



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

D.K.SHINDE COLLEGE OF EDUCATION GADHINGLAJ

MAL MARUTI KADGAON ROAD GADHINGLAJ

416502

www.dksg.co.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The college was founded by Dr. A. D. Shinde, director and managing trustee of the SIBER Institute, in honour of his father Mr. Dirkarrao K. Shinde, a prominent educator and social reformer of the period.

On October 4, 1901, the late Dirkarrao K. Shinde was born. D. K. Shinde was referred to as the Dinkar Master. He achieved first place in Karveer Sansthan after passing his vernacular final.

He founded a school for the impoverished in Kasba Nool, close to Gadhinglaj, when he was 19 years old. He has contributed significantly to the poor community. He used a suitable quotation. , 'I am a teacher, and teachers don't build houses; rather, they help students develop their personalities'.

He has done a lot for the underprivileged, including opening a temple, establishing a post office, bazaar, road pools, free medical checks, and a cooperative society for the improvement of the underprivileged.

In 1990, D.K. Shinde College of Education was founded. Since 1990, this college has had a prosperous tradition. The institution has a history of outstanding performance and quality, and it is a source of great satisfaction to be recognised as a college of quality and repute with rich physical amenities. The college has been successful in the university's merit list and category.

For all of us, this is a source of pride. It is the first independent college in Shivaji University to receive a B grade in the second NAAC cycle and to be registered with the UGC under 2F and 12B.

The institute's participation is necessary for the college to move forward and be successful. All the members of Cyber's Board of Trustees put forth a lot of effort to enhance Dr. A.D. Shinde's legacy.

DKSG actively participates in community services and extension work in order to promote the holistic development of teacher trainees. The institute attained unprecedented heights and anticipates developing a new group of teachers who will alter the viewpoints and knowledge of the coming generation.

Vision

VISION

To be a school that prospective teachers choose first

Mission

MISSION: 1. To provide student teachers with teacher education and training in general, especially those from and surrounding western Maharashtra, which is primarily rural.

2. To instil confidence in and inspire staff members to effectively meet the demands of the student-teacher

community and society at large.

3. To give teachers access to resources and training to improve their abilities.

4. To best prepare the student teachers for the challenges they will face in the future.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Skilled and Qualified Faculty.

Situated in the Gadhinglaj Taluka and conveniently reachable via roads.

The clean and quiet campus

Programmes for improving personality development skills, self-study courses, and courses that provide value.

Extension and community outreach initiatives.

Training in career guidance and counselling for competitive exams (TET/CET) Innovative student internships, visits to organisations, and action research

Facebook page and a channel on YouTube

Grievance Redressal Cell

Student Council is active.

Functional agreements with other reputable educational institutes

Strong feedback system

learning and teaching that is focused on the students

Strong alumni involvement and financial and academic assistance.

Infrastructure with good spacing.

Continuous and thorough internal assessment

Electronic library resources

A college campus has classrooms that are technologically advanced.

Scholarship for Students

An effective strategy for monitoring and feedback.

Solid ties with practice teaching schools and good rapport.

Initiatives for collaboration are carried out both with regional and international entities.

Institutional Weakness

Having recognition through 2f and 12 B College faces challenges when applying for government funding.

Low Demand Ratio of Students for B. Ed. Programme.

Even though grants are awarded to the colleges founded before 2001, there are still challenges.

Admissions to and exams for B.Ed. programmes are impacted by State CET Cell delays in the admissions process.

The students diverge in this process and move towards alternative courses.

Institutional Opportunity

Additional Certificate courses

M.A in Education and D.S.M. programmes run by college under YCMOU, Nashik

Technological advancement for Hybrid learning

Due to the enlarged campus, other courses can be run.

Collaboration with schools and colleges of education

Additional certificate programmes

D.S.M. and M.A. in Education programmes offered by a college affiliated to YCMOU

Nashik

Advancements in technology for hybrid learning

Other courses can be offered because of the larger campus.

Collaboration with educational institutions

Institutional Challenge

Delay in B.Ed.Semester-end exams affecting students' placements.

Increasing cost of various resources to be obtained and sustained

Demand for other professional courses

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The D.K.Shinde College of Education is affiliated to Shivaji University. The curriculum has been followed exactly as it was established by Shivaji University. College always ensure to provide curricular experiences as per prescribed curriculum, it also focuses on Vision, Mission and Goals. Our faculties participated in curriculum development.

A conversation between the principal and faculty members is held before creating the academic planning. The faculty members chalk out their classes for the term to complete this syllabus within the stipulated time. Teacher supplements classroom teaching with group discussions & seminars. Internet-based activities and assignments are given to keep the students' activities.

The orientation program was conducted for first-year students to familiarize themselves with the learning environment and support facilities. Through the mentor ward system, the college prioritises integrating our student's academic & mental health where a faculty mentor is appointed to each student for academic and extra-curricular support.

According to Shivaji University's term date regulations, the college has updated the first-year academic plan. Students are provided academic flexibility in accordance with the curriculum. They have the option to choose from the college's value-added, pedagogy, optional elective, and self-study courses. Assignments and online activities are provided to keep students engaged.

There is a process in place for feedback from all parties, and we have gathered opinions on the curriculum and the performance of the teachers from both students and teachers. We have also gathered comments on the syllabus and curriculum from alumni, headmasters of practise teaching schools, parents, employers and teachers. After analysing all of the submitted feedback, conclusions are drawn. Meetings regarding input were held, and a plan for taking action was created for each stakeholder's feedback.

Teaching-learning and Evaluation

The Joint Entrance Examination is managed by the Maharashtra government. Exam passing is required. Students are admitted in accordance with their merits during the various phases of the admissions process. Their readiness for professional training programmes is indicated by these grades.

Our college offers appropriate assessment procedures for taking into account student diversity, determining students' various learning needs and degrees of preparation, and offering academic help.

College encourages a learning environment that is centred on the needs of the students as the traditional lecture style gives way to experiential learning.

Students make consistent growth through regular class assessments and preliminary exams, which serve as internal confirmation of performance.

Faculty and staff at the institution support students with their personal and academic issues through a mentor mentee programme.

Through group discussions, case studies, and audio-visual materials, the college makes sure that the teaching and learning processes are interactive.

For students to develop practical knowledge, workshops, seminars, and visits to schools and innovative centres are organised.

The Examination Committee conducts assessment in both offline and online modes with the assistance of IQAC. University exams are used to conduct summative evaluation. Students are informed of their performance. Exam-related complaints are quickly resolved.

Learning outcomes for courses and programmes are identified and evaluated in terms of knowledge, skills, and attitudes. Skills acquired include those related to teaching-learning, communication, classroom management, group discussion, leadership, ICT, personality development, and soft skills. Students are informed of Pos and COs through class orientation and an introduction programme. For improvement, the POs, PSOs, and COs' attainment levels are used.

College professors help students by giving them individualised attention to fulfil their emotional requirements. Knowledge sharing, poster presentations, and peer teaching help learners gain conceptual clarity and confidence.

Students receive preparation assistance from the Institute for the TET exam. When necessary, additional lessons, tutorials, and assignments are given.

By participating in and organising extracurricular activities, students show their inventiveness.

Infrastructure and Learning Resources

There are lots of facilities for teaching and learning process. In our institute every year the facilities has been increased. IQAC room enhanced with additional furniture. Institute has total 7.1 acre of own land and the

infrastructure has built on 1708.04 sq. meters. Our college has a large conference hall in which maximum students can sit easily. The facilities like LCD screen, sound system, Internet connection etc. have provided in that hall. There are separate 5 rooms which are also provided with LCD screen, sound system and internet connection.

