



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1. Name of the Institution

**ACHARYA JAWADEKAR COLLEGE F
EDUCATION, GARGOTI**

- Name of the Head of the institution **Dr. R. D. Belekar**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **02324220079**
- Mobile No: **9421110279**
- Registered e-mail ID (Principal) **ajce_gargoti@rediffmail.com**
- Alternate Email ID **aj179.ci@unishivaji.ac.in**
- Address **Hu. Murlidharnager, Gargoti, Tal
Bhudergar Dist Kolhapur**
- City/Town **Gargoti**
- State/UT **Maharashtra**
- Pin Code **416209**

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. P. B. Darade**
- Phone No. **9422680421**
- Alternate phone No.(IQAC) **02324220079**
- Mobile (IQAC) **9422680421**
- IQAC e-mail address **ajce_gargoti@rediffmail.com**
- Alternate e-mail address (IQAC) **aj179.cl@unishivaji.ac.in**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) <http://ajcegargoti.info/ajce/pdf/AQAR%202019-2020%20Final%20Submitted.PDF>

4.Whether Academic Calendar prepared during the year?**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <http://ajcegargoti.info/ajce/pdf/Academic Calendar 2020-2021.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	82.75	Nov2004	04/11/2004	04/11/2009
Cycle 2	B	2.19	05/01/2013	05/01/2013	05/01/2018

6.Date of Establishment of IQAC**29/11/2005****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
AJCE, Gargoti	XII	UGC	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 **07**

- 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 **300000**

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

B.Ed 100% Result **1. Maintenance of Furniture 2. Examination Reform 3. Skill Base Training 4. Research Publication 5. Participation in online National/ International Seminar**

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 to be provided).

Plan of Action	Achievements/Outcomes
Visit to innovative Centrs of Pedagogy	Online
Admission Process	Through MS Govt. CET-RKS
Cultural Events	All-round development of personality
CET guidance	Admission to B.Ed course
Best Practices Yoga Workshop	holistic Wellbeing
Field Visit	Field experience-modelling
Eco friendly Campus	Protection of Environment
Alumni & PTA Activities	Participation of parents

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
CDC	31/08/2021

14. Whether institutional data submitted to AISHE

Part A	
Data of the Institution	
1.Name of the Institution	ACHARYA JAWADEKAR COLLEGE F EDUCATION, GARGOTI
• Name of the Head of the institution	Dr. R. D. Belekar
• Designation	Principal
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• Location	Urban
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• Alternate e-mail address (IQAC)	aj179.cl@unishivaji.ac.in				
3.Website address	www.ajcegargoti.info				
• Web-link of the AQAR: (Previous Academic Year)	http://ajcegargoti.info/ajce/AQAR%202019-2020%20Final%20Submitted.PDF				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://ajcegargoti.info/ajce/Academic_Calender_2020-2021				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
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11.Significant contributions made by IQAC during the current year (maximum five bul		
B.Ed 100% Result	1. Maintenance of Furniture 2. Examination Reform Training 4. Research Publication 5. Participation National/ International Seminar	
	12.Plan of action chalked out by the IQAC in the beginning of the Academic Quality Enhancement and the outcome achieved by the end of the Academic year may be provided).	

Plan of Action	Achievements/Outcomes
Visit to innovative Centrs of Pedagogy	Online
Admission Process	Through MS Go
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CET guidance	Admission to
Best Practices Yoga Workshop	holistic W
Field Visit	Field experien
Eco friendly Campus	Protection of
Alumni & PTA Activities	Participation
13.Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of me
CDC	31/08/
14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2020-21	30/09/
15.Multidisciplinary / interdisciplinary	
<p>B.Ed. course is a Multi disciplinary course in N students studies varies Multidisciplinary courses Horticulture, Event Management, Agriculture based Hospitality Management, Science & Technology, Ac Communication Technology, Environmental Studies, C Classroom Managenent, Nutrition garden, etc in Se IV</p>	
16.Academic bank of credits (ABC):	
Not Applicable as per Shivaji University guideli	

	17.Skill development:	
	Our student studies Life skills, Communication skill skills, Observation skill, coping with stress un Teaching Workshop, Experimental skills in Psychol Workshop, Health and Hygins skills in P. E. Worksh Skills, LSRWC in Language Groups. Social Skills, Processing Skills, Information Transfer Skills. I Deductive reasoning etc.	
	18.Appropriate integration of Indian Knowledge system (teaching in Indian culture, using online course)	
	EPC, Language Across the curriculum, Yoga Workshop Culture, Drama & Arts, Language Teaching Methods /Hindi we focus on Indian Wrtiers such as V. S. L. Deshpande, Kusumagrah, R,. G. Gadkari, and Literary aspects in Hindi And Marathi. Mathod Masr various Programmes in this regard.	
	19.Focus on Outcome based education (OBE):Focus on Outcome based	
	Shivaji University B. Ed. Syllabi is prepared acc CBCS guideline of the UGC. There is Focus on Lern an End product of the B. Ed. Course. We train Prof Suitable teachers for Variety of Schools available vacinity.	
	20.Distance education/online education:	
	We run YCMOU B. Ed. Course in Distance Mode. We u systems as well as Contact Sessions to train YCMOU have also uses ONLINE Mode during Covid-19 Pedemic	

