YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	Acharya Jawadekar College of Education,Gargoti
• Name of the Head of the institution	Dr.P.B.Darade
• Designation	In Charge Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	Yes
• Mobile No:	02324-220079
• Registered e-mail ID (Principal)	ajce_gargoti@rediffmail.com
• Alternate Email ID	aj179cl@unishivaji.ac.in
• Address	Hu. Murlidhar Nagar, Gargoti, Dist: Kolhapur
• City/Town	GARGOTI
• State/UT	Maharashta
• Pin Code	416209
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	**Rural**
• 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.	**02324-220079**
• Alternate phone No.(IQAC)	**02324-220654**
• Mobile (IQAC)	**7743931426**
• IQAC e-mail address	**ajce_gargoti@rediffmail.com**
• 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/pdf/AQAR%202020-2021%20Final%20Submitted%201.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%20Calender%202021%20-22.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B++**	**82.25**	**2004**	**04/11/2004**	**04/11/2009**
Cycle 2	**B**	**2.19**	**2013**	**05/01/2013**	**04/01/2018**

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/PMMMNMTT etc.

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

8.Whether composition of IQAC as per latest NAAC guidelines	Yes	
• Upload latest notification of formation of IQAC	View File	
9.No. of IQAC meetings held during the year	7	
• 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?	Nil	
• If yes, mention the amount		

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

Conducted Yoga Workshop Cultural events organized on various aspects during Internship Field visit and Educational Tour organized to English Medium School TET / B.Ed CET Guidance Case Studies Celebration of Specials Days Student counselling

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

Plan of Action	Achievements/Outcomes
Visit to Innovative School	Study of School Practices
Case Study	Study of Students Personality
CET/ TET Guidance	Good Intake to B.Ed course
Students Mentoring	Solved Students Problems
Cultural Events	Personality Development of trainee teachers

13.Whether the AQAR was placed before statutory body?	No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	10/01/2023

15.Multidisciplinary / interdisciplinary

B.Ed. course is a Multi disciplinary course in Nature. B. Ed. students studies varies Multidisciplinary courses such as Horticulture, Event Management, Agriculture based Units, Hospitality Management, Science & Technology, ActionResearch, Communication Technology, Environmental Studies, Counselling, Classroom Managenent, Nutrition garden, etc in Semeseter I to IV

16.Academic bank of credits (ABC):

Not Applicable as per Shivaji University guidelines.

17.Skill development:

Our student studies Life skills, Communiction skills, ICT skills, Observation skill, coping with stress under Models of Teaching Workshop, Experimental skills in Psychological Testing Workshop, Health and Hygins skills in P. E. Workshop, Anchoring Skills, LSRWC in Language Groups. Social Skills, Group Processing Skills,

Information Transfer Skills. Inductive Deductive reasoning etc.

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

EPC, Language Across the curriculum, Yoga Workshop, Indian Culture, Drama & Arts, Language Teaching Methods in Marthi /Hindi we focus on Indian Wrtiers such as V. S. Khandekar, P. L. Deshpande, Kusumagragh, R,. G. Gadkari, and various Literary aspects in Hindi And Marathi. Mathod Masrer conducts various Programmes in this regard.

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

Shivaji University Prepares B. Ed. Syllabi in Which Programme Lerning Objectives(PLOs) and Course Learning Objectives are Given. Overall 4 Semester course is designed a sper the Out Come Based Education(OBE)

Learning outcomes are tested through Theory , Practicum, Viva Voce Exam, Sessional Works, Tutorials, Internship etc. CCE toolsare used by all Teachers in their respective subjects.

20.Distance education/online education:

We have YCMOU B. Ed. Course in which we use Distance mode. Some times we use online mode to devise meetings and communications to our regular tudent also. ICT tools are used by all trainees .