There is a separate ICT LAB. This ICT lab has also provided with all essential facilities and maximum 30 students can do practical simultaneously in a batch. For taking experiments of Psychology there is a ' Psychology Resource Center 'and all the equipments required for experiments has made available here .There is a play ground of 7442.00 sq. meter for playing different types of outdoor games. There are separate lavatories for teacher staff & students . Canteen is common here for both teacher staff and students. There is a large parking shed for bike and car parking .

D.K.Shinde college of Education library has Provided online remote access resources for the college staff, faculty and student. For this, the library has taken the membership of Infflibnet (N-List) Consortia Aurangabad though which E –Books, E-Journals, E Newspapers have been made available to all the professors and trainees of the college. By accessing it using user name and password, you can get the information you want anytime anywhere on computer or onried mobile phone. Also, the library has made its own website through which they can view the question papers and e –books of the university. Education information has been made available through WhatsApp as well as you tube channel of the college. Thus the library has worked to provide e-resources to all readers.

Student Support and Progression

The college has a strong student support system in place and offers a wide range of initiatives for capability-building and skill enhancement, including classes on classroom management, innovative practices, and advice on using online tools and resources. Other classes cover career guidance, professional skills, and personality development. seminar on current problems and tips for conducting action research.

The institution has a transparent grievance redressal mechanism that promptly resolves issues, guidelines for students are available on the college website regarding the operation of the grievance redressal committee, anti-sexual harassment cell, and anti-ragging committees, and there are procedures in place for filing grievances.

The institution's counsellor offers the students the necessary support, and classes are held on interview techniques, communication skills, yoga, leisure ideas, health and wellness, etc.

Students receive financial aid from outside sources, placement assistance, fee breaks, etc. The state government offers financial aid to students in the form of scholarships.

The student council plays a key role in ensuring the seamless execution of activities by encouraging students to take part in, plan, and carry out the institution's different extracurricular and curricular events.

They are involved in every step of organising different events, including intramural competitions, commemorations of significant national and international days, birth and death anniversaries, annual day programmes, sports days, cultural events, celebrations of festivals, and Webinars and YouTube Live sessions. Placement Cell was beneficial to the students.

The "dinkarrao k..Shinde Shikshanshastra mahavidyalaya Alumni association Gijawane Tal Gadhinglaj " is a

registered alumni association. The Alumni Association is a lively group that organises activities and events for the benefit of the institution and the current students.

Alumni of the D.K.Shinde College of Education hold renowned positions such as headmasters, coordinators, and faculty.

The college's alumni are actively involved in a variety of college events, serving as resource people and facilitators for extracurricular activities. Through student mentoring, student support, and academic support, they play a crucial role. The institution places a high priority on member involvement and feedback, which is crucial for addressing any gaps in the curriculum.

Governance, Leadership and Management

The college's governance reflects the institution's vision and objectives. The organisational structure of the College is clearly defined, decentralised, and participative.

Through meetings and training sessions, the management educates the college administration on its vision and objective. The college administration's quality policy and perspective plan are consistent with the college's vision and mission.

To ensure that academic and administrative work runs well, the institution has established a number of committees. The institution includes a number of welfare programmes for both teaching personnel and non-teaching staff.

In order to realise the vision, a strategic plan was developed and implemented, and the targets' progress was routinely assessed. The smooth realisation of the institution's vision and mission for all stakeholders depends on its well-structured organogram. Enhancing good governance through transparency, involvement, and accountability through the implementation of e-governance in the areas of administration, finance and accounts, student admission and support, and examination

The institute has implemented a feedback mechanism, ICT integration into teaching and learning, staff empowerment initiatives, etc. E-governance implementation improves excellent governance in areas like planning and administration, admission, testing, student activities, and finances.

For the purpose of attending seminars, workshops, and conferences, faculty members were granted duty leave. Workshops were attended by faculty over the previous five years.

Internal financial audits are routinely carried out by the college.

The IQAC keeps an eye on how the college's vision and mission are being carried out. It creates a prospective development plan and strategically carries it out.

Institutional Values and Best Practices

In all of its endeavours, our college adheres to and promotes sustainable development. The College's environment is developed, implemented, promoted, and led under the direction of the Sustainable Practises Policy, which serves as a guide for the use of resources for events, activities, and development-friendly projects.

The institution has carried out a tree plantation swacchata abhiyan in neighbouring villages at the community level.

All of these lessons motivate and educate children on the need of conserving local and natural resources. The institute promotes activities such as making rakhi, crafts, performing in public, and taking quizzes on environmental awareness. The library has electronic book and N-list resources that have an impact on green activities.

The College has always aimed to support a culture of innovation, creativity, and rising standards. The college has made its community participation project institutionalised. The environmental education course is delivered in accordance with the curriculum in all curricula.

The college hosts a variety of cultural events to sensitise professors and students. Activities were planned to celebrate Vasundhara Day, World Women's Day, Yoga Day, and to hear from specialists on environmental issues.

Students, instructors, and other employees are subject to the institution's established code of behaviour.

The institution's vision, priority, and thrust all affect performance. The institute planned conferences at the national level for women's empowerment.

Research and Outreach Activities

The college publishes an annual magazine, 'Dinkar' every year highlighting the activities and achievements of students, teachers as well and supporting staff.

The IQAC organizes collaborative activities such as Conferences, workshops, and seminars on Pedagogy and new Trends. Faculty members have published research

papers. The institution provides access to the digital library to support the research endeavors of the faculty and students.

Felicitation and Prize distribution for best achievements in the year are conducted. Students and faculty members have been rewarded for their valuable contributions for participation in various extension activities.

Our college believes in the strong philosophy of creating humane values among its students, and every endeavor to foster value-based transactions. Through the teaching-learning process outreach activities are fostered through orientation sessions, expert talks, and extension activities on the extension activities are conducted as Swachchha Bharat Abhiyan, Women's Empowerment, Water Management, digital literacy, blood donation camp, cleanliness drive, tree plantation, etc. It also conducts programs on gender sensitization. The

activities are organized with collaborating partners– schools, colleges, Rotary Club.

D.K.Shinde college has functional MoUs with several organisations and fifteen plus educational institutions to provide students with varied experiences, interactions with experts, updated knowledge and skills through workshops, seminars, expert talk sessions, internship, outreach activities, awareness programmes and cultural events in order to strengthen its collaborations and linkages.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	D.K.SHINDE COLLEGE OF EDUCATION GADHINGLAJ
Address	Mal Maruti Kadgaon Road Gadhinglaj
City	Gadhinglaj
State	Maharashtra
Pin	416502
Website	www.dksg.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shivaji Maruti Raykar	02327-278063	9423801175	02327-27806 3	principal@dksg.co. in
IQAC / CIQA coordinator	Tabassum Yakub Patel	-	9422508386	02327-27806 3	typatel@dksg.co.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Shivaji University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	15-09-2016	View Document
12B of UGC	15-09-2016	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	24	continued

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Mal Maruti Kadgaon Road Gadhinglaj	Rural	7.1	1702.74

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				7			
Recruited	0	0	0	0	0	0	0	0	2	3	1	6
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	5	1	0	6
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	1	0	3
M.Phil.	0	0	0	0	0	0	1	2	1	4
PG	0	0	0	0	0	0	2	3	1	6
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	32	0	0	0	32
	Female	73	0	0	0	73
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	3	1	2
	Female	2	2	4	3
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	0	1	1	2
	Female	1	4	3	2
	Others	0	0	0	0
General	Male	6	8	15	11
	Female	13	32	26	34
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		22	50	50	55