Extended Profile		
2.Student		
2.1		49
Number of students on roll during the year		
File Description		Documents
Data Template		View File
2.2		50
Number of seats sanctioned during the year		

File Description	Documents
Data Template	View File
2.3	25
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	21
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	21
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	49
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	12433731.50
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	15
Total number of computers on campus for academic purposes	
5.Teacher	
5.1	05

Number of full-time teachers during the year:		
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2	08	
Number of sanctioned posts for the year:		
Part B		
CURRICULAR ASPECTS		
1.1 - Curriculum Planning		
<p>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</p>		
<p>Two year B. Ed. curriculum is prepared by NCTE -NCFTE2014. Board of Studies(BOS) Shivaji university,kolhapur Prepared the Draft per NCTE guidelines.All staff members(RDB,PBD, PSD, RKS,MNM) .Participated in the Syllabus designing process. There is flexibility to revise curriculum. Paperwise Sessional works and tutorials are modified & there facility of elective in each paper.Local resource based practicums are allowed to select by students.Student centric methods are used for the implementation of B. Ed. Curriculum.</p>		
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	No File Uploaded	

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												
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Data as per Data Template</td><td>No File Uploaded</td></tr> <tr> <td>List of persons who participated in the process of in-house curriculum planning</td><td>View File</td></tr> <tr> <td>Meeting notice and minutes of the meeting for in-house curriculum planning</td><td>View File</td></tr> <tr> <td>A copy of the programme of action for in- house curriculum planned and adopted during the academic year</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>No File Uploaded</td></tr> </tbody> </table>	File Description	Documents	Data as per Data Template	No File Uploaded	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	No File Uploaded	
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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	No File Uploaded												
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	http://ajcegargoti.info/ajce/pdf/Coursetcome_AJCE_Gargoti.pdf
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	No File Uploaded
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**

09

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	http://ajcegargoti.info/ajce/pdf/5_BEd_slabus.pdf

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

0

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
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

0

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

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
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

All 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 curriculum) during the year

0

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
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 curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental 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.

(a) Foundation Course, Elective course, Microteaching Workshop, Lesson Planning Workshop, Demonstration Lesson, Teaching Aid Preparation Workshop, Yoga Workshop, Constructivist Workshop, Psychological Testing Workshop, Field Visit, Visit, Educational Tour, Internship, Lesson observation of Experienced Teachers etc provides coherent knowledge of teacher Education.

(b) 20 Weeks School Internship and Enhancing Professional Capacity(EPC) are the major components of Two year Revised B. Ed Course. 50 Practice lessons, observation of 10 lessons of experienced subject teachers, Bullatin Lessons, Demo lessons etc develops subject specific knowledge & skills of Students.

(c) Competency Based training is given through mentouring group Writing reflective journal, P. E. Jurnal and Practicu reports have been prepared by the student teachers.

(d) Emotional Intelligence test, Personality Tests , tacching Performance Tests Creativity Test, Critical thinking test etc have been conducted in the Psychological testing workshop. Varoius cocurriculat activities are conducted by Pedagogy Teachers on development of Communication skills . morning assembly, Language Social science club, Science & maths club etcc are formed to execcuite such activities.

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	View File

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

(1) foundation course on Contemporary India & Education provides knowledge of Development of school education systems in India in connection with the world. RTE2010, SSA, RMSA, RUSA, C

Globalization of Education, Universalization of Education etc and some of these sample components. Accordingly student teachers are familiarised to recent trends in Education in India and across the world..

(2) Four weeks Visit to Innovative centers Pedagogy and Learning is a practicum component in which students are provided direct learning experience for various types of schools such as Military school, CBSE pattern School, Marathi Medium School, Semi English medium school, Special school etc.

(3) There are functional differences among CBSE, Semi English Medium, Marathi Medium schools as per their curriculum and Board Pattern which is familiarised to our students during the course.

(4) In Course (C-7) Assessment for learning student teachers are acquainted with various evaluation systems such as online examination, openbook Examination, portfolio, self evaluation, Oral examination, Viva Voce Exam, Assessment of personality, Types of Tests, etc.