Extended Profile

2.Student

2.1 Number of students on roll during the year	**94**

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

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

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

2.3	**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

48

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year | **48**

File Description	Documents
Data Template	View File

2.6

46

Number of students enrolled during the year

File Description	Documents
Data Template	View File

4.Institution

4.1

753182

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2

13

Total number of computers on campus for academic purposes

5.Teacher

5.1

5

Number of full-time teachers during the year:

File Description	Documents
Data Template	View File
Data Template	View File

5.2	**9**
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Shivaji University Board of studies(BOS) prepares B. Ed. Curriculum. Principal Dr. R. D. Belekar , Dr. P. B. Darade, DR. P. S. Desai, Dr. R. K. Shelake participated in curriculum revision Proess of the University . Action research, Visit to Innovativ school, and Models of Teaching, Community Based components have been revised by the committee.

Our college is affiliated to Shivaji University, Kolhapur, so the B.Ed. Syllabus designed by Shivaji University is implemented in our college. After the admission, the Principal takes a meeting of all the Faculty and discusses the theory and practical part in it. Syllabus is distributed to all Faculty. Visits to innovative study centers in schools within the college campus are selected for internships, action research, sessional work and Practical activities. While selecting the students for Internship Practicum, an attempt is made to give the majority of the students schools in the area from which the students come. According to the syllabus and implementation of the syllabus, alumni feedback is taken. Changes are made according to the circulars from the university regarding the syllabus. Festivals are considered while conducting any practical in the college. Alumni of the college to cater minor physical facilities help. The university has made minor changes in the B.Ed. Syllabus that change Showing to Faculty and Students on Notice board and College Website .

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	A. All of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and	A. All of the Above

students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

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/Course_Outcome_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	[View File](#)
Any other relevant information	[View File](#)

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

9

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_Syllabus.pdf

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

`00`

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

`01`

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

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

`19`

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

`19`

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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	View File

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

25

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

15

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

1.3 - Curriculum Enrichment

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

B. Ed. Course includes Foundation courses as well as elective

courses such as Philosophical and Psychological foundation of Education , Currriculum and Pedagogical Studies which helps to understand Teacher Education field coherently. It includes Childhood & Growing up, Contemporary India and Education, Learning & Teaching, Knowledge& Curriculum Gender School & Society, Creating Inclusive School etc. To develop Life skills, Emotional Intelligence Enhancement in Professional Capacities(EPC) Practicum Course, Viva Voce Exam , Sessional Works etc. helps to develop Procedural Knowledge of the Trainees. For Capacity to extrapolate, School Internship EPC units , Reading & Reflection i. e. Drama & Art helps in this regard. Overall Semester wise Practicums are rightly paved to develop curriculum enrichment activities. Education for development of Life skils prevals todevelop critical thinking,Collobration & ICT skills.

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

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

Contents on Education & Diversity, Status of Indian Education in Pre & Post Independene Era, School as social community comparative studies etc aims to understand Development of School system. Functinal diferences are understood by our students through case studies, Interview of school HM , Teacher and Administrative officer. Assessment systems are studied by our students in Semester II course 7 i.e. Assessment for Learning, CCE tools, Open Book Exam, Portfolio asessment , Group work , Policy Perspective on Evaluation by NCF2005 etcave been studied and practiced in Internship schools . Norms & Standerds have been studied in Subject based assessment practices in pedagogy Papers. Statewise variations and International Perspectives are studied by our students in Visit to ICS Board , CBSE Board schools, Sainik Schools, Semi English Medium schools,

Special schools etc.

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

Following Experiences helps to consolidate professional Knowledge of our students: Sessional work, EPC s such as Reading and reflaction on text,Drama & Arts in Education,critical understanig of ICT,Understating the self,Language Across School Curiculum, Field Engagement, Internship, Health & Physical Education, Action research, Workshop on Constructivism, Educational Tour, Project related community work, Critical Understanding of ICT, Workshop on Yoga , Diagnodtic Test, Lesson Planning Workshop, Doagnostic and enriching teaching Skills Workshop , Simulated teaching Workshop, Teaching Aids workshop,genearl orientaion etc enable our students profissionally excelent in various aspects of Teacher Education field.