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our college has been developed for rural students. Maximum students are from rural area ; institution has always focused on the holistic development of its students. This course has been
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	<p>designed to cover several disciplines. The course itself is multidisciplinary and promotes the national values and objectives embodied in the constitution. It enhances the understanding of children of different age groups through close observation and interaction with children of various socio-economic and cultural backgrounds. A case study of a child and a family has to be conducted. The Institute organizes seminars and discussion sessions with eminent personality on different issues like special children, Psychological tests, Constructivism National Seminar importance of reading AIDS awareness, Domestic Violence and Women Empowerment and the holistic development of a student has been implemented through Career Guidance Skill Development under the Pradhan Mantri Kaushal Vikas Yojana. These activities .Through Environment education institute conducts Expert Talks on environmental issues, tree plantation , creates green campus etc. . Different pedagogies in school subjects like Marathi, Hindi, English, Mathematics, science, history, and commerce, so it is multi-disciplinary. Students develop and use resources both print and audio visual resources and computer and web resources in and outside the classroom. Professional capacities are enhanced through drama and art in education. The Institute conducts workshops for working with artists to learn the basics of Arts and crafts and understand their pedagogical significance and relevance in their profession. Activities such as drawing and painting rangoli, dance music, physical education, are covered. These courses have a focal intention to integrate them. So the institution is ready to implement NEP 2020. We are happy to share the guidelines of NEP 2020.</p>
2. Academic bank of credits (ABC):	<p>To further assist Students in their academic success, we have instructed our student teachers to create ABC ID. The institute eagerly anticipates the statutory body's directives.</p>
3. Skill development:	<p>The many courses on the curriculum help student teachers acquire a variety of skills. Abilities enjoy preparing for and taking part in conferences and conversations about current issues. carrying out case studies, creating seminars and programmes, organising visits, examining the structure, creating lesson plans and teaching aids, and carrying out various tasks Life skills, ICT skills, communication</p>

	<p>skills, teaching techniques, and fine arts techniques. For the whole development of the personality, performing arts skills are cultivated. To help student teachers develop as independent learners, reflective, expressive, and collaborative professionals and to improve their capacity to read, think, discuss, communicate, and write in the language of instruction, practical exercises are incorporated. Case study of a successful or failing student in the class; creation of a portfolio for evaluation. One of the practical components is the application of arts and aesthetics in daily life, the institution, and the community. Action research is carried out to improve one's capacity to address issues relating to students and the teaching-learning process.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Our institute prioritises a student's total development. Several activities, including communication skill seminars, practise conversations in simulated settings, and participation in institutional activities as a "anchor" and "discussant." Classroom teaching-learning scenarios are used, coupled with peer and teacher evaluation. Throughout the months, students actively participated in lectures on aptitude testing for secondary school students, programmes on women's empowerment, and celebrations of various holidays and cultural events like Teacher Day, National Sports Day, Library Day, Azadi Ka Amritmahotsav, Hindi Day, etc. It has always aimed to inspire our pupils to take part in competitions and cultural events. The college campus is the location of the plantation programme. trainees understood the background of students and they create sensitivity to the language diversity existing in the classroom which helps them to develop strategies for using oral language in the classroom through the practical in language across the school curriculum. students perform in drama and arts. Student visits historical, cultural and commercial places to enhance the knowledge of the awareness program based on community which gives oneness to the tradition and values built in our cultural system. The commemoration of festivals across the nation to raise awareness of the vast cultural diversity present in our country, as well as the celebration of Hindi Diwas, Marathi Diwas, National Science Day, National Mathematics Day, Geography Day, and Mother Language Day, are efforts to strengthen the value of Indian Knowledge</p>

	Systems. These significant extracurricular activities help kids learn more about Indian culture and languages. These activities have been carried out both online and offline.
5. Focus on Outcome based education (OBE):	Through the use of teaching techniques including group discussion, collaborative work, and critical thinking, the curricular transaction and assessment methodologies are effectively executed to grasp the achievement level in relation to the course objective. In project-based inquiry-based learning, which emphasises skill development through extracurricular and co curricular activities done as part of outcome-based education, case studies were used.
6. Distance education/online education:	During the pandemic situations, we started online classes. Our college has organized webinars on different topics successfully.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Electoral Literacy Club (ELC) has been set up in our college for the academic year 2018-19 to 2022-23
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Our college has appointed one faculty member Prof.B.S.Khochage for the coordination of ELC. One student from B.Ed. class as a representative is included in ELC. Our college ELC is functional for the concerned academic year
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Our college has undertaken innovative programmes and initiatives by the ELC. The list of innovative programmes and initiatives is as follows- 1. Voter awareness campaigns 2. Celebration of National Voter Day
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in	Our college has taken the initiative in electoral-related issues especially awareness drives such as Voter awareness drive through lectures and discussion among citizens in nearby village.

electoral processes, etc.	
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Students at our institution and ELC were advised to inform those who are 18 years old but have not yet registered to vote.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	72	50	65
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	25
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	19	28	32	11
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	19	28	32	11
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	22	28
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	6	6

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

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

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
8.62151	13.05288	2.77257	3.68314	2.30518

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 29

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

1. Institution has a regular in house practice of planning and /or reviewing, revising curriculum and adapting it to local context /situation.

Dinkarrao K.Shinde.College of Education is permanently affiliated to shivaji university Kolhapur and follows the prescribed syllabus. Academic schedule is provided by shivaji university Kolhapur based on that academic calendar of institute is prepared. In the beginning of every year the academic planning is prepared after discussion of IQAC & curriculum development committee. According to academic planning the academic calendar is made. Before planning the academic calendar national, state, local holidays are taken into consideration. This academic calendar includes the term breaks, holidays, course activities internship examinations, workshops, assessments, assignments, co-curricular activities, enrichment programmes, community service, field visit, annual day, projects etc. Along with this institute also make planning of cultural activities which were conducted throughout the year.

Each month faculty meeting is held monthly, mid-term reviewing & course correction are done as per needed. Plan of mid-course correction was prepared as the requirement of time. In CDC committee meetings discussions taken on curriculum reforms & change. Suggestions on curriculum given by CDC committee & stakeholders communicate to university by means of principal. For effective curriculum delivery institute take feedback from stakeholder like student, alumni, teacher practice teaching schools and head master. Their feedback help to strength the curriculum delivery. Teacher supplements classroom teaching with P.P Presentation, group discussion & seminar Internet based activities and assignment are given to keep the student active. Orientation program was conducted for first year student to familiarize with the learning environment and support facilities. At the beginning of every course & practical Student induction program was organizing to familiarizes student course learning outcomes & new approaches in education. Teacher induction program was also organized which make positive impact on his performance. sometime Experts were invited for induction program to boost teacher as well as student. Through the mentor ward system, the college priorities the integration of our student's academic & mental health where a faculty mentor is appointed to each student for academic and extra-curricular support. Based on student's need value added courses are introduced, additional learning resources in the form of books, e-content, referral books etc are provided. Organization of workshop, seminars and conferences by the college is also the part of planning and/or reviewing, revising curriculum. Experts are invited from the field of education in house planning. Presentation of papers and participation in seminars, conferences and workshops by the faculty is a regular practice of the college in this context. During corona pandemic, curriculum was delivered though Google meet Google classroom. Orientation about the Google classroom is given to both teachers as well as to student.

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

1.1.2

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

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

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**
- 5. Experts**
- 6. Students**
- 7. Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

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

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

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 66.67

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15

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

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	2	2	3

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document

1.2.3

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

Response: 59.95

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
139	10	10	28	45

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

1.2.4

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

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

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.5

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

Response: 29.46

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
68	3	4	26	13

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

1.3.1 Curriculum of the institutions provides opportunities for the student to acquire & demonstrate Knowledge skills values & attitudes related to various learning areas.

Fundamental or Coherent understanding of the field of teacher education.