(5) Choice Based Credit System, CGPA, T. ratio, Percentile, Standard Deviation Mean Mode, tabulation system and Grading system standards of passing etc have been taught to the pupil teachers.

(6) International standards of passings, Credit transfer system, equivalence of Degrees, etc have been taught to the student teachers.

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 the ready for the professional field in not more than 100-200 words

Hands on experiences have been provided to the pupil teachers during the 20 weeks extended Internship programme in Semester I and III . wide range of curricular and Cocurricular activities have been organised in the internship. 50 practice lessons,10 Other Lessons, Bulletin Lessons, ICT Lessons, Constructivist Lessons, Observation of experienced Subject Teachers, Visit to local vaccinity, Haldi kumkum, Sports & games, Cultural Events, Quiz compititions, Speeches, Debates, case studies, Interview, student diary writing Reflecrtive journal, Morning assembly, Sahavichar sabha, Simulated School Inspection etc provides vari types of field experience to the student teachers. Local Community, parents, Administraters, Govt. officers also visit o Internship programme.

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 structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	All of the above
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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
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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	
49	
2.1.1.1 - Number of students enrolled during the year	
49	
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	
13	
2.1.2.1 - Number of students enrolled from the reserved categories during the year	
7	

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

4

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

4

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

Autonomy admission according to CET merits After admission examination students are studied according to various requirements as per instructions of Shivaji University. Policy guidance, counseling is done. B.F.E. A few demonstrations have been made to facilitate the various

needs of the Students. Micro-teaching is done in accordance with the guidelines for this session on advanced and non-advanced skills diagnostics. Mentors develop advanced teaching skills as divided into teaching groups. Analyzing it the undeveloped skill points select five skill of Micro teaching.

Also, according to the teaching Methodology of Marathi, Hindi, English, History, Geography, Science and Mathematics, the subjects of the Method Master Course use diagnostic tests. They guide them by dividing them into slow, average and highly skilled learners. Necessary references are given. Counseling is done in complete response guidance by identifying their developmental links.

Information is obtained through analysis presentation of innate artistic qualities in trainees through Talent search. While forming the Mentor-Mentee group, the students of different talents are divided into these groups and they are presented with various talents through experience, guidance, counseling to develop a teaching personality from a holistic perspective. Made a teacher who is perfect in all aspects.

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	View File

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

Four/Three 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	No File Uploaded
Any other relevant information	No File Uploaded
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	
Two 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	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded
2.2.4 - Student-Mentor ratio for the academic year	
4:18	
2.2.4.1 - Number of mentors in the Institution	
4	

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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 various 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.

B.Ed. Creating quality teachers from the curriculum. For this, various demonstrations and theoretical courses are given in the syllabus. Since teacher education is a vocational course, the qualities required for the teaching profession should be inculcated in the students. From this point of view, the trainees should get observation, practice and experience of various teaching methods. For this, the course is divided into four semesters. All the demonstrations included in the syllabus, all the teaching methods are used directly in the college through directing. Sometimes trainees practice a variety of teaching methods, as well as during school internships. Some standardized observation tables are used to practice teaching methods. In addition, the college has developed observation tables for some teaching methods. They are printed in the lesson planning book. For example B.Ed. The teaching methods given in accordance with some of the teaching methods in the syllabus are as follows

a. Methods: Direct method , Bilingual method and Suggestopedia method

b. Approaches: Structural Approach, Communicative Approach, Constructivist Approach and

Total Physical Response Approach (TPR)

c. Devices: Pair work, group work, discussion, story telling

d. Support Services: Language laboratory, audio visual aids, computer and web resources for

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	No File Uploaded

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

1

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

70

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

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	Two of the above
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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	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	No File Uploaded

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, authorities, balancing home and work stress, keeping oneself abreast with recent developments in education and life.

According to the mission of the college "Preparation of creative and dynamic teaching professionals striving for perfection and settle for excellence", professional values and characteristics are created in the students through practical's, study-teaching, theoretical courses and interaction with trainees. Right from the admission process consistently in traineeships in B.Ed. Through training, an effort is made to produce teachers who have acquired a high level of professional competence.

For this purpose, in the groups that are formed during each practicum, the respective group guides, the trainees in that group are constantly striving to achieve the objectives of the practicum. According to the demonstration, trainees and mentors in the group are exchanged. Depending on the learner's learning style, the group work continues until a high level of learning is achieved at the learning pace. In the group the trainees have to perform the roles of teacher, student, observer, time controller, etc. as per the guidelines in the practicum.

Through newspapers, social media, television, etc., professors and trainees communicate with each other about the changes in the education sector. Also, during teaching, professors give information about changes in the field of education in relevant contexts that come according to the subject. A morning assembly is offered every Saturday in the college. In this, the prominent

events that happened in various fields during the week are presented in the form of news. In this news, more priority is given to news especially in the field of education.

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

Two 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	No File Uploaded

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

The trainees closely observe the physical and human resources of the schools, interact with various elements of the school, observe the lessons of experienced teachers and through all these processes the trainees come up with a vision of an ideal school.

Innovativeness

In lesson planning, the trainees have to carefully arrange the

core elements, values and life skills in the content analysis. the information related to the ten life skills mentioned by WHO conveyed to the trainees with examples. It is adopted by the trainees in their actual life as well as in learning and teaching.

Life Skills

The problems of female students are solved sympathetically. For example, leave is given if a student's young child is ill. The trainee sympathetically takes a student to the hospital or to his / her home if he / she is ill. Also, students with sharp intelligence provide individual as well as group guidance to the trainees with slow learning speed. They also give more time to the trainees with slow learning speed in group work to raise their learning level and give them the opportunity to practice again and again. When selecting trainees for school internships, the comings and goings of the students are sympathetically considered. As per the planning of the college, efforts are made to provide the school facilities to the trainees at their convenience.

Empathy

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

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)	Five/Six of the above
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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 possible	No File Uploaded
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	
Eight /Nine 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	
All of the above	

through several activities such as Workshop sessions for effective communication
 Simulated sessions for practicing communication in different 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

Four 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	No File Uploaded
Any other relevant information	No File Uploaded

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

Four of the above

devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

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 of community 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	No File Uploaded
Report of the events organized	View File
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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	No File Uploaded

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 internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

The college principal selects the school by holding a meeting with the principal of the college, all the professors and student representatives. Most of the time different schools try to opt for a school internship program.

Although school internships are planned at the college level, they are implemented in actual schools. Therefore, as per the instructions college internship head arranged meeting with School HM and contact teachers. the role of trainees, expectations from the school, various activities to be undertaken.

The syllabus describes the various activities to be done during this period. At the same time discipline, attendance, various tasks to be done, various activities to be taken, their evaluation, how to interact with students?, how to evaluate? How to monitor text? How to treat each other as colleagues? etc. points are elucidated accordingly.

Mentors play the role of guide, observer, problem solver, mentor, continuous evaluator, planner, executor etc. Also coordinate with school HM, trainee HM, contact teachers from time to time. Observing practice lessons, holding meetings of trainees, attending programs, guiding students as per need etc.

Evaluation is done according to the evaluation criteria given. Active participation of the trainees in each task, relationship with colleagues, attendance, neatness, planning, harmonious work etc. are observed in a consistent and comprehensive evaluation method and are evaluated accordingly. Trainee HM are advised to report confidentially. Also, evaluation is done by discussing with

the school HM , contact teacher from time to time..

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

21

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

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	View File
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.

Before starting the internship, the Head of the internship give detailed information to the students. At the same time information is given regarding how the students will be monitored. For school selection, the school is selected by meeting all the professors, principals and student representatives. Most of the time, experienced teachers observe the practice lessons of the trainees according to their respective subject and give written and verbal feedback to them.

All guide faculty are present full time during first year B.Ed. internship Stage-I. At that time the School HM, experienced teachers guide the trainees. The Principal of the college visit all the schools from time to time during the internship period. Reviews the ongoing activities of the student teachers and give suggestions as needed. The principal also interacts with the school HM, internship Guide professors, experienced teacher.

Principals, professors, school HM's, Contact teachers, experienced teachers of the school non-teaching staff in order to give the trainees more experience from the point of view of becoming a good teacher in the overall school internship. By selecting the post of Head Master, Deputy Head Master, Supervisor and Treasurer among the trainees, the department heads of various departments monitor the work of that department effectively.

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)

Three of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
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	No File Uploaded
Any other relevant information	No File Uploaded
2.5 - Teacher Profile and Quality	
2.5.1 - Number of fulltime teachers against sanctioned posts during the year	
5	

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	No File Uploaded

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

5

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

19

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

97

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

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
 In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

College faculty strive for continuous professional development. New changes in the education sector are assimilated through social media and professional development programs.

media, newspapers, magazines, reference books, conferences, seminars, workshops, webinars etc. Also UGC, N.C.T. E., Govt of Maharashtra -Department of Higher Education, Shivaji University organized Workshop Webinar to understand new concept- changes. OD/DL leave is granted by the college for this. Sometimes TA, D is given by college. Refresher Courses understands these new concepts through orientations, faculty development programs, short term courses etc.