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
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	**Four of the above**

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

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	No File Uploaded
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

46

2.1.1.1 - Number of students enrolled during the year

46

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

25

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

8

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

10

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

10

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

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

Maharashtra State CET Cell while giving admission. CET proceeds at the state level. The said CET proceeds as per the rules of NCTE. Teacher Aptitude, Mental Ability and General Knowledge 100 Marks Test conducted on state level. Admission in CET is given on the basis of merit scoring more than non zero.

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 their slow, average and highly skilled learners. Necessary references are given. Counselling 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. Departmental trainees in various groups have arrangements through the academic calendar to check which programs they want to take up for the year. It is implemented. Also programs to some extent. Some of the programs of the teaching methods are celebrated by the clubs. Efforts have been made to increase the capacity that is being used. Academic support was provided through various teaching, workshop, group work, library work, teaching, guidance, as well as effortful guidance and counseling strategies for their development.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic	Four/Three of the above

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

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

1:16

2.2.4.1 - Number of mentors in the Institution

6

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

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Sr.No.

Pedagogy of School Subject

Multiple Teaching -Learning Modes included in B.Ed.Syllabus

1

English

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

2

Science

Instructional approaches of Science

a) Questioning- Open Ended Questions (HOT Questions)

b) Assignment

c) Programmed Instruction

d) Practicum

e) Modular Instruction

f) Computer Assisted Instruction (CAI)

g) Collaborative/Co-operative learning Strategies- Learning together, Jigsaw

technique

3

Mathematics

Facilitating learning mathematics (

a) Maxims of teaching Mathematics

b) Procedure, Merits and demerits of following Methods of teaching Mathematics

Inductive - Deductive

Analysis - Synthesis

Laboratory

Heuristic

Problem Solving

Project

c) Preparation of lesson episodes based on Five E model – engage, explore, express, expand,

evaluate

d) Application of Models of teaching in classroom: Concept attainment model , Advance organizer

model and Inductive Thinking Model

4

History

PEDAGOGY OF TEACHING HISTORY

a) Maxims of Teaching.

b) Methods – Narration, Story-telling, Source, Lecture, Discussion, Project, Dramatization.

c) Strategies – Team-teaching, Supervised study, Computed aided teaching, cooperative learning

strategies.

d) Models of Teaching – Role playing model, Concept attainment model, Enquiry training model.

5

Geography

Teaching strategies in Geography.

a) Methods : lecture, story observation, journey, regional methods.

b) strategies : discussion, group discussion seminar, learning habits.

c) Maxims of teaching

d) Content – cum Methodology

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 with 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 year

50

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	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://quizzory.in/id/61e1acf45d6ead3cac052695
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 and 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, learning-teaching of theoretical courses and interaction with trainees.

For this purpose, in the groups that are formed during each practicum, the respective group teacher educators, the trainees in that group are constantly striving to achieve the objectives of the practicum. According to the practicum, 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 keeper etc. as per the guidelines in the practicum.This entire process is continuous. Guidance, counseling is done in group as well as individually as per requirement. Pedagogical teacher educators and counsel the trainees of that particular pedagogy. Also, as planned at the beginning of the year, mentor mentees are in regular internship with each other to review progress, resolve issues, and praise a member of the mentor group for outstanding performance.

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.

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

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	Four 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

Teaching learning process

Nurtures

B.Ed. course an opportunity is given to create creativity in the trainees through the implementation of practical's in the course and the teaching-learning of the theoretical course. For example, the professor explains the definitions of the concept of teaching by various experts through various examples and the trainees are given the opportunity to create their own definitions by studying the

definitions of various experts and enjoy the fact that the trainees create such self-definitions.

Creativity

During the pre-planning, actual implementation and post-internship of the school internship practicum, the trainees try to learn, evaluate and guide the school students in various innovative ways.

Innovativeness

In lesson planning, the trainees have to carefully arrange the core elements, values and life skills in the content analysis. All the information related to the ten life skills mentioned by WHO is 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

College professors know the background of the trainees from the time of admission. Problems are solved by discussing various problems. 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 intellect provide individual as well as group guidance to the trainees with slow learning speed.

Empathy

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning	Seven/Eight of the above

Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded

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 | Six/Seven 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	No File Uploaded

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback	All of the above

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	Three 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	Four of the above

both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	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 ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	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 for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

A two-year B.Ed. School internship is a very important practicum part in Shivaji University curriculum. The curriculum in first year-semester-2 consists of a twelve day in-school internship phase-one. An eleven-week school-internship phase-two is offered in Second Year -semester -3. In our college the planning of internship it is done in a very disciplined manner as per the guidelines given in the syllabus. Because the school internship gives the trainees a real experience of the various responsibilities they have to perform as school teachers in the future.

As our college effectively plans and implements school internship, there is a demand for internship of our college trainees from schools in the college area as well as other talukas. Many times this demand is done over the phone, through face to face meeting. The college is proud of this.

1. Selection/identification of schools for internship: participative/on request-

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. Also, schools are selected by consensus considering the demands made by the schools as well as the distance of the college from the school.

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

48

File Description	Documents
Data as per Data Template	*View File*
Plan of teacher engagement in school internship	**No File Uploaded**
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	

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.

Head of the internship gives detailed information to the students. At the same time information is given regarding how the students will be monitored.

After selecting a schools for internship, a meeting is held with the Principal, Contact Teacher, Principal, Professor, Student Representative Education Officer/Group Education Officer of the school. In this meeting, all the information regarding the internship is given to all those present in the meeting. Shivaji University B.Ed. Internship Practical Phase-I is in B.Ed. First Year IInd Semester as per syllabus guidelines. Simultaneously, only the internship stage-2 Internship has been included in the second year and third semester as well. Meetings are held during the school internship implementation of both times. At the same time, the experienced teachers in the school also supervise and guide according to the need.Also, communication, supervision and guidance are done from time to time by making WhatsApp groups of the each school. Problems of students are solved on the phone.

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.

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.

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

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

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

2.5 - Teacher Profile and Quality

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

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	**No File Uploaded**
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

20

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

101

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 1.   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, 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, DA 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. Each practical is evaluated according to this chart. The developed evaluation charts are submitted to the evaluation committee after filling them.

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 from this evaluation register. The hard copy of internal marks filled in the online system is submitted to the university under the signature and stamp of the Principal and Head of Evaluation Department.

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. Their answer sheets are brought to the attention of other trainees.

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.

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

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	**No File Uploaded**
Documentary evidence for remedial support provided	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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 practical 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 the 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 Associate Professor V. N.Bhandare has announced 'Vishwayogi 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 Momento of the college. Also B.Ed. student who behaves exemplary during the training period is honored with the award of '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 the university examination shows the program learning outcome and course

learning outcome. Also placement of students, success in TET, CTET/SET/NET/Ph.D. examination/degree also shows the achievement of program learning outcomes and course learning outcomes.

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

2.7.2 - Pass percentage of Students during the year

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

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

The 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 a 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.

During the training period, by reviewing it frequently, one tries to enhance the abilities and overcome the limitations. During a micro-teaching workshop, the trainee speaks for one to two minutes during the first skill. The fact that the same student speaks fluently for forty-five to fifty minutes in the last phase of the training period is an example of the achievement of the objectives of this course.

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

46

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

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

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.

Diagnostic tests are conducted according to each teaching method. It

is evaluated and remedial teaching is done accordingly keeping in mind the difficulties /weaknesses of the trainees. The performance of students in semester one is seen to improve in the other three semesters.

In 2020-21 three students namely Ajinkya Patil, Akash Bhosale and Shivaji Gawde failed in the first semester practical. But the principal and professors of the college guided and counselted him from time to time and passed the next three semesters with good performance.

File Description	Documents
Documentary evidence in respect to claim	**No File Uploaded**
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-2021-22.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	<u>View File</u>
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	**Three of the above**

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

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	**All of the above**

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

6

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 / International conference-proceedings per teacher during the year

1

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

20

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

47

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

109

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

109

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

Students Teacher Orgnized Gram Swachata Abhiyan as a social work ,also arenged penshinors days, to respect penshinors, arrgened international postal day in the honour of postworker & for new inforamation about post facilites students teachers observed gram problems & facilities

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

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

0

File Description	Documents
Data as per Data Template	View File
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

0

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

0

File Description	Documents
Data as per Data Template	View File
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, other universities, industries, corporate houses etc. during the academic year

01

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

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

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	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

4 Acers Campus area, 4 Classrooms, 1 Laborary, Saminar Hall, 2 Classroom with LCD Facility, Wifi system & LAN, Well equipped ICT Lab with 10 Computers, Resourceful Library , High Speed Internet Connectivity, Timely renual & Maintainance of resources.

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

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

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

2

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	**Nil**
Any other relevant information	**No File Uploaded**

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

253582

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	**No File Uploaded**
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

nil

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	**One of the above**

File Description	Documents
Data as per Data template	[View File](#)
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)

2125

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

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

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

21

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	http://ajcegargoti.info/ajce/pdf/liybrary%20 reader%20register%202021-22.PDF
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	Two of the above

File Description	Documents
Data as per Data Template	[View File](#)
Any other relevant information	**No File Uploaded**

4.3 - ICT Infrastructure

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

ICT Facilities are updated through out year 2021-2022 and wi-fi updated on 10/04/2021 wi- fi router D-link 300mbps speed 2.4.ghz, D-link qute -6 cable, inculeding installing charges

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	[View File](#)
Any other relevant information	**No File Uploaded**

4.3.2 - Student – Computer ratio during the academic year

7:1

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**D. 50 MBPS - 250MBPS**
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	**One of the above**

File Description	Documents
Data as per Data Template	View File
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)

00

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	**No File Uploaded**
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

Shri Mouni Vidyappeeth ia our Apex Institution which help the COE to Maintain Physical, Academc and support facilities. We develop Science science and Mathematics Laboratories through UGC Grant, Donation from Alumni Students , YCMOU Alumni Students etc. College DEvelopment committee , Library Committee, Purchase Committee, GymKhana Committee, Students council, takes decisions to maintain these facilities. Governung Council, Management Council helps to develop the required apharatus.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.ajcegargoti.info/ajce/#
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	**Five fo the above**

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	**No File Uploaded**
Photographs with date and caption for each initiative	View File
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	**Seven/Eight of the above**

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

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

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)	**Four of the above**

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
16	08

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	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).

08

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

05

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

The members of the student Council are elected democratically as per SUK rules the selection is done under the guidance of the Principal. Various programs are organized in the college on behalf of The student council It includes curricular as well as co-curricular programs

Composition of student council – One student from each field is selected in the board. For example - cultural, Sports, N.C.C. N.S.S. etc

The student Teacher who secured the highest marks in the previous academic year is selected. as class representatives.

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	View File
Any other relevant information	**No File Uploaded**

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

26

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

5.4 - Alumni Engagement

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

Alumni Association of the college is functional since 2010 which helps in the financial contribution and advice for the placement, motivation for the student teachers, student mentoring etc. Our Alumni Association is registered.

Alumni Association always takes part for motivating the freshly enrolled students. It suggests the name of some Alumni to conduct different activities. Our Alumni are always ready to work as a Resource Person. They guided the student-teacher in Enhancing Professional Capacities (EPC), Placement activity, Teaching Aids

Workshop etc.

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

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

Five/Six 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	**No File Uploaded**
Any other relevant information.	View File

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

2

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	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 the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Shri Mouni Vidyapeeth's

ACHARYA JAWADEKAR COLLEGE OF EDUCATION, GARGOTI

Reaccredited 'B' by NAAC (2013)

5.4.4

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 a resource person and expert.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The college is having reflective & effective leadership in the form of Trangular leadership in shri Mouni Vidyapeeth i. E. Governing Counci, Management council and Advisary Committee. The principal of the college is the member of Advisory committee. Advisory committee giv eadvise to Management committee and The management committee execuite the guidelines in access to the vision Mission & goals of the college . DNyan, Seva, Tyag are the common goals of Shri Mouni Vidyapeeth . Mv Pertains institutional Vision < Mission & Goals . MV helps to fulfill these thrrouh Various programmes.

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. work is distributed democratically through various committees in the college. academic and managerial matters have been decentralized. all committee heads are entrusted with the responsibility of doing good work it does not interfere with all works being completed in time as planned The work of our institute is decentralized and participatory. The hierarchy of work distribution is, the upper authority is shri mauni Vidyapeeths Governing Council, Management Committee, Advisory Committee, College Development Committee (CDC) IQAC Committee, and Student Council. there are various committees in the college. These are the Subject committee, Cultural committee, Gymkhana committee, Sexual harassment Committee, Grievance Redressal Committee, Research Committee, etc.

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, and biometric attendance is to all staff and students. the academic audit is done as per rules, financial benefits and assistance are provided through the university, and 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, the government level, the institute level, and the university level. The Audit report is presented in front of the College Development Committee. The committee members consulted and discussed the Audit as well as the purchase committee selectsthe quotation as the 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	<u>View File</u>
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

strategy plan of theinstitute : planning to construct new COE building LMS CCTV Library Automation Language Lab Parking shed waterpurifier campus beautification college informed the mangement committee about implemenatation of the strategy plan. management willtake to implement the plan. parking shed, water purifier and campus beautification plan is effectively deplaoyed.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.ajcegargoti.info/ajce/pdf/Strategy%20plan%20of%20the%20institute.PDF
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 policies, 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 Differents institutional bodies there are Mouni Vidhyapeeth Governance Council Management Committee CDC 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, service rules, and procedures, etc. All the recruitment is done by the Government of Maharashtra, UGC, N.C.T.E, BOS, and University Act 2016 and the circular issued by them. All the rules and regulations are implemented in the college. As per the rules of UGC, BOS, NCTE, and the 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/organogram.aspx
Documentary evidence in support of the claim	**No File Uploaded**
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 Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	**All of the above**

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

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

college has different committees.

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 the 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, and fruits. etc. Group insurance, staff courter, Loans for staff, Mahatma Phule Sadan 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

00

File Description	Documents
Data as per Data Template	View File
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 organized by the institution for teaching and non-teaching staff during the year.

00

File Description	Documents
Data as per Data Template	View File
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

02

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

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

PBAS forms are filled by teachers in each Academic Year. Selection of teachers for selection grade, Reader, Senior scale , Associate professor , Professor is done according to PBAS by Shivaji University, Kolhapur. The PBAS System includes the indicators regarding category (A)Teaching Learning & Evaluation related Activities catregory (B) includes Cocurricular, Extension & professional Development Activities. Category (C)Includes Research & Academic Contribution. There is Code of conduct and Self Appraisal prepared for Non TYeaching and Administrative Staff. It includes Administrative Complainance, College records, Audit, Income tax & Filling of 16 No. forms & Income tax Returns, Service records of all staff, financial records, Institutional records etc. There is self Appraisal for Nonteaching Staff also Which includes service

activities provvvvided by the stafff to Teachers , students, socierty and all stakeholders.

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

6.4 - Financial Management and Resource Mobilization

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

.This institute conducts internal and external financial audits regularly. This audit is done at three levels government level, institute level, and university level. The audit committee examines the financial things of the institute and gives reports and objections 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 averaged over the year (not covered in Criterion III)(INR in Lakhs)

00

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

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

Nil

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 100 - 200 words

The Quality assurance strategies adopted by the institution for quality assurance through IQAC are as follows: Conducted workshop on Pranayama Organized food festival under drama and arts in education cultural events organized on various aspects during the internship conducted best practices 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	View File

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

The institute reviews its teaching-learningProcess periodically through the IQAC committee by following ways,

- **Feedback form is filled by the students.**
- **Various issues related to teaching learning process are discussed in IQAC meeting.**
- **The problems are resolved and appropriate action is taken.**
- **Instructions are given to teachers and students to maintain the quality of teaching and learning**

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

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

04

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

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	**Three of the above**

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/IQAC%20Meetings%20and%20Action%20Taken%20Report%20final.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.ajcegargoti.info/ajce/iqacreport.aspx
Consolidated report of Academic Administrative Audit (AAA)	**No File Uploaded**
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	**No File Uploaded**
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 its power requirements in not more than 100 - 200 words.

our college consume lees electricity to run the equippments in th ecollege. We have reduced electric bill from 2600 to 1550 in the academic year 2021-2022. Our peon take care to switch off the elcctric equippments , computers, fans and tube lighte whenever not necessary. COE has placed fibre plates to receive sunlight in all classrooms.

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

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

We classify the waste in different beens and Grampanchayat Kachara Gadi collects it . We have a shoush Khadda in our campus where we place classified garbage. Garbage beens ar eplaced in the classrooms in which student put garbage.

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
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	**Three of the above**

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 water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	**Two of the above**

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 campus is green covered . There are more than 150 trees and plants which keeps cool and healthy atmosphere. We do

planttation by Participating in Various campigns of the State Government . Overall college campus is clean, green, pollution free healthy and Hygenic. the college have appointeed separate person to look after the cleanness in Sanitary arrangements.

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

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	[View File](#)
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)

16165

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

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

Local Resources such as Shahu Library, Parulekar Central Library, ICRE Workshop, D. Ed Library

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	<u>View File</u>
Web-Link to the Code of Conduct displayed on the institution's website	<u>View File</u>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<u>View File</u>
Details of the Monitoring Committee, Professional ethics programmes, if any	<u>View File</u>
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

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

Title: Interview of Experienced History Teacher

The Institution: Shri Mouni Vidyapeeths Acharya Jawadekar college of education, Gargoti

Objectives :

1. **To acquaint with the attributes of History teacher through Interview.**
2. **To understand challenges before present History Teacher.**

Need : Knowledge and skills of student teachers need to improve.

Description :

History students interviewed a well known Head master Dr. S. B. Shinde who is M. A, M. Ed. M. Phil. Ph. D. Our students' hels structural Interview of the teacher. 40 questions have been asked.

Resources: Classroom

OUTCOME:Development of interaction skill

Requirements

Research guide, Reference books, Internet connectivity, mobile, classroom etc.

Practice -2

Title: Diagnostic Testing & Remedial Teaching:

Objective: To enhance content Knowledge of student Teachers

The Practice:All method masters conduct Diagnostic test at the entry point. Subject knowledge and skills are tested through a paper pencil test. Students performance is categorized as Basic, below basic Average and Advanced.Guidance is provided by all teacher educators in their pedagogy paper and extra lectures are also conducted for the purpose.

Evidence of Success In Semester IV student teachers are found competent in their respective fields.

Resources: T-L Resources

COE : AJCE,Gargoti

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	**No File Uploaded**

7.3 - Institutional Distinctiveness

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

Shri Mouni Vidyapeeth is the distinctive institution established as RURAL University according to Mahatma Gandhias concept of Education. It is established byDR. V. T. patil and internationally acclaimed Educationalist Dr. J. P. Naik in 1942. Achaaarya Jawadekar College is one of the sister institution of shri Mouni Vidyapeeth. Acharya Jawadekar College of Education is the well known tteacher training college in the state of Maharashtra. Rural reconstruction through Education and Education through Rural Education is the Motto ofShri mouni vidypeeth. Our college adhers the values such as Punctuality, Democracy, Equality of sexes, Scientific Temper, Social Commitment. Self Descipline , Protection of Human rights, International Understanding etc. Alumni of our college are playing vital role as teachers, Head masters, Educatioal Officers, Priccipals, Professors etc.There is a great demand for the product of our college . Our studentsare given preference in appointments all over the state and across the country.

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