Dinkarrao K Shinde college of Education implementing the curriculum provided by Shivaji university Kolhapur. It provides equal weightage of theory & practical s before running this teacher education. Institute arranges the induction program for Trainees. In this program they are oriented about the objectives & curriculum of this course. Beside these trainees are also made aware of the culture, rule, regulation & history of the institute. Trainees get fundamental knowledge of teacher education through the various theory papers as well as practical's. Expert Talk & sessions conducted by Institute. Trainees get to learn from the experience. Seminars on the changing role of teacher help them to know changing Scenario of the teaching learning process.

Procedural Knowledge that creates teachers for different levels of School educational skills that are specific to ones chosen specialization.: the Institute to enable the students to acquire the knowledge & the skill for different level of school education through innovative techniques & experiences such as microteaching, stimulus teaching aids workshop, internship, Field engagement. Faculty of the institute uses different strategies & techniques like demonstration, Seminar, Group discussion, power point presentation, brain storming for clarity & understanding of each subject. these strategies polish their skill of teaching during internship program. Apart from that there is provision of optional course of each pedagogical subject at higher secondary level.

Capability to extrapolate from what one has learnt & apply acquired competencies.

Institute gives opportunity to student to use practical & theoretical knowledge in field visit & internship. In internship they use teaching skills, methods approaches & case study. apart from this they perform the action research & also gives guidance to school teacher they practice various evaluation technique in the internship. trainees are given opportunities of leadership, management, planning organization of activities.

Skills / competencies such as: Emotional Intelligence, critical Thinking, Negotiation & communication skills, Collaboration with others etc.

Institute provide opportunity to student to develop various skill among the trainees. communication. negotiation problem solving, collaboration cooperation is acquired through community-based projects. Along with this practical on Enhancing professional capacity practical gives opportunities to acquired skills like narration Group discussion, critical thinking, self-aware ness, presentation, communication etc.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2

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

Response:

1.3.2 Institute familiarizes student with the diversities in school system in Indian as well as in an international & comparative perspective.

Growth of a school

Through the course being used in this course, the trainees are introduced to the Indian educational system. Through a variety of techniques, including creative school visits, field visits, special school visits, and internships Part I & II, trainees are learning about the unique educational system.

Various Boards of School Education's operations

Trainees are required to pay great attention to the rural, urban, English medium, special, CBSC, English medium, CBSC, and state board schools when on a school tour. During this visit, the trainees learn about the school's infrastructure, the school assembly, and the cocurricular and extracurricular activities that take place at every school. Additionally, pupils and teachers' perspectives on the educational system are understood by trainees.

Functional Disparities between them

The second school tour educates trainees on the structure of the school. They converse with the headmasters about school establishment norms, teacher appointment standards, admission requirements, and assessment procedures throughout this session. Parental expectations, novel methods, and evolving educational environments.

The third visit provides details regarding the registrar trainees at the school. The institute gives pupils the chance to communicate with the chairs of the school committee. They talked about their institution's goal and mission throughout this meeting. The expectations of the chairperson regarding the teacher are made clear to the trainees.

Systems for evaluating

The key component of the teaching and learning process is assessment. This theory paper covers the many kinds of tools, their use, how to prepare for unit tests, and grading criteria. Some of these trainees' internship practices were useful. Actual evaluation process reached throughout these trips. They seek clarification from schoolteachers or headmasters by posing questions to them.

Variances by state, norms, and standards

Trainees visit another state school for field trips where they learn about the admissions procedure, curriculum of the school and evaluation procedure. They learn about the variations in schooling between states as a result.

Trainees visit special schools, such as those for the blind, the deaf and hard-of-hearing, and the mentally retarded. During this visit, they gain an understanding of the structure and function of these schools, the teaching process, the curriculum, the challenges faced by the teachers, the norms and standards of these schools, and the evaluation process.

A Comparative and International Perspective

The institute organizes expert lecture sessions to inform trainees about the distinctions between various schools. A webinar on the National Education Policy's evolving role for teachers offers a comparative analysis of the old educational system and the NEP's most recent improvements.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

1.3.3

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

Programme

Response:

Students benefited from the vast range of curricular experiences offered during the teacher education course by gaining knowledge that was applicable to the workplace and solidifying it into their professional acumen.

The institute works to prepare students for the professional world by helping them comprehend how different learning experiences are interconnected. The institute holds workshops like those on micro-teaching and lesson demonstration in order to improve the teaching capacity of its instructors. In teaching aid workshops, they become familiar with the creation of teaching aids. Additionally, the school offers workshops for simulation teaching that allow trainees to put their teaching techniques to the test. The teaching aids workshop gives them tips on how to improve their teaching aids.

A workshop on action research - In their internships, trainees put what they have learned about resolving students' educational issues into practice. They become familiar with all the teaching techniques they will employ while teaching in the internship through the pedagogical papers. They become familiar with the unit test preparation.

The institution organizes school visit for trainees, during which they visit a variety of schools, including rural, urban, and English-medium schools, CBSC schools, and special schools, where they get a wealth of knowledge about the school community. They observe the experienced teacher's lessons during this session. The experienced instructor imparts his or her knowledge to the student. Which support their future.

They learn which committees and records are important for school during school visit practical's. They get the chance to observe how meetings are handled in schools.

Prior to the internship, they are taught how to create a schedule. They organize their courses' activities. Trainees practice instructing various classes using a variety of strategies during this internship. They practice different types of lesson including activity-based lessons and constructivist approaches. Additionally, they gain experience through tours, sports events and cultural activities. Additionally, they use case studies, Trainees gain knowledge on how to assist students with practical exercises like psychological assessment. They become a part of the school as they prepare for morning assembly during this practicum. Documents such an attendance book, stock register, teacher attendance notice book, etc. are maintained by trainees. They gain responsibility-taking skills.

As the teacher is a social engineer, project-related community experiences empower them to research the social issue. They are taught how to approach problems scientifically. As a teacher is a social engineer, outreach initiatives like blood donation, Swachh Bharat Abhiyan, voter registration awareness events, Plastic Free Environment, and street plays on superstitions develop social responsibility among them.

Study tours help students to develop an artistic, historical approach. practical understanding the Self-fosters the development of a variety of skills, including group discussion and narrative. thinking critically, etc.

ICT applications help students to become teachers for the twenty-first century. They can become more

digitally savvy by creating a résumé, a PPT presentation, an Excel file for their grades, etc.

The institute offers visits to creative educators to support their collaborative work. Through orientation programmes, the institute makes an effort to help students to improve their interviewing skills.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 80

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

2.1.2

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

Response: 27.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	8	3	6

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

2.1.3

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

Response: 9.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	8	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document
Any other relevant information	View Document

2.2 Honoring Student Diversity

2.2.1

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

Response:

The Entrance Examination is administered by the Maharashtra government. Students must pass an examination. Students are admitted based on their merits in a multi-round admission process. These grades reflect their readiness to participate in professional training programmes. To promote the intellect of all students, the following actions are implemented.

1. Mentor–Mentee System - The institution has a mentoring system where teachers and staff help students with personal and academic issues. The students are allotted to each faculty. They play the role of Mentors to the assigned students' group. Different programmes planned by the institute for the year are allotted to these groups. The academic and co-curricular activities are conducted by student-teachers. These activities are assessed continuously by the concerned mentor.

2. Internal performance monitoring - Ongoing internal performance monitoring, such as regular class examinations and preliminary exams, oral exams practice teaching in simulation and in actual classes, and conducting other co-curricular and extracurricular activities in their concerned internship schools ensures that students maintain continuous development.

3. Using various techniques - Through group discussions, case studies, and audiovisual tools, the college provides a dynamic teaching and learning process. Workshops, lectures, and visits to schools and innovative centres are planned to provide students with hands-on experience.