Many online courses are completed by faculty. Through this also faculty try to stay updated professionally. If there is a new concept, it is understood in that context by discussing it formally or informally in staff meetings. After completing a training, the trained professors share the important aspects of the training with other professors.

Sometimes this is discussed with professors from other colleges. Most of the professors in our college go as experts to lecture various subjects at school, college, university level. Also, professors from other colleges are invited to our college for guidance. New changes are presented in the form of papers through social media, newspapers, magazines, reference books, conferences, seminars, workshops, webinars, etc. For example most of the professors have presented papers on National Education Policy 2020. Also participated in various international, national, state level, university level conferences, workshops organized on National Education Policy 2020.

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

An internal evaluation committee has been constituted in the college. The committee is chaired by the principal of the college and two other senior professors are members of the committee. For consistent internal evaluation the college has developed evaluation charts for each practical as per syllabus guidelines.

The college has developed an evaluation register and each

trainee's practical marks are filled by the concerned faculty. Internal marks are filled in Shivaji University online system for this evaluation register.

The marks of tutorial in internal evaluation as well as the marks of internal examination are communicated to the trainees. In other practicums, the relevant professors bring to the attention of the trainees during the evaluation the errors and good points in the report. Those whose practical is excellent are brought to the notice of all the trainees during the class teaching. Also those who have good scored in internal exams and tutorials are appreciated.

In this continuous internal evaluation, every professor evaluates every trainee according to the issues of active participation in practical work, attendance, punctuality, time planning, neatness, coordination, cooperation with others, report writing etc. Point out the good points and improvement points in the trainees. The objectives of the practical and the subject are pursued until they are achieved. Appreciates good grades in trainees. It also discusses the inappropriate behavior of an exceptional trainee. All professors strive for proper improvement in such trainees.

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**

Three 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	No File Uploaded
Any other relevant information	View File

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

Shivaji University, Kolhapur Two Year B.Ed. Course exams are conducted in semester mode. Every semester examination is conducted by the university. Shivaji University declares the result online within 30 to 45 days after the examination. Shivaji University is the popular in declaring the results on time in the entire state of Maharashtra.

After the results of the examination are announced online, if the students have a complaint regarding the result, they have to submit the complaint to the university within seven days. A sample application form for making a complaint has been placed on the University website.

After the University receives a complaint, the grievance is redressed by the Grievance Redressal Committee. A scanned copy of the answer sheet can be obtained by paying the specific fee of the university. Redressal of grievances in evaluation of university examination is done promptly as per university rules.

Students can also apply for re-evaluation of their subject answer sheets. In case of such applications, while re-evaluating the answer sheets, the University shall not inform the re-evaluator of the marks previously checked and awarded. Thus redressal of examination related grievances is done at University level.

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.

The college develops a semester wise academic calendar at the beginning of the year itself. While preparing the academic calendar, Shivaji University instructions considered given in syllabi. The duration of each practical is determined by looking at the number of hours allocated to each practical as per the guidelines given in the courses. Along with this, the instructions given in the syllabus are taken into consideration regarding which practical should be taken at which time. The order of practicals is decided accordingly. During the academic calendar of the practical's which are related to the school, ideas are exchanged with the HM of the schools and accordingly the duration of those practical's is decided.

Time allotted in the Academy calendar is taken into consideration to ensure that the practical's are completed on time. If extra time is required for some practicals, extra time is given in addition to the college time. Every faculty tries to ensure that every student reaches the expected goal of every practical.

Every effort is made to adhere to the scheduled time in the academic calendar. Sometimes slight changes are made as per requirement keeping flexibility.

Internal evaluation is conducted objectively within a given time frame as per the academic calendar.

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.

Shivaji University Two Year B.Ed. curriculum is implemented in college as per the Program Learning Outcomes and Course Learning Outcomes given in the syllabus. According to the tradition of the college, the trainee should become the perfect teacher. For this

it is tried to achieve through practical's given in the curriculum, theoretical courses, study supplementary and extra-curricular programs, community-oriented projects, general orientation, government and organization level programs.

Retired college professor V. N.Bhandare has announced 'Vishwayo Award' to the student who comes in the university merit list or who comes first in the college according to merit. This award is given to the student every year with a cash amount of Rs.1000 and a Memento of honor of the college. Also B.Ed. student who behaves exemplary during the training period is honored with the award 'Ideal Student'. The student who performs exceptionally well is encouraged by giving the 'Appreciation Certificate'. According to each course and practical PLOs and CLOs are reviewed or not. For example B.Ed. First Year semester- One Viva Voce Examination. These aspects are realized by keeping in mind the student performance in the second year semester-four Viva Voce examination. Also, the marks obtained by the students in the internal examination and university examination shows the program learning outcome and course learning outcome. Also placement of students, success in TET, CTET examination also shows the achievement of program learning outcomes and course learning outcomes..

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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 performance of the trainees at the time of entry and the performance after the commencement of the course and the completion of the course shows a very positive change. There is positive increase in the achievement of trainees in internal examinations and university examinations. Micro teaching work builds confidence in trainees right from college. Through various practical's and school programs, leadership skills, courtesy, cooperation, communication skills, sense of responsibility, time planning, stress management, neatness, interpersonal relations etc. are developed.

Every theoretical course and practical or study and practicum program is done with specific objectives in mind. Principal, professors give feedback to the trainees based on the work completed. Appreciates good things and suggests corrective measures to do better. Feedback is taken from the trainee after the completion of the practical's as well as at the end of each semester. So that through feedback, the college tries to organize it better and take action in the next time.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	No File Uploaded
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

18

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	No File Uploaded

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.

The diagnostic test taken by the trainees at the beginning of the course and the change in their acquisition throughout the course duration is B.Ed. Acknowledgment of achievement of course objectives.

Example-1: Kiran Masal is a student of B.Ed. It seemed to complete or not. However, through various theoretical courses, practical studies and extracurricular programs, his interest in this course increased and Kiran Masal became an ideal student in 2020-21.

Example 2 :B.Ed. There was an irregularity regarding the attendance of Syali Khot, a trainee, in the first year semester of the course. After discussing with the principal and all the professors about the marks obtained after the semester one university examination, the information and importance of attendance and active participation was brought to mind. She completed all the syllabus in an active manner in the next three semesters. Therefore, there was a significant increase in her internal examination, internal marks and university examination marks. she also did a good job as the trainee headmaster of the eleven-week school internship phase-2 practical. Due to Corona, this phase was conducted online. In this too, Syali Khot performed excellently as the HM along with other trainees.

Example 3- Prashant Bhosale, a trainee, lacked communication skills. B.Ed. As a result of the course delivered a beautiful thirty minute impromptu speech at the goodwill ceremony. This shows that the study needs of the trainees have been met.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

http://ajcegargoti.info/ajce/pdf/Student_satisfaction__survey_21.pdf

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	No File Uploaded
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 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	No File Uploaded
Institutional Policy document detailing scheme of incentives	No File Uploaded
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	No File Uploaded
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

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

3.2 - Research Publications**3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year****7**

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	No File Uploaded
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National and International conference-proceedings per teacher during the year**5**

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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**

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	View File
Any other relevant information	No File Uploaded

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

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	No File Uploaded
Any other relevant information	No File Uploaded

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

Nil

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

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of the claim along with photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

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.

Nil

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
Report of each outreach activity signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

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

Nil

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

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

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

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	No File Uploaded
Report of each activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratory, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programmes 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

4 Acres Campus area, 4 Classrooms, 1 Laboratory, Seminar Hall, 2 Classrooms with LCD Facility, Wifi system & LAN, Well equipped Lab with 10 Computers, Resourceful Library, High Speed Internet Connectivity, Timely renewal & Maintenance of resources.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	http://ajcegargoti.info/ajce/
Any other relevant information	No File Uploaded

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

858356.5

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	No File Uploaded

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.

Nil

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

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

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File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
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

File Description	Documents
Data as per Data template	No File Uploaded
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

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

nil

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

22

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	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	No File Uploaded
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 V with date and nature of updation in not more than 100 - 200 words

Nil

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	No File Uploaded
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

Nil

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	No File Uploaded

**4.3.3 - Available bandwidth of internet connection in the Institution (Leased line)
Opt any one:**

**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**

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

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)****15045/-**

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	No File Uploaded

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

Nil

File Description	Documents
Appropriate link(s) on the institutional website	Nil
Any other relevant information	No File Uploaded

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
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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	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded

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	
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File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student 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	
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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	No File Uploaded
Any other relevant information	No File Uploaded

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)

File Description	Documents
Data as per Data template	No File Uploaded
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	No File Uploaded
Any other relevant information	No File Uploaded

5.2 - Student Progression

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

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

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

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).****01**

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

5.2.3 - Number of students qualifying state/national level examinations during the year (NET/SLET/ TET/ CTET)**2**

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	No File Uploaded

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

Representative of the student Parliament is Selected on Merit
Member of the student council are appointed by universities law
the principal of this council is the chairman three or four
meetings a year are held under his chairmanship in this meeting
college work conveniences is discussed for example - discipline
planning, physical facilities, hostels problems, various school
activities women's training, problems are presented.

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	No File Uploaded
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
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	No File Uploaded
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

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

development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Nil

File Description	Documents
Details of office bearers and members of alumni association	No File Uploaded
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**

One/Two of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
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

nil

File Description	Documents
Data as per Data Template	No File Uploaded
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded
Any other relevant information	No File Uploaded

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 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

College maintain regular communications through whatsapp with regard to government and educational matters Alumni Association always acts as support system to the college. Every year we conduct at least one meeting by Alumni Association. Every year Association guide and motivate the fresh student for the course

Following contribution Association are made by the Alumni :

1) EPC Enhancing Professional Capacity our Expert alumni put their contribution in guiding the

students for making various types of Teaching Aids Workshop on preparation of Teaching

Aids

2) CET., TET., CTET guidance for second year students.

3) Alumni contribute in policy making. by their representation in the statutory and

academic committee such as IQAC.

Alumni of the college take active part in college activities as resource person and expert.

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

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.

COE regulate various activities adhering to Vision, Mission & Objectives of The Institution. Student teachers and Teaching & non-teaching Staff is Motivated to Participate in Leadership Training by the Shivaji University & Colleges under Led colleges Scheme. IQAC, Students Council, Grievance Redressal Cell, Anti Ragging Committee, Anti Sexual Harassment Cell etc represent students, Teachers & the Staff.

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.

Administrative matters are discussed in a democratic manner. Governing council, Managing committee, Academic Council, Local managing committee through them work is distributed democratically. Also through various committees in college academic and management matters have been decentralized. All committee heads are entrusted with the responsibility of doing good work. It is not interfered.

with all works are completed in time as planned

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.

There is transparency in all work leave is given as per rules biometric attendance is be it staff all students he goes on leave only after giving leave academic audit is done as per rules financial benefits and assistance are provided through the university the result schedules are published on the website

- Financial, academic and administrative audit of the institution is done to bring transparency in the Financial, Educational, Administrative and other functions of the institution.
- The Audit is done at three levels, at government level, institute level and university level.
- The Audit report is presented in front of the College Development Committee. The committee members are consulted and discussed about the Audit as well as the purchase committee selects the quotation as lowest price of the item.

The Institute maintains transparency in its financial, academic and administrative functions

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

Nil

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://ajcegargoti.info/ajce/ManagingCommittee.aspx
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policy, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

- The institute has different institutional bodies there are Mouni Vidhyapeeth Governance Council Management Committee and IQAC. student council subject committee Grievance redressal committee research committee etc.
- The functions of these institutional bodies are effective and efficient in terms of policies, administrative setup, appointment and service rules and procedures etc.
- All the recruitment is done by Government of Maharashtra, UGC, N.C.T.E, BOS and University Act 2016 and the circulars issued by them.
- All the rules and regulations are implemented in the college.

As per the rules of UGC, BOS, NCTE and Government of Maharashtra all the recruitments have been done and their policies and rules and regulations are implemented

File Description	Documents
Link to organogram on the institutional website	http://ajcegargoti.info/ajce/ManagingCommittee.aspx
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

All of the above

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	No File Uploaded
Annual e-governance report	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meeting 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.

IQAC and all other committee - their meetings are held

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	No File Uploaded

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

Welfare measures for teaching and non-teaching staff are effectively implemented in this institution. This institute provides following welfare measures for the teaching and non-teaching staff, namely Co-operative Bank, Co-operative Consumer Bhandar, Open Gym, Credit Institute, Play Ground, Agriculture Department for purchases of vegetables, milk, fruits.etc. Group insurance, staff canteen, Loans for staffs and Mahatma Phule Sahitya Hall (Multi-Purpose Hall) for staff to organize various events.

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

nill

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

6.3.3 - Number of professional development /administrative training programmes organised by the institution for teaching and non-teaching staff during the year.

nill

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

nill

File Description	Documents
Data as per Data Template	No File Uploaded
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 more than 100 - 200 words.

PBAS from are filled

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

any, during the year in not more than 100 - 200 words

This institute conduct internal and external financial audit regularly. This audit is done at three levels at government level, institute level and university level. Audit committee examines financial things of institute and gives the reports and objection on it if necessary. The institute compliance their objections and rectify their mistakes.

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	No File Uploaded
Any other relevant information	No File Uploaded

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

nill

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

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

Nill

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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 200 words

The Quality assurance strategies adopted by the institution for quality assurance through IQAC as follows:

- Conducted workshop on Pranayama
- Organized food festival under drama and arts in education
- cultural events organized on various aspects during internship
- conducted best practice on skill in microteaching
- organized students centered EPC activities

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	No File Uploaded

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.

All staff members use Students Centered methods of teaching and Learning. IQAC helps to use of ICT

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	No File Uploaded

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

04

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
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	http://www.ajcegargoti.info/ajce/pdf/IQA2019-20.PDF
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.ajcegargoti.info/ajce/igacreport.aspx
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

nil

File Description	Documents
Relevant documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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 power requirements in not more than 100 - 200 words.

Our college received Vanashree award by Government of Maharashtra

We have 65 acres beautiful green campus with healthy & pollution free learning environment. We use conventional energy but non conventional resources will be set up in future. we have power back up system for use of ICT in the classroom.

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

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

Our students prepare Soshah Khadds for preparing Compost Khat ,Wehave manage campus collecte waste by students social service per week. Grampanchayat Gargoti also help us in this work. Our student organize Gram Swachata abhiyan on some special days such as Mahatma Gandhi Jayanti, Sant Tukodji maharaj Jayanti-Punyathiti etc.

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

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain	None of the above
-----------------------------------------------------------------------------------------------------	-------------------

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

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

Our College located in a Natural & Beautiful Hilly area which is rich in having Plants , Floral Trees, Coconut trees etc. Sanitary arrangement is good in our college .Our peons maintain cleanliness of the campus. College area is pollution Free, there is big Playground , Multi purpose Hall, Central Library, judo Hall etc are located in healthy atmosphere . pupil teacher plants plants take care of in in Mouni Vidyapeeth Campus. Overall Maintenance is done by our apex Institution. Asthavana Vibhaj is set up to do these works . our students, teachers , Non teaching staff etc are helping hands in maintaining cleanliness of the overall campus.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

7.1.6 - Institution is committed to encourage green practices that include Encouraging use 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

Three of the above

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	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

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File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
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

Mouni Vidyapeeth is established as a Rural University by Dr. V. J. Patil saheb and International Educationalist Dr. J/. P. Naik. The motto of MV is Dnyan Seva and Tyag. the name Mouni vidyapeeth is taken by the name of Mounin Maharaj a spiritual teacher of Chatrapati Shivaji maharaj on Victory over Southern region. there are 110 villages in Bhudergad taluka. students from each village come to Mouni Vidya peeth to take education. People from each village are keenly connected to our Institution. motto of our institution is Rural reconstruction through Education and Education through rural reconstruction. Community Politeinic, Gram sevak Training Centre, Composite Training Center, Sati Vibhaj, Agriculture Unit, Balva Anganwadi sevika Prashikshan etc are the centers of learning for

all local community. the economics of Bhudergad Tauka is linked with our Institution.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
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 web) Describe any two best practices successfully implemented by the institution as per NAAC format

The Institution: Acharya Jawadekar College of Education , Gargoti

Title of the Practice: Yoga Workshop

Objectives: (1) To improve health and hygiene of student teachers

(2) To develop physical and mental health of student teachers

(3) To develop physical Flexibility

(4) To develop physical endurance

(5) Holistic development of personality

Need of the Practice: According to NCFTE2014 Yoga is an important means of holistic development of students personality. It is a separate component for 25 marks in Semester III and one of the units in semester IV i. e. Benefits of Yoga for Body & Mind. Yoga is the best solution to maintain health & hygiene. It is the tool for complete rejuvenation of human body and mind. It is the science of all round development of personality. Yoga develops physical personality, mental personality, emotional personality, spiritual personality & each and every aspect of human personality.

Description:our COE Professor Dr. P. B. Darade is a certified Yoga Teacher who conducts Yoga sibil for our students regularly. Asana, Pranayama, Meditation, Purification kriya, etc have been taught to the students. Padmasana, Siddhasana, mandukasana, Makarasana, mayurasana Setubandhasana, markatasana, Matsyasana, pawan Muktasana, Virasana, tadasana, Vrukshasana, Naukasana, etc have been taught to students. bhasrika, Kapalbhati, Ujjayi, Bahiya Pranama, Udgat pranayama, Shitali, shikari pranayama etc have been taught in the workshop. Students are trained on Patanjali's 8 sutras such as (1) Yama (2) Niyama (3) Asana (4) Pranayama (5) Pratyahara (6) dharana (7) dhyana and (8) samadhi

The Resources: Yoga Darshan by Maharshi Patanjali, Sudhikriya K. Yoga Journal, Yoga Mat, water Bottle, Napkin, Yoga dress, Natural dietary habits.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

Our college is a wellknown teacher training college in the state of maharashtra. Students from every corner of the state prefer our college for their training. percentage of Our alumni student working as teacher, Headmasters, BDO, Education Officer, State Director of Education, Professor, Principal etc. is comparative higher than other training institutions in the state. our products are having demand in teaching industry from primary ,secondary territory level. it is reported that our students have been given preference in teacher selections in Government and Non Government Institutions. Our students have been selected by MPSC in Examinations, NET/ SET Examinations/CTET Examinations , etc.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File