. This also allows us to diagnose their knowledge and organize personal guidance for the students if necessary. 7. Diagnostic and Remedial Measures: Institute provide diagnostic and remedial measures across many theoretical as well as practical.

8. Personal Mentoring per teaching performance: It is done per teaching performance of students. This enables the student to strengthen his/her strengths and improve upon the areas of weakness. 9. Online tests/ quizzes: Teachers also do continuous evaluation of students of their courses taught by using online tests/ quizzes.

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

Orientation Programme: The newly admitted students are oriented with the Evaluation Mechanism as per the University syllabus.

Examination Department: The Examination department conducts timely examinations as per the exam calendar.

Publication of Internals marks: The marks awarded and the answer scripts are showed to the students. The published marks are displayed on the students notice board.

Grievances related to university examination: Grievance related to

the university examinations have to be submitted to the university. The grievances related to problem in submission of online examination forms and queries related to hall tickets, and mark sheets are resolved promptly. Grievances related to the question paper are reported to the university by the CEO and the decision of the university is conveyed to the student.

Grievances related to college internal examination:

The entire grievances are sorted out immediately by the head of exam department. . The grievances related to this are resolved as:

1.Students have to approach exam department.

2.Students have to submit application to exam department.

3. exam department will consult with respective the teachers.

4. After seeking the opinions of the teacher concerned, the student will be informed.

5.The process is completely transparent and completed in a stipulated time.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

Our institute adheres to the academic calendar for the conduct of CIE. Academic calendar is prepared by IQAC. The academic calendar also contains plans for co-curricular and extracurricular activities. The principal and IQAC coordinator organize the meeting with faculty to discuss the issues with respect to effective implementation of academic calendar. According to academic calendar the exam departments make their departmental plans. The college examination department prepared the schedule of assignment, practical submission dates, viva dates, and internal examination time table and also dates of submission of assessment marks accordingly by the university circulars. The proposed schedule of

internal examination is given in academic calendar. The internal assessment marks are communicated to the students and also the answer sheet are shown to the student. The evaluation of the students also done on a continuous basis. In order to adhere with the schedule of CIE the faculty take extra classes in order to compensate the loss of working days on account of natural calamities like flood. The co-curricular and extracurricular activities are included in the academic calendar in such a way that CIE process is not interrupted. This makes sure smooth and timely completion of internal assessment.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	[View File](#)
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The PLOs, CLOs are displayed on the college website. Basic conceptual clarity, life-skills, practical exposure and their behavioural change are few of the parameters to recognize or evaluate the attainment of their programme and course learning outcomes. Program learning outcomes are measured through both academic and non-academic performances of the students. Course learning outcomes are measured through the performance of the students in the class, practical, internal evaluations, and external evaluations. The academic progress of the students is regularly monitored by teacher educators and class teacher for effective program learning outcomes attainments. The college ensures the outcome of the programs through the analysis of the internal and external examination results and achievements in the placements, cultural and extension activities. Peer Evaluation, Home Assignments, Unit Tests and university assessment etc. are substantially helping to evaluate the learning outcomes. As a part of continuous evaluation the formative assessment of students' Performance is conducted. The college analyses results and the faculties are instructed to initiate measures to improve students' performance in the examination accordingly. The college provides subject related value added courses to inculcate the actual outcomes at the end of the course and extend it through their life.

File Description	Documents
Documentary evidence in support of the claim	[View File]
Any other relevant information	[View File]

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	[View File]
Result sheet for each year received from the Affiliating University	[View File]
Certified report from the Head of the Institution indicating pass percentage of students program-wise	[View File]
Any other relevant information	**No File Uploaded**

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

The progress of student performance on learning tasks is recorded in the transcript in respect of both cognitive and professional attribute are as follows,

1. Peer Evaluation: Institute utilize peer evaluation as an integral component regarding practice lesson assessment. Students are prepared for peer evaluation with respect to practice teaching Peers observe the lessons of each other's and offer important feedback. It helps the gradual development.

2. Self-Evaluation: Self-evaluation has become a core practice for students. It is done almost for each workshop. Self-evaluation is many a times done in the form of SWOT Analysis.

3.. Online Informal Evaluation: Institute use online informal evaluation as well. college and staff members have various social media groups. Student participation, sharing of knowledge, comments are closely observed.

4.School Teacher Evaluation: School teacher evaluation is a mandatory aspect for practice teaching lessons and internship as well. School teachers of the particular subjects observe the lessons

of students and assess the same. School headmasters, supervisors and school teachers assess the students during their internship.

5.Personal Mentoring per teaching performance: Personal mentoring is done per teaching performance of students. This enables the student to strengthen his/her strengths and improve upon the areas of weakness.

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

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

87

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

identified learning needs

Activity

Examples of assessment task

Teaching Skill

Micro Teaching

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

Observation and feedback of teacher educator and peers

Classroom Teaching

Observation of teaching subject practice lessons and feedback

Annual Lesson exam

Observation of subject lessons

Written Examination

Internal Examination, university examination

Tutorial

Class room examination of tutorials.

Viva-voce

Oral presentation

Different Skills, abilities for teachers

Field work based on community

Observation - how student establish rapport with the community

Project

Report writing

Creativity and Personality Development

Observation of Student teachers participation, organization & execution of various activities, competitions, cultural programmes etc.

Project

Report writing

Physical Education

Physical test

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

yes

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	**No File Uploaded**
Income Expenditure statements highlighting the research grants received certified by the auditor	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.3 - In-house support is provided by the institution to teachers for research purposes	**Four of the above**

during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	**No File Uploaded**
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	**No File Uploaded**
Documentary evidence for each of the claims	View File
Any other relevant information	**No File Uploaded**

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	**Four of the above**

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	**No File Uploaded**
Copyrights or patents filed	**No File Uploaded**
Any other relevant information	View File

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

1

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
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	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

10

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	View File

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

152

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

152

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

87

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

The college organizes a number of extension activities to promote institute-neighbourhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development. The college runs effectively Internship programme in neighbourhood schools in rural area. During internship programme, all the student teachers conducted activities like Urja day, Balika Day, Health checkup camps, tree planting, child safety from sexual abuse programme national consumer day, swachhata abhiyan cleanliness campaign, removal of superstitions etc. Through all these activities the students could understand their responsibilities towards becoming responsible citizens of the country. All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self-confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

File Description	Documents
Relevant documentary evidence for the claim	[View File](#)
Report of each outreach activity signed by the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

3

File Description	Documents
Data as per Data Template	[View File](#)
Appropriate certificates from the awarding agency	**No File Uploaded**
Any other relevant information	[View File](#)

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

`56`

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

`56`

File Description	Documents
Data as per Data Template	[View File](#)
List of teachers/students benefited by linkage – exchange and research	[View File](#)
Report of each linkage along with videos/photographs	[View File](#)
Any other relevant information	**No File Uploaded**

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

`6`

File Description	Documents
Data as per Data Template	[View File](#)
Copies of the MoU's with institution / industry/ corporate houses	**No File Uploaded**
Any other relevant information	[View File](#)

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	`Five/Six of the above`

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

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 Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The college has a storied main building having 12 rooms and seven lecture halls with adequate furniture. The teaching faculty has thirteen separate cabins for guidance and preparation. The institution is facilitated with a well-equipped PsychologyResource Center,an ICT Resource center ,Science –Maths Resource center,Arts and Crafts Resource center and language lab. In the main building, we have an office, a Principal's cabin, a staff room, an Extension office, an ICT Resource center,Exam section,Record room and a store room. The college has a separate library building enriched with rare reference books and encyclopedias, research handbooks, and volumes of surveys of research. It is one of the enriched libraries. The hostel accommodation is made available to the students from long distance. The boy's hostel building has 7 rooms and women's hostel have 22 rooms with adequate sanitary facilities. Wash rooms are available for all the members of the college.. Land & Building Built Up Area 6000 sq. feet Playground / Sports / games / Area 1000 sq. feet Number of Class Rooms/seminar halls- 7 Number of Resource centers- 4 Number of Rooms in Guest House- 1 Number of Common Rooms for Students- 1 Health Centre Canteen for students .

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart

classroom, LMS, video and sound systems etc. during the year.

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

7

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.azadcollegesatara.in/Infrastructure.htm
Any other relevant information	View File

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

11

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

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 Describe the features of Library Automation in not more than 100 – 200 words.

Azad College of Education, Satara use LIBRERIA Library management system developed by Maharashtra Knowledge Corporation Limited (MKCL). This is cloud based software.

LIBRERIA gives 14 modules these are Masters, Book Management, Accessioning, Membership, Circulation, Book Bank, OPAC, Catalogue, Reports, Administration, Database Backup, Import Data, Export Data and Serials Management. Books data entry done and barcode is generated which is useful in circulation of book. Membership of faculty and students are done with the help of Membership module.

OPAC link is also given in the Library website for easy access of the Catalogue. With the help of this software soft functioning of the library activities are done

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://sites.google.com/view/acelibrary/home?authuser=0
Any other relevant information	[View File](#)

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Library website created in google site. This platform for website which is available free of cost. Library software is cloud based software so OPAC link is also given in the Library website for easy access of the Catalogue. The e content (Video, PPT, Flip Book) created by the faculty of college have been posted on library website. National policies are made available on website for easy access. Open access e resources like text books by Balbharati, NCERT, Marathi e books, Audio books, Newpaper links are given. E learning platform links are posted on website. NDL link is also given in the website. Previous year question papers, syllabus and research papers of faculty members are made available on website.

File Description	Documents
Landing page of the remote access webpage	[View File](#)
Details of users and details of visits/downloads	[View File](#)
Any other relevant information	**No File Uploaded**

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	**All of the above**

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.65538

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	**No File Uploaded**

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

730

File Description	Documents
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 academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://drive.google.com/file/d/1VsWVghtNVY-4LJZgPLVNrmib0z22q-Sp/view?usp=sharing
Any other relevant information	View File

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 Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	**All of the above**

File Description	Documents
Data as per Data Template	View File
Any other relevant information	**No File Uploaded**

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

Azad College of Education upgraded its ICT facilities to ensure efficient functioning. Each of the seven classrooms is with an L.C.D. facility. All the Halls have internet facility. Wi-Fi facility is available for the office, Principal's cabin, IQAC room, and Extension service center. Knowledge Resource Center, Library,

Research section, Language lab, all the resource centers,and Examination section. Resource centers are for all method rooms.. At the initial stage, there was a Broadband system(2012).From 2019 two broadband connections with 60 Mbps speed are present in the college.In the ICT Resource Center, 30 computers are available for students. There are 46 computers available for students .6 laptops are for faculty and 1 for office. For office 4 computers, For the IQAC room and Extension service center, one printer each is available. In the library, there are 2 printers and one Photocopy machine while in the examination section, one printer is available.

In every classroom Audio-Video facility is available. One smart board is available in Hall No. 8.In the academic year 2021-22,15 computers and 4 printers were purchased. 10 computers are made available for students in the ICT department. one computer and one printer is made available for office.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

3.14

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	E. < 50 MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://azadcollegesatara.in/CollegeStudio.htm
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://sites.google.com/view/acelibrary/e-resources/e-content-ace-satara?authuser=0
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

36.8

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	View File

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 Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The college has an established system for maintaining and utilizing physical, academic and support facilities. This system comprises active planning bodies like College Development Committee, IQAC, Building and Maintenance Committee Finance and Purchase Committee, Hostel Committee Library Committee, Sports and Physical Education Committee, College garden and Premises Beautification Committee, and Feedback Committee. At the beginning of academic year CDC decides the budget and allocate specific amount to different heads of the expenditure. They take periodical survey of the campus about repairs, replacements, damages etc. Feedback from the students isalso considered by the Feedback Committee for the implementation.Classrooms, Guidance rooms, seminar hall, Ladies' room, Boys' and girls' hostel, Library,Laboratories, and Resource centers, are for students admitted to the college.

All classrooms are with adequate furniture and teaching aids for a smooth teaching-learning process.Structural Audit isdone by the competent authority. Annual maintenance contract forcomputers is given to the local agency. Playground and Indoor gameshall is maintained by the head of the Physical Education Department. The library committee gives suggestions for the development and maintenance of the library. A beautiful garden is maintained by the Garden and Beautification Committee with the help of administration staff.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.azadcollegesatara.in/NCTEPAR.htm
Any other relevant information	View File

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

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

5.1.3 - The Institution has a transparent mechanism for timely redressal of student	A. All of the above

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

`Five or more of the above`

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

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
39	90

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

06

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

14

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The institution has a well constituted student council .The purpose of the student council is to give students an opportunity to develop leadership by organizing responsible activities. Optimum administrative and academic growth of the institution requires genuine participation of the students. Principal nominates members of Student council after consultation with faculty members. representatives and other members work as per guidelines given by Principal . The meetings of Student Council are conducted for planning and organization of different events in the college, according to the Academic Calendar prepared by IQAC.

Student representatives help in selection, planning, comparing and implementation of co-curricular and extracurricular activities in the college, throughout the year. In addition to this, other academic and administrative committees also have representation of students on them. Other Committees including Students Representatives: •Internal Quality Assurance Cell (IQAC) • Internal Complaint Committee. •College Development Committee • Anti-Ragging Committee • Library Advisory Committee • Student Welfare Committee • College Activity Organization Committee.

Active participation of Students Council

- **Rallies of various of government departments**

- **Discipline Committee**

- **Cultural committee**

- **Library Committee**

- **Internal Quality Assurance Committee**

- **Sports Committee**

- **Grievances and redressal committee**

- **Campus cleanliness and beautification**

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	**No File Uploaded**

5.3.2 - Number of sports and cultural events organized at the institution during the year

04

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

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. Alumni of Azad 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. The mission of the ACE's alumni group is to foster a spirit of loyalty and to promote general welfare of the institute.

The objectives of ACE Alumni are:

- To encourage the interaction
- To guide the students of the Institute for professional development
- To support recruitment activities for the students
- To provide aid to needy students.
- To provide financial support in terms of prizes to students
- To help natural disaster sufferers
- To encourage and support students of the Institute in sports, cultural and extra-curricular activities.

The Annual alumni meeting conducted every last Sunday of month June for every year. also we conduct our alumni gathering every year.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	No File Uploaded

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	All of the above

File Description	Documents
Documentary evidence for the selected claim	*View File*
Income Expenditure statement highlighting the alumni contribution	*View File*
Report of alumni participation in institutional functioning for the academic year	*View File*
Any other relevant information.	**No File Uploaded**

5.4.3 - Number of meetings of Alumni Association held during the year

03

File Description	Documents
Data as per Data Template	*View File*
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	*View File*
Any other relevant information	*View File*

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. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Yes,Institution has registered Alumni Association. No. of registered Alumni is 1807.

'Azad College Maji Vidyarthi Sangh' (???? ????? ???? ?????????? ???) is the registered alumni association. 'Azad College Maji Vidyarthi Sangh' was registered by No. F/12178/Satara/28 June 2011 under the Registration Act, Mumbai Public Charity Commissionar1950 (29). An Alumni Association has PAN No is AAIAA0138N. As per the bylaws the new office bearers were elected for three years. The alumni body includes of two faculty members. Mr. H. Y. Patil - President, Mr. Nandkumar Dhanwade - Secretary and Mr. Sudhir Kharat – Treasurer. The Annual alumni meeting conducted every last Sunday of month june for every year.

The alumni members, who are working on various prestigious designations such as principals, coordinators etc. are helping in the placement of our students in different schools. These members are invited to the institution on various occasions like teachers' day, annual function, and orientation day to motivate students, share their personal experiences during their professional capacities. They are also frequently invited during final discussion of skill in teaching for external supervision. During this event, they provide excellent feedback to improve interns' teaching abilities to serve better in real school environment. Their efforts are suitably recognized and acknowledged.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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 Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The governance of the institution promotes culture of decentralized and participative management, through delegation of powers to various administrative and academic committees involving faculty, office staff and students. IQAC prepares the strategies and action plans, which are approved by CDC with or without suggestions and then, these plans, are implemented by principal with the help of various committees in the college involving all stakeholders like Purchase Committee, Steering Committee, Maintenance Committee, Student Council, Student Development Committee, School College Forum etc.

Vision: - Towards the Excellence in Teacher Education

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

Enormous Global Challenges.

Vision, mission and Values are made known to the various stakeholders through Introductory speech by the Principal, Display boards at prime location, College magazine 'Azad', Alumni Association, Curricular and Extension activities, School – College Forum, Parent Meets, Organisation of speeches of the Sanstha dignitaries decision making bodies: CDC, IQAC, Internal Complaint Committee, Student Council, Student Development Cell, BC Cell etc.

File Description	Documents
Vision and Mission statements of the institution	[View File](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	[View File](#)
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

Taking into account the development of college and the increasing strength of the students, the college has developed a decentralized governance system.

- **The Head of Department, Heads of various Resource Centers help the Principal to work effectively and achieve the intended outcome.**
- **Internal Quality Assurance Cell (IQAC) has been given the operational autonomy to implement various programmes and policies of the institution effectively to enhance the quality of various units of college. Various schemes or policies are designed and implemented by the cell to achieve the intended outcome and the assurance of quality.**
- **The institute provides autonomy through various activities like: Seminars, Workshops, Conferences, Symposium for student-teachers and faculty.**
- **Azad college of Education, Satara practices decentralization**

and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of authority to the Principal then to Coordinators and teachers.

- **Committees and Cells:**

- **Steering Committee**
- **Discipline Committee**
- **Research Committee**
- **Anti-Ragging Committee**
- **Admission Committee**
- **Internal Complaint Committee**
- **Purchase Committee**
- **Function & Cultural Activity department**
- **Library Committee**
- **Examination Committee**
- **Student Development Cell**
- **Internal Quality Assurance Cell**
- **Grievance Redressal Cell**
- **Career Guidance and Placement Cell**

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	**No File Uploaded**

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

The institution maintains transparency in Financial Functions:

Rayat Shikshan Sanstha has a transparent and robust system of periodic internal, external as well as GST audit of all its branches. For effective management of financial resources, at the start of academic year, the annual budget of the college is discussed in CDC. Major purchases are made with the approval and sanction of the management. A tender/quotation system is followed for the purchase of items. Every payment above thousand rupees is made by crossed cheque, which is signed by two authorities simultaneously. For every purchase over fifty thousand rupees,

Tenders are invited, and examined after thorough discussion on submitted tenders.

The institution maintains transparency in Academic Functions:

The institute has constituted different Committees for the smooth functioning of academic and administrative work of the institute. At parent institute level enough representation is given to the college staff. Higher Education Department coordinates all the policies and implements them smoothly. All the decisions related to college development, infrastructure and adding new courses.

The institution maintains transparency in Administrative Functions:

Principal has given necessary administrative autonomy to every department. At the beginning of academic year, Principal conducts meeting for annual planning.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The college is affiliated to Shivaji University, Kolhapur. The course curriculum is implemented according to the norms of Board of Studies of Shivaji University, Kolhapur. Our IQAC of the college redularly prepares the Academic calendar in tune with the affiliated University. The programmes and events mentioned in the academic calendar is strictly implemented in the course curriculum. According to the Strategic Plan or Perspective plan of the college , the IQAC prepares the Academic calendar in which all activities and programmes are clearly mentioned and distributed to all departments which were implemented effectively during the year.

Activity- Street plays based on current social and environmental issues-

As per the Strategic plan or perspective plan our college every year implements the activity of Street plays which were based on Current

social and Encvironmental isssues. Our student teachers were effectively implemented the said activity in city as well as in rural schools and corners of the Crowded places in society.

Themes were - The Excess use of Mobile among childrens -ban or boon

The Womens power etc.

All these activities were sucessfully implemented during the year.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.azadcollegesatara.in/IQAC.htm
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

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. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

- **Policies: College has well defined policies related with different running programs. This College has autonomy for policy making but it should abide by the rules of management governing council. The college governing body grants approval and ratification of various policy decisions of the college. It approves budgets for administrative, academic, research programmes and activities.**
- **Administrative Setup: Azad College of Education, Satara has a well-defined organizational structure. Our Governing Council reviews and evaluates the academic progress, administrative processes and co-curricularactivities of the College. E-governance of college is the best example of transparent administration, as each action related with the college is uploaded on the portal like salary, student record.**
- **Appointment, Service Rules and Procedures: Criteria for the selection of teaching and non -teaching staff are completely based upon the norms and conditions of NCTE, UGC and the affiliating University. For that advertisement is published in National as well as local newspapers. Eligible candidates are invited for the interview which is taken by selection committee and nominees of Vice Chancellor, Shivaji University, Kolhapur. The qualification, teaching experience and other eligibility for recruitment is as prescribed by state**

Government / UGC / NCTE and the affiliating university.

File Description	Documents
Link to organogram on the institutional website	https://www.azadcollegesatara.in/pdf/AboutUs/OrganogramNew.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The institution has constituted various committees for successful and productive functioning of college activities. These well-defined committees are responsible to discuss, decide plans of action and implement them. The institution conducts its day to day working through these Committees.

The extensive goals of Perspective Plans are associated with Azad College of Education, Rayat Shikshan Sanstha, Satara that is committed to providing quality higher education and research, the

plan is accordingly focused on different core themes. Improving the academic and support facilities for the students is one of the measures recognized by the Perspective Plan.

- One Activity:MOU's & Linkages:
- College organises activities related to internship, irradiation of superstation, environmental awareness, tree plantation, surveys related to social issues, intellectual property rights, anti drug addiction moments, awareness about Indian constitution, psychological testing and counseling, child sexual abuse awareness, legal awareness, cyber security, Nirbhaya movement and many more activities for society with joint collaboration with MIE, Mauritius and HBSC, Mumbai college organised international workshop on critical thinking skills. The year wise no of MOU's & Linkages is increased. In 2017-18 our college have 57 MOU's & linkages, In 2018-19- 59, In 2019-20-62, In 2020-21-65, In 2021-22 we have sighed 69 MOU's & Linkages.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Yes, the institution has welfare measures for both teaching and non-teaching staff. Welfare Schemes for Teaching and Non teaching Staff Rayat Shikshan Sanstha's Schemes- 'Adarsh Rayat Sevak Pursakar' Sevak Welfare Fund Sevak Suraksha Vima Life Worker /life member for teachers Research Journal: Trajectory The RayatSevak Co-operative Bank Schemes :All types of loans Sou. LaxmibaiBhauraoPatilShikshanottejakSahakariPatpedhi Awards to Wards of Teachers & Non-teaching staff Scholarship holders, University Rank Holders, HSC/SSC Rank Holders etc. University's SchemesGroup Insurance Welfare activities Personal Library scheme Felicitation of Ph. D. holder in the in Convocation Ideal Teacher Award in university Jurisdiction Prize for outstanding Books Institution's Schemes for Teaching and Non teaching Staff Prize for Publication of

research article & research paper in peer reviewed/ UGC care listed publications Health awareness programme/Health Check up camps Insurance (Bank of Maharashtra) Festival bonus for non teaching staff Yoga camps are organised from time to time Duty leave is provided for attending Workshops, Orientation course Staff achieving State and International award are felicitated by the institution Research facilities are available for teachers pursuing their Ph.D. Faculties can avail loan from the Rayat bank with very minimal charges and repay the loan in easy installments.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

11000

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	**No File Uploaded**
Certificate of participation for the claim	View File
Certificate of membership	**No File Uploaded**
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	**No File Uploaded**

6.3.3 - Number of professional development /administrative training programmes organized by

the institution for teaching and non-teaching staff during the year.

3

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	No File Uploaded

6.3.4 - 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

0

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

Institution has Performance Appraisal System for teaching and non-teaching staff which strictly follows the UGC regulations for the Appointment of Teachers and other Academic Staff in the institution. For the Maintenance of Standards, amendments are made therein from time to time, for teaching.The performance of teaching staff is assessed on the following bases: their academic qualification, research experience and training, work on research projects or carried out, publications: published papers in journals, book publications, chapter published in books in seminars, conferences, symposia, workshops, workshops attended, teaching and evaluation experience, total teaching experience, courses taught duration. The PBAS Proforma filled by the Faculty Member is checked and verified by the IQAC, HOD & Principal, faculty members whose promotions are due are recommended by the institutional head based on this Proforma. On the other hand, all non-teaching staff is also assessed

through annual confidential reports and annual performance appraisal. The various parameters for non teaching staff members are assessed under different categories i.e. Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, Relations/Co-operation with faculty members and students, subordinates, colleagues, and other stakeholders & public, Power of Drafting , efficient organisation of documents and technical abilities.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	[View File](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

Rayat Shikshan Sanstha has a transparent and robust system of periodic internal, external as well as GST audit of all its branches. For effective management of financial resources, at the start of academic year, the annual budget of the college is discussed in CDC. Major purchases are made with the approval and sanction of the management. A tender/quotation system is followed for the purchase of items. The institution conducts internal as well as external audit of its funds annually and report of audit and its compliance is discussed in CDC Meetings for approval. Our parent institution Rayat Shikshan Sanstha, Satara conducts internal audit of every institution quarterly/ half yearly and annually. For this purpose it has its own Audit department. This department conducts internal audit of every institution in every financial year (1st April to 31st March). After the inspection done by this department, audit report is prepared and sent to college. At the time of local audit the objections raised in the audit report are verified, cleared and nullified. In every financial year, Audited statement of accounts is sent to Accountant General, Mumbai, Director, (Higher Education) Kolhapur. Salary and non-salary expenditure audit has been done by Administrative Officer.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	*View File*
List of audit objections and their compliance with seal and signature of the Principal	*View File*
Any other relevant information	**No File Uploaded**

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

18,700

File Description	Documents
Data as per Data Template	*View File*
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	*View File*
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	*View File*
Any other relevant information	**No File Uploaded**

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Institutional strategies for mobilization of funds: The institution and faculty take efforts for mobilization of funds. The institution encourages faculty of the college to generate funds for the different activities. The IQAC explores funding schemes of various agencies like UGC, MHRD, NCTE etc. The Institution and faculty apply for various projects and developmental schemes announced by these funding agencies. The college generates financial resources through its stake holders, government, NGOs, UGC, local well-wishers, alumni students and public representatives. Optimal Utilization of Resources: The College keeps its infrastructure updated from time to time. It has prepared its policies for effective implementation and optimal utilisation of resources. The funds are allocated by the college management for the maintenance of the laboratories and

classrooms. Each and every single rupee received, is spent using proper channels, such as quotations, e-tendering, discussion with purchase committee. 1. Institution Budget: Every year annual budget is prepared well in advance as per the needs and requirements of the college. 2. Purchase Committee: Committee considers requirements from all the departments, invites quotations, prepares comparative statements, negotiates with suppliers and then purchase order is placed. 3. Accounts and Audit: All funds mobilised are properly accounted.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File](#)
Any other relevant information	[View File](#)

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 Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The IQAC has contributed significantly in the incremental improvements with repsect to quality assurance and initiatives.

In the reporting year, . The faculty members were encouraged to use innovative teaching methods including ICT. As a result of research and innovationpractices,International, national and state level event was organized on

various topics. IQAC took initiative in conducting Faculty Development Programme and Training Programme for Non-teaching Staff. The successful organization of trade fair, career fair, exhibitions and research festival resulted in active students participation. Infrastructure was augmented substantially with respect to laboratory upgradatio, classroom renovation, auditorium and learning resources. Student Induction and

Training Programmes were conducted for students and for girl students separately. Student workshop, mentoring, inter and intra-collegeate sports and cultural competitions, state level marathon were organized during the year. Academic and Administrative Audit was conducted by parent institution and affiliating university.

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

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The IQAC of the institute takes timely review of the teaching learning process and recommends the innovative, participative,

experiential and problem-solving teaching methods. The departments are provided with annual plan and faculty members plan and execute the teaching process using the academic diary.The teaching learning process is monitored by IQAC through Academic Monitoring Committee (AMC) headed by a senior faculty. The frequent review is taken in the meetings of heads and the faculty. The recommendations received from the

authorities are incorporated regarding effective teaching and learning process. The IQAC has devised policies for teaching learning and use of ICT in teaching. The syllabus completion

reports are submitted by each faculty to IQAC at the end of each semester. The innovative learning methods such as exposure visits to industry, exhibition and trade fairs are

organized.The course outcomes and programme outcomes are meticulously devised and communicated to the students by various means. Attainment of the outcomes is calculated using direct and indirect methods.

The expected outcomes of the courses are mapped to the questions to be set and the units in the curriculum.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

4

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.azadcollegesatara.in/IQAC.htm
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.azadcollegesatara.in/IQAC.htm
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	View File
Any other relevant information	View File

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Skill Enhancement:

The college organises various programs for development of various skills among student teachers. To develop overall personality it requires enhancement of techno pedagogic skills skills, social skills to become a facilitative teacher. Outreach activities are helpful for skill enhancement.

The college magazines are reflections of skill development among student teachers. In academic year 2017-18 our students achieved 2 awards, In 2018-19- 8 awards, In 2019-20- 10 awards, In 2020-21 pandemic period (results pending), In 2021- 22- 9 awards. This is great success through quality skill enhancement among our students.

Activities through MOU's & Linkages:

College organises activities related to internship, irradiation of superstation, environmental awareness, tree plantation, surveys related to social issues, intellectual property rights, anti drug

addiction moments, awareness about Indian constitution, psychological testing and counseling, child sexual abuse awareness, personality development, legal awareness, cyber security awareness, Nirbhaya movement and many more activities for society with joint collaboration with MIE, Mauritius and HBSC, Mumbai college organised international workshop on critical thinking skills. The year wise no of MOU's & Linkages is increased. In 2017-18 our college have 57 MOU's & linkages, In 2018-19- 59, In 2019-20-62, In 2020-21-65, In 2021-22 we have sighed 69 MOU's & Linkages.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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 Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The college has energy policy cell , resolves its energy conservation policy with objectives and action plan in the begining of the session and orientates the staff and students about it.The action plan is implemented with the help of Discipline committee.

Policy Statement-

Energy conservation is the practice to reduce the consumption of power by using energy saving measures and strategies .This can be achieved by its more effecious use by involving the acyual users i.e the staff and the students .

Policy Objectives-

1. To promote awareness by increase and encourage minimization of energy waste.

2. To ensure realistic and comprehensive reduce of energy , to save energy usage cost.

3. To improce energy efficiency through consisitent , safe and secure methods.

4. To ensure the handling and minimize wastage by facilitating repair and reuse.

5. To provide claearly defined roles and responsibilities to identify and coordinate each activity of the energy conservation.

6. To assure acceptable indoor air qualityand natural light facility.

Action Plan-

Extension lectures of persons with expertise in the area to make awareness about energy conservation in order to increase and encourage minimization of energy waste.

File Description	Documents
Institution's energy policy document	**No File Uploaded**
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The concept of waste as 'a material which has no use' has changed to 'resource at the wrongplace'. The college 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 the college waste management practices are

differentiated into three parts: Solid Waste Management- Ladies room vending machine and burner unit (destroyer)

Liquid Waste Management—RO water E- Waste Management- tie up with the management

Waste management is essential in every institute. Proper utilization

of waste is very important. The college realizes

sustainable and holistic waste management essential in reducingItsenvironmental

footprint and providing a safe and healthy workenvironment for teaching and non-teaching employees, students, andvisitors. The

college "Building and Maintenance Committee"has its 'Waste Management Policy' with objectives and action plan in the beginning of the

session and orientes the staff and studentsabout it. The action plan is implemented with the help of the college.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	All of the above

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	No File Uploaded

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	All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

'Education through self help' is the motto of our management .With guideline of this motto the college also follows the motto of Reduce, Reuse and Recycle, took subsequent steps for the pollution free campus. Cleanliness and Sanitation The college is well maintained is not only conducive to productivity, it also increases the likelihood of expecting more students. The college promotes and aligns goals to national mission of Swatch Bharat or Clean India Campaign which bring about change in behavioral and attitudinal aspect of habitants. The college strongly believes in emphasizing on Information, Education and Communication (IEC) for effective participation of campus users. The college 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. Initiatives: The college organises of assemblies, seminars and extension lectures on creating sensitivity and responsiveness about our surroundings and emphasis on'3R's- reduce, reuse and recycle' policy. College conducts Green audit for green cover and providing pollution free , healthy environment College has maintained well green garden of medicinal and other plants in campus. The campus of college is very clean and green .

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage green practices that include Encouraging use	All of the above

of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	**No File Uploaded**
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

180000

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	**No File Uploaded**

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

1. Religious Tolerance and Cultural Harmony: The College believes in the philosophy of inclusion and harmony.

Through the activities of support services like Social service and Cultural activity department the awareness created the

awareness among the students. Cultural activities are organized within the college to promote harmony among students and staff.

Celebrations of

international days like Yoga Day and Women's Day contribute to fostering tolerance.

2. Unity in Diversity: The College imbibes sense of oneness through celebrating days in honor of eminent

personalities, national festivals, and other activities, bring together students and teachers from diverse backgrounds onto a single platform.

3. Community Engagement: The Social service departments conducted a number of community engagement activities such as Swachch Bharat Abhiyan, Blood Donation Camp, Awareness Rallies .

4. Code of Conduct: The College has established a code of conduct for students, teachers, and other employees, emphasizing that everyone must adhere to these standards regardless of their cultural, regional, linguistic, communal, socio-economic, or other diversities.

5. Regional and Socio-economic inclusiveness: The activities such as Independence Day Celebration, Republic Day Celebration create sense of regional harmony. Students comingfrom various strata of the society are treated equally.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	*View File*
Web-Link to the Code of Conduct displayed on the institution's website	*View File*
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	*View File*
Details of the Monitoring Committee, Professional ethics programmes, if any	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

Best Practice-I Title- Supervised Study; Developing conducive environment among the children of Sucide farmers. 1.Objectives- 1. To create conducive environment for affected childern of sucide farmers for their all round development

2.To encourage and provide counseling regarding the mental wellbeing and family support . 3. To help a student teacher to develop the accountability and emphathy towards society. 4. To inculcate the social responsibility among the student teachers .

Best Practice-II Title- Empowering Student teachers through Vivek Vahini activities. 1. Objectives - To develop health , social and environmental awareness among the student teachers. To inculcate scientific attitude among the student teachers.

2..Context- Under the guidelines of Maharashtra Vivek Vahini , Student teachers in the college conducted various activities . 3.Practice - The student teachers has conducted successfully the activities like 'Vivekacha Shriganesha Uttasav 'as Celebration of Cracker free Viveki Diwali every year , Environment feiendly Holy, and conserve Health Anti Superstitions Drive Demonstrative lecture celebration of Constitution day , . 4. Evidence of Success- Letters

of Commitment, List of the participants, Feedback , photos of awareness programmes and outreach activities . 5.Resources Required - Knowledgable Recourse person , equipments and material required for eradication of superstitions.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The vision of the college is "Towards excellence in Teacher Education." To provide excellent practices in teacher education

and to the student teachers is the priority.Placements, street plays on social, environmental issues

1.Organization of International and National Conferences, Seminars, Workshops and FDP: The college has organized

International, National, State, University, College level Conferences, Seminars and Workshops on different themes and

crosscutting issues like NEP: 2020,

2. Conduction of activities in School Internship Programme Internship programme is one of the best distinct activity. To run

the Internship programme effectively, Institution has developed 'School College Forum'. Every year before the Internship

Programme College organizes the School-College Forum meeting.

3. Conduction of Awareness programmes and Street plays on Social ,Environmental, and Cross cutting issues . Student teacher's

prepare script of street plays. They make practice among the group for presentation. According to schedule student teachers

present their street plays in various crowded places i.e. Bus stand, Bazzar, Schools etc. with prior permission of related

government/ local authorities. Themes like Beti bachav, cyber
security, Save water, save energy, plastic free campus,

constitution awareness, eradication of superstitions etc.
arepresented as street plays.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	**No File Uploaded**