4. Individualized attention - from college instructors helps pupils to meet their emotional requirements. For advanced learners, peer teaching, poster presentations, and knowledge sharing improve conceptual clarity and confidence.

5. Additional guidance The - Institute helps students to prepare for the TET exam. Additional lectures, tutorials, and assignments are given as needed.

6. Participation of students in planning - Students whole heartedly participate in and planning co curricular extracurricular activities. They chalk out ,do arrangements and present

7. Remedial Activities - For student-teachers, our college offers remedial activities. The corrective activity is carried out by the concerned teacher in accordance with the requirements.

8. Alumni Association – Our College is constantly attempting to invite alumni for various activities. Each year meetings are conducted to decide the strategies for the overall growth of the institute. Alumni help to raise funds and arrange talks of eminent personality

9. Orientation Programme - Our College conducts an orientation programme for newly enrolled student-teachers. The orientation is given on the thorough curriculum of the course, information on the mother institution and college, the introduction of infrastructure, and teaching and non-teaching faculty.

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

2.2.2

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

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

Response: B. Any 4 of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document
Any other relevant information	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 20

2.2.4.1 **Number of mentors in the Institution**

Response: 5

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institute promotes a learning environment that is centred on the needs of the students, moving away from the traditional lecture technique and towards experiential learning opportunities as indicated in CLOs.

1. Experiential Learning: Different activities are done in experiential learning. Micro lessons, lessons in simulation, lessons using different models of teaching, and curricular activities in internships are conducted to ensure experiential and participative learning. such differential teaching aims to develop teaching skills of varying school subjects as well as the secondary and higher secondary levels.

The institute initiates its students to visit institutes working for differently abled students, ITI institutes, ATD colleges, and historical monuments to promote participative learning. A mock interview session is scheduled for student teachers to prepare themselves to face an interview, improve their communication skills, and develop a positive personality.

2. Participative learning Participatory learning is crucial to improving professional and leadership abilities. Participatory learning is highlighted in the institute group projects, which represent initiatives like the birth and death anniversaries of notable leaders. Students give a seminar presentation and work in groups to improve their decision-making and critical thinking skills. To guarantee participatory learning, case studies, educational tours, art and theatre in the classroom, and role-playing are all encouraged. Students are encouraged to use group projects as an active learning strategy.

3. Approaches to problem-solving: Students are encouraged to organise various co-curricular and extracurricular activities. Users of these programmes are required to observe, understand, assess, interpret, and define solutions to the problems given. Case studies are employed to illustrate the challenges faced in the classroom. Concepts are learned by students using a variety of learning models, such as concept attainment, inquiry-based inductive learning, Advanced organisers, and the role-playing Model. Psychological tests are also used to assess the many parts of a student's learning.

4. Group discussion: On various issues, group discussions are also held in the college, with the final discussion taking place on special days like Women's International Day, Science Day, and Environment Day as well as in the practical like enhancing professional competencies. Teachers keep an eye on the group discussions and offer direction to ensure they are productive. This approach encourages the trainees to convey their views logically and methodically.

5. Online mode: For the delivery of their courses, professors employ Google Classroom and LMS. Through this app, teachers distribute assignments and electronic resources. A test of online content is run. Guidance for lessons and information sharing about the course material is effectively completed.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2

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

Response: 80

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	5	4	3

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

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

Response: 37

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

Response: 37

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

2.3.4

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

1. Understanding theory courses
2. Practice teaching
3. Internship

- 4.Out of class room activities**
5.Biomechanical and Kinesiological activities
6.Field sports

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

Addressing Diversity Among Students -In the orientation program, students are informed about the structure of the course, the program's requirements, and the approach to passing the course.

Lectures by homeroom teachers and experienced teachers are organized to help students understand the necessary requirements for the job. Teamwork and collaborative learning skills are developed through academic and extracurricular activities. They are able to satisfy the diversity by taking part in events commemorating the births and deaths of famous people, doing various extension activities, going on field trips and hosting exhibitions. Groups of mentors and mentees are created. In addition, these trainees are once more categorised according to their method, the guiding group. Support is given to students from various socioeconomic backgrounds through peer mentoring and referral books.

Teamwork: Students take part in college assemblies, extracurricular activities, course activities, outreach projects and internship activities that promote the students' overall growth. A guiding teacher helps students develop the skills and talents necessary to become successful teachers by offering advice, counselling, feedback, and encouragement.

Expert sessions for personal growth, and self-awareness: Mentors ensure constant communication with the students through the Whats App, email, mobile and the online platforms made available by the management Effective communication, personal growth, and self-awareness are covered through the sessions that come under Understanding the self. Expert sessions are held to help students comprehend various topics and receive insightful information that will enhance their knowledge and keep them up to date on current events in the education and life fields.

Future-ready pupils: are required to be digitally savvy in this day and age. They must be familiar with the technology-based teaching approach. Practical To grasp the online part of PowerPoint presentations, use of the internet, etc., it is helpful to have self-awareness and ICT understanding. How to prepare lessons using ICT is covered in this workshop. There are opportunities for higher education presently. Through expert workshops and interactions with alumni, modern teaching techniques in schools were promoted. There are conducted competitive exams, career counselling, and TET guidance. Self-development

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

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

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

Response: C. Any 3 of the above

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

2.3.7

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

Response:

Our college offers students several opportunities through a variety of activities to improve their ability to think critically, be competent in their daily lives, and be creative and innovative.

Developing intellectual and thinking abilities - Students are shown many short films about illustrious social workers like Abhay Bang, Prakash Baba Amte Rani Bang, etc.; a film on teachers was also shown. It was shown another movie about the naughty student Pistulya.

Following the presentation, there were discussions about these films. Students express their opinions on the movie's subject matter. These talks improved the thinking's depth, breadth, clarity, and logic.

Encourage creativity – The institutes provide a variety of activities for the development of the whole person, such as celebrations of various festivals, volunteer work, plantation lectures, debates on current events, etc.

In addition to these workshops on preparing rakhis, craft enables pupils to produce their own ideas. They get the chance to highlight their best qualities throughout their presentations at EPC.

Students through value-added courses develop personalities through seminars. They gain a greater understanding of their strengths, shortcomings, and ability to overcome challenges. Student teachers gain confidence through ongoing coaching and counselling from their instructors and counsellors. Gandhi Jayanti aims to build ideas that will serve as the cornerstone of the learning process between students and instructors by observing festivals and special days.

The use of ICT-based activities, usage of e-resources, online tools, etc., are provided by the institute to strengthen their technological abilities as technology is rapidly being linked with education.

Empathy/ Life skills:- are nurtured through social service and co-curricular activities.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4 Competency and Skill Development

2.4.1

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

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan(IEP)**

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.2

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

- 1. Formulating learning objectives**

2. Content mapping**3. Lesson planning/ Individualized Education Plans (IEP)****4. Identifying varied student abilities****5. Dealing with student diversity in classrooms****6. Visualising differential learning activities according to student needs****7. Addressing inclusiveness****8. Assessing student learning****9. Mobilizing relevant and varied learning resources****10. Evolving ICT based learning situations****11. Exposure to Braille /Indian languages /Community engagement**

Response: B. Any 6 or 7 of the above

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

2.4.3

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

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

Response: C. Any 2 of the above

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

2.4.4

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

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

Response: A. All of the above

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

2.4.5

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

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

Response: A. All of the above

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

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**

5. Identifying and using the different sources for study

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

For the third semester of the second year of B.Ed training, our institute offers a school internship programme. The learner receives an eleven-week programme through this programme, which is offered in local schools in the Gadhinglaj Taluka. Orientation is provided to the student for a full two weeks. Teachers aid and support students in this orientation.

Student orientation: During these two weeks, students are given instructions on how to construct lesson plans for their individual subjects using various techniques. These lessons include constructivist teachings, continuous lessons, and lessons using various approaches to the subject at hand. Prior to the internship programme, students are taught several techniques so they can create lesson plans using ICT and their own technique

Secondly, students have to observe the lessons of their peers. Students have to observe a variety of lessons

Students are informed to plan co-curricular and sports activities, how to plan the different competitions, their selection, rules of the competition, conduction of the competition etc are discussed.

They have to prepare activities for social awareness so how to conduct the activities of this program guides them in this orientation session.

Psychological testing, unit tests and their results are the other activities they have to conduct in the internship program. In charge of the psychological testing practical informs them how to conduct this test.

Another two activities are case studies and action research. Students are given instructions on how to choose an issue from their regular teaching routine, how to offer solutions, and how to write the action research report.

The classes are taught by the students in accordance with the schedule throughout the ensuing eight weeks.

Eight classes of each standard are taught at school each day by students using their methods for that topic. The program runs concurrently with the extracurricular activities and sports.

Students use a variety of tactics in their lectures, as well as an activity-based approach, constructive and information and communication technology. Different teaching tools, including models, photographs, and charts, are used in the lessons, along with videos and images. They observe their colleagues' lessons in order to improve their own instruction and make it more effective. Students arrange a small tour near by the school. In which they learn how to manage all the student's arrangements to and fro. Management of their food sightseeing etc

The library is visited by students They accompany the schoolchildren to the library where they learn how to plan the trip, interact with the librarian, and supervise the children.

During this internship, students keep a Contemplation diary. In the diary, it is noted how they change day by day.

They select an issue from their everyday teaching practice and offer a solution in the action research practical. They are aware of effective solutions.

Thus, through this internship programme, students totally develop themselves as teachers.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.9

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

Response: 14.67

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

Response: 3

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: B. Any 6 or 7 of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The institute applies effective monitoring mechanisms during hands-on classes conducted in various local schools. The internship program is communicated with the school Head Master at the beginning of the academic year. The total school internship programme is stated to the school Head Master. During the internship, the school Head Master gives proper cooperation. All the activities are informed and reported to the school Head Master during the internship. The teacher-educator plans, executes, observes, and assesses the practice lesson and activities. It is conducted in different groups at different schools. Two to three lessons per day are held during practice instruction sessions. A teacher educator (preferably a subject matter expert) reviews and approves the lesson plan in advance. The student teacher is authorised to provide a duly approved lesson plan. Classes at school are observed by teachers. Teachers in the schools are also monitoring classes. The school teachers are informed to observe student-teachers' lessons and give the necessary remedies. Teacher educators and school teachers provide feedback on teaching. In this way, feedback is given to the student teacher on site. Further feedback is provided in the form of a discussion with observers that takes place immediately after the lesson. After completing the internship, the discussions and findings from reflection will be reflected and lead to improvement. The monitoring and feedback process of the institute is comprehensive and continuous.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.12

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

- 1. Self**
- 2. Peers (fellow interns)**
- 3. Teachers / School* Teachers**
- 4. Principal / School* Principal**
- 5. B.Ed Students / School* Students**

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

Response: A. All of the above

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

2.4.13

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality**2.5.1**

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

Response: 85.71

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

2.5.2

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

Response: 50

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

Response: 3

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3

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

Response: 5

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

Response: 30

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The faculty stays up with the most recent developments in the academic fields and teaching methods by participating in training sessions, orientations, and additional workshops. Students are encouraged by our college to choose majors that will keep them abreast of developments. The faculty organises lectures and workshops on subjects like the most recent changes in federal education law, teaching strategies, and other subjects. In methodology classes, students pick up new teaching techniques. kids are made aware of the existence of those kids who have special needs through the curriculum, which is included in the paper titled "Inclusive Education."

Students learn how to use ICT tools and the internet in the practical Critical Understanding of ICT course, which is a component of the practical Enhancing Professional Competencies course. The institute invites administrators from both public and private schools that adhere to the SSC and CBSE boards to learn more about their requirements. Professionals with expertise in the field of education give lectures at the institute. Students are encouraged to read newspapers, e-magazines, educational periodicals, and encyclopaedias in the library.

The faculty serve as subject matter experts and session chairs. They have delivered papers at national conferences and seminars. The professors have published widely in peer-reviewed national and international journals, as well as in books on a range of subjects and seminar sessions. They have collaborated with many institutions to organise programmes and events on educationally related subjects. Through a variety of outreach projects, they plan and contribute to aiding the community. Attending online classes allows teachers to keep their skills current.

The faculty serve as subject matter experts and session chairs. They have delivered papers at national conferences and seminars. The professors have published widely in peer-reviewed national and international journals, as well as in books on a range of subjects and seminar sessions. They have collaborated with many institutions to organize programmes and events on educationally related subjects. Through a variety of outreach projects, they plan and contribute to aiding the community.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document

2.6 Evaluation Process**2.6.1**

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

Response:

The examination procedure is open and adheres to Shivaji University regulations. Through the first-year orientation programme, students and their parents are informed about the examination procedure. The examination committee is responsible for managing internal exams and semester ends. Three people make up the examination committee, including the head and two faculty members who serve as assistants. Administrative work is often supported by non-teaching staff. The following duties are carried out by the examination committee to preserve the integrity and effectiveness of the examination process:

Exam schedules and seating arrangements for internal and semester ending exams are prominently published on the notice board in plenty of time.

The subject teacher announces the syllabus for the internal test, and the semester-ending exam covers the complete syllabus.

The exam papers are preserved in sealed envelopes after being checked for accuracy.

Teachers are made aware of the supervisory obligation. During exams pupils' attendance is rigorously maintained. Any unethical behaviour on the part of the student is referred to the unfair means. The deadline for answering materials evaluation is set by the examination committee. The institute follows university regulations for all practical exams, internal project evaluations, and internal examinations.

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

2.6.2

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

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

Response: B. Any 3 of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Every semester, the examination committee creates a schedule for the preliminary exams. For this, internal tests are conducted. Internal rating distribution is offered. Depending on the student's grades, the faculty discusses the outcomes after reviewing the response. Students can better grasp the university review process thanks to these internal exams. The examination committee confirms each candidate's score once the University releases the results. Any inconsistency on the result sheet is investigated. Any questions regarding a student's results shall be forwarded, along with the necessary supporting documentation, to Shivaji University's Registrar (Evaluation) for further action. The Exam Committee gives precedence to the complaint's follow-up.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document

2.6.4

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

Response:

The Institution is affiliated with Shivaji University, The University Calendar of events are followed for the Semester reopening date, closing date, and examination schedules. Our institution adheres to academic calendar for the conduct of Internal Evaluation. There is a systematic mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution. Our College has a systematic mechanism of Continuous Internal Evaluation (CIE) of student learning. We have

Continuous Internal Evaluation Committee (CIE) of student learning. The committee conducts Continuous Internal Evaluation (CIE) of student learning in a transparent and objective manner. It is conducted according to semester pattern prescribed by our University. Continuous Internal Evaluation (CIE) of student learning is conducted through: 1.Theory related practical 2.Practical based on Practice teaching, different workshops, school visits etc.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

Learning outcomes form an integral part of the college's vision, mission and objectives. The program outcomes, program-specific outcomes and course outcomes have been clearly stated and communicated in the institution. These are in accordance with the syllabi prescribed by Shivaji University, Kolhapur. The Program outcomes of B.Ed. are intended towards making the education process a more holistic experience for the pupil teachers, whose primary goal is not just the learning of knowledge but also the provision of experience for the students, application of this learned information through training practice, work experience of this nature can be accumulated from real life experiences. In addition, students will learn a variety of modern life skills, including logical reasoning, problem-solving, cognitive abilities, self-directed learning, etc.

The learning objectives are presented in a variety of ways:

At the beginning of the academic year during the orientation programme, students are briefed about PLOs and CLOs which are additionally prominently portrayed on college notice boards, the University website, college websites, classroom discussions, expert lectures and practicals. Teachers are also well-informed about the learning outcomes of each subject that they are teaching. Various stakeholders, especially the parents, are informed about the course outcomes by the institution from time to time.

The college has a set mechanism in place to ensure that stated PLOs and CLOs are aligned throughout the semester by course teachers in the following ways:

- The calendar is prepared in consultation with teachers and month-wise planning is done taking into account the holidays, examination, internship schedule, community and extension work. All announcements with regard to the curriculum transaction are informed to the students through notices, WhatsApp and website updates.

- Continuous internal assessments are performed regularly and student grades are recorded, helping to predict their academic progress.
- Appropriate teaching methods are used to achieve effective learning outcomes.
- Sessions on technology-enabled classrooms, G-Suite applications, online assessment, online lesson planning, online lesson presentation, and using applications/ websites for teaching learning enable the students to be prepared for a techno-savvy era.
- Participation in various literary and cultural programs.
- Participation in various classroom activities such as group discussions and seminars and also in extracurricular activities such as morning assemblies, tree planting campaigns, and awareness camps. etc.
- Participation in community activities such as visits to orphanages, blood donation camps, Community-based projects, and Visits to various schools.
- End-semester house tests and final exams also help ensure the concordance of stated results.
- Parents are informed on a regular basis about the academic performance of their children.
- Placement records and feedback from alumni regarding their jobs and excellence in various competitive exams ensure the alignment of stated PLOs and CLOs.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	19	28	32	11

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document

2.7.3

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

Response:

The progressive attainment of the personal and professional status of student teachers was monitored, documented and used further for improvement in many ways by the college.

The entry levels of students are identified through the CET test. A formal interview on the details of qualifications, experience, hobbies, strengths, weaknesses, opportunities, challenges, socio-economic status, and medical history is also taken to analyse every student portfolio, Need assessment helps in planning the curriculum as per the diver learner's needs.

The Methods of Measuring Attainment:

Evaluation Process: The programme outcomes and programme-specific outcomes are assessed with the help of course outcomes of the relevant programme through the direct evaluation process. It is provided through University semester Examinations, internal and home assignments, class tests, house tests and sessional work. Throughout the year the faculty records the performance of each student on each programme.

Internal and External Assessment: Internal assignments are given to the students which are mostly aligned with programme outcomes of the respective subject. External Assessment is evaluated by external experts for the Practical examinations, appointed by the University through Viva-Voce and practical files.

The external theory examination: (Foundation papers, pedagogy papers and elective papers) will be of Three hours duration. The Paper with 50 marks is divided into two parts- 35 marks for external written examination and 15 marks for Internal assessment The Paper with 100 marks is divided into two parts- 70 marks for external written examination and 30 marks for Internal assessment. For EPC papers, the external practical will be of 50 marks based on the file work and viva voce to be evaluated by the examiner appointed by the university.

Feedback Evaluation: The Institution collects feedback from students, Alumni, Employers and Parents which is an important method of measuring the attainment of PLOs & CLOs

Internships & School Visit: Students are polished in school internships, projects fieldwork, etc. This helps them to obtain the necessary skills and practical experience in their chosen discipline. The third stage of the internship is post-internship, in which feedback is given on the experience gained by the trainees.

Personal status: Personal attributes are nurtured through a series of self-help sessions, guidance, mentoring, tutorials, peer tutoring, group work, and value-added courses. Each of the activity develops different personality traits among the students. Guidance sessions help them to cope with stress and maintain a balance between work and stress. Mentor-mentee meetings are organized to provide guidance

at a personal level.

Placements: One of the most important Programme Outcomes of students is the employability of students. The college has a vibrant Placement Cell, which caters to the demands of schools and colleges for different posts. The college conducts various activities on a regular basis to maximize and monitor learning outcomes.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 86.36

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

Response: 38

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

2.7.5

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

Response:

The Institution regularly evaluates the performance of students through various methods for measuring the attainment of each of the Program Outcomes, Program Specific Outcomes and Course Outcomes.

Entry level: The institution organizes an orientation program for students at the beginning of the new

batch each year. Understand exactly what is expected of them – such as diagnosing and reinforcing teaching skills, teaching in simulations, lesson planning, developing professional skills, assessing learning, and assessing performance in extracurricular and curricular activities. New students were familiarized with the course, internal assessment methods, extracurricular activities, rules and regulations as well as other facilities available in the institute. College holds aptitude tests to measure students' intellectual skills at entry level.

The mentor-mentor interaction keeps faculty in constant contact with students, helping them with academic and personal issues and stimulating the general development of the student's personality.

Evaluation Process: The programme outcomes and programme-specific outcomes are assessed with the help of course outcomes of the relevant programme through the direct evaluation process. It is provided through University Examinations, terminal exams, internal and home assignments, unit tests etc. The evaluation is also considered through class tests, assignments, projects, sessional work, presentations etc. are returned to students with detailed remarks and suggestions provided for improvement. Students are given various opportunities to showcase their abilities, knowledge and creativity.

During internship: feedback Performa developed by the college is provided to the supervisors for evaluating the teaching proficiency of student teachers. Peer groups also encourage observing lessons and making constructive suggestions.

Internal and External Assessment: Internal assignments are given to the students which are mostly aligned with Programme Outcomes of the respective subject. External Assessment is evaluated by external experts for the Practical examinations, appointed by the University through Viva-Voce and practical files.

Feedback Evaluation: The Institution collects feedback from students, Alumni, Employers and Parents which is an important method of measuring attainment with objectives of identifying the attainment level of students in terms of the programme, course and syllabus outcomes and understanding the impact of the teaching-learning process.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 4

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

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

File Description

Document

Sanction letter from the funding agency

[View Document](#)

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last

five years in the form of:

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

Response: D. Any 1 of the above

File Description	Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4

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

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

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC

website during the last five years**Response:** 1.83**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	11

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.2.2**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years****Response:** 0**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

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

File Description	Document
Data as per Data Template	View Document

3.3 Outreach Activities**3.3.1**

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

Response: 1.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	00	01	02	00

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 64.86

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
98	00	63	90	00

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

3.3.3

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

Response: 89.41**3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
100	98	50	48	50

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document

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

The D.K.Shinde College of Education (B.Ed), Gadhinglaj College has planned a variety of social events during the preceding five years in an effort to instill social principles in the B.Ed trainees. The following is a description of some of the college's attempts to increase student involvement and social commitment.

I) Taking on volunteer work and combating superstitions

To inspire people to develop an ideal society by getting rid of the harmful customs and practises that are prevalent in rural society, the college's trainees are working to produce street plays and educate the local population about the need to eradicate superstitions. It is performed by college trainees.

II) Programme for Planting Trees

In recognition of the 5th June Environment Day and the 1st August Forest Festival Day, tree planting activities are conducted each year on the college grounds as well as in the forest area in rural areas. The college is doing a fantastic job with its environmental conservation efforts, as seen by the institution's alumni organisation. As part of its connected environmental work, the college offers seedlings to visitors to the programme as a means of welcoming them.

III) Blood donation camp-

Each year on February 3rd, the Rotary Club of Gadhinglaj organises a blood donation drive to commemorate the Punyasmaran of the institute's founder, Dr. A. D. Shinde.

IV) AIDS Awareness programme

For the purpose of increasing AIDS awareness among the general population, the trainees organise activities like marches and street plays throughout the college. Along with this, the medical professional arranges lectures to educate the trainees on AIDS. On December 1st, which is World AIDS Day, the college conducts an exhibition of posters and rangolis. The college also attempts to spread the right message throughout the community.

V) Programme celebrating -

Programme celebrating the birth and deaths anniversary of social reformers and intellectuals .In order to assist the trainees in the B.Ed programme in developing the correct attitude and values, various days are organised at the college level by qualified professors. The children can access their instructions. A range of activities are also planned in accordance with the program's structure.

VI) Word Literacy Day-

Every year, the college observes World Literacy Day. The goal of a social awareness literacy campaign is to increase the value of education among society's lower sections. Additionally, poster shows and a range of talks are scheduled. The institution seems to be doing its share to increase community understanding of the importance of education.

VII) Work on a variety of situations or societal problems-

The college has participated in numerous social welfare activities and made a substantial contribution to society, along with the Hope Foundation. Raising money for the care of AIDS-affected children, holding rakhi-making workshops for border-fighting soldiers, and collaborating with poor children on educational projects are a few examples.

File Description	Document
Report of each outreach activity signed by the Principal	View Document

3.3.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response: 5.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	03	05	04	03

File Description	Document
Report of each linkage along with videos/ photographs	View Document
Data as per Data Template	View Document

3.4.2

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

Response: 9

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

Response: 09

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document

3.4.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

4.1 Physical Facilities

Response

D.K.Shinde college of Education, Maruti Mal, Kadgaon Road, Gadhinglaj, established in 1990. There are ample facilities for 'Teaching and Learning process' in the institute. The institute has its own total 7.1 acre of own land. and the infrastructure has built on 1708.04 sq. meter. The campus provides an excellent infrastructure for smooth conduct of classes. The institution has Principal cabin (1), Administrative office (1), large conference hall (1), Classroom (5), Laboratories (2), Staffroom (1), Library (1), IQAC room (1), Photocopy and printing (1), Computer lab (1), Girls common room (1), Boys common room (1), Girls toilets (1), Boys toilets (1), Washroom for ladies teacher (1), Washroom for Gents teacher (1), Aqua guard drinking water (1), Reading room(1), Hostel for girls (1), Hostel for boys (1),

The details of available infrastructure are as follows.

Multipurpose Hall

Large conference hall in which maximum 200 students can seat easily the facilities like LCD, screen, sound system, Internet connection etc. have provided in that hall general lecture, cultural functions are conducted in this hall.

Classroom Facilities

The institution has 5 spacious well- ventilated classrooms available with all facilities all rooms have adequate sitting capacity which are also provided with LCD screen, Sound system, and internet connection.

Computer Facilities

College has one compute laboratory with well-configured computers and internet facilities. (Both LAN and Wi-Fi facilities are available) separately software available both at office and library for the smooth functioning of administration. Maximum 25 students can do practical's simultaneously in a batch.

Library

Library works under the supervision of Librarian Digital library with four computers with internet facilities N-list Journals. News papers, journals, magazines and periodicals, Separate reading room for students and staff members is available

CCTVs

The institute has 4 cctv cameras

Psychology Resource Centre

For taking experiments of Psychology there is a ' Psychology resource centre and all the equipment's required for experiments has made available here. 25 students can do the experiments at the time in the psychology resource centre

Science Laboratory Centre

Science Laboratory is equipped with all the science related chemicals and models which are necessary for teaching the science subject at secondary school. Student take demonstration in the lab before conducting the experiments in the school

Canteen

Canteen is common for both teachers staff and students

Parking Shed

There is a large parking shed for bike and car parking

Hostel

There is provision of hostel for the students which houses are far away from college. Boys and Girls hostel are separately.

Lavatories

There are separate lavatories for staff and students.

Play Ground

There is a play ground of 7442.00 sq. meter for playing different types of outdoor game and have separate courts for the games like Kabaddi, Kho-Kho etc. All sporting equipment's are available in college, students play indoor game like chess and carom.

As per norms of NCTE all facilities are available in the intuition by utilizing these all facilities the process of ' Teaching and Learning' is impressively fulfilled here.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Link for additional information	View Document

4.1.2

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

Response: 100

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

Response: 6

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

Response: 6

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

4.1.3

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

Response: 48.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.81	10.19	00	0.66	00

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

A library is said to be a repository of knowledge and we are proud that the library of D.K .Shinde College of Education is equipped with all such facilities. No matter how many facilities in library has, according to Dr. S.R. Ranganathan's fifth law, a library is a superior institution. So the library books, periodicals, There has been steady progress in the collection of e-resources and so on. The library space is spacious and well ventilated. Also, study room is also available for students 50 students can seat in the study room. internet, Wi-Fi and photo copy facility is provided for them. The library has a collection of textbooks, reference books, e-books, periodicals, current papers, dictionaries, encyclopedias, books useful for competitive exams. There are 6394 books in library. Books are exchanged between professors and students through library software. Also the library Membership of Inflibnet Center (N-List) has been taken through it. More than 6000+ e-journals. The facility of more than 190000+ e-books is provided.

The library is partially computerized through NEW GENLIB software version 3.1.2 developed by Virus Solutions Private Ltd Hyderabad. Gradation of library software is done periodically and online for users Opac provenience. New Genlib Software has 9 major modules for library automation and each module has sub modules. This software records the number of book purchased annually under the technical process. Library information about book collection made available to users by the Opac system. Till date 6394 books have been registered. Also complete barcoding of new books is uploaded through the technical process of the software.

1. Technical Processing – The basic information of new books is uploaded through the technical process.
2. Circulation – Book check in and check out is done by movement.
3. Acquisitions – Request Process, Company, Acquisitions are made to locate titles form the Receive Order section.
4. Subscription list, firm order, Register serial issues are processed by serial management.
5. User Ratings, User comments, Catalog record, are handled by OPAC.
6. Configure system, Day process software etc. configured by administration department. Is divided in it.

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

4.2.2

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

Response:

The library in D.K.Shinde College of Education, Gadhinglaj has made online e resource available to all the readers students, faculty and Non-teaching staff through internet. For this, the college has subscribed to the National Library and Information Services Infrastructure for Scholarly Content (N-List). All the students and professors of the college enter through the login Id and Password given to them. All the electronic resources under the N-List program are available from the publisher's website, so students can download and save the information as they want at any time. Through N – List 190000 + e books And 6000+ e- journal are supplied through e- Shodhsindhu7200+ More than peer reviewed journals and bibliographies dominate. Also, theses uploaded by all the universities through Shodhganga are useful for students and professors to carry out research work. All the students and professors of the college can get the information about the books in the library through Web Opac due to the online catalog. Also, in the time table, two days in a week as library hours, time has been made available to get information from the library, for that the library has provided internet facility on a separate computer, so students can come here and search the information as they want. The library has a separate website through which the students can get information about e-books, e-newspapers, university question papers, governance rules etc. A blog allows students to keep up to date with new books coming to the library. You can get information about the activities conducted in the college from the Youtube of the college. Also, to promote the reading culture, reading motivation days, book exhibitions, etc. are organized every year.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

4.2.3

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

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

Response: B. Any 3 of the above

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

4.2.4

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

Response: 0.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.15550	0.18400	0.75184	0.65459	0.58554

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

4.2.5

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

Response: 8.29

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 135

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 168

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 209

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 210

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 157

File Description

Document

Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal

[View Document](#)

Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution

[View Document](#)

4.2.6

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

D. K. Shinde College of Education has established a Local Area Network (LAN) in ICT labs, classrooms, seminar halls, library and office. With the latest digital needs, the college provides a wide range of ICT facilities for the execution of daily academic and administrative activities in an easy, efficient and transparent manner. The college provides an adequate number of computers, printers, scanners, and LCDs with a projector to help students and faculty carry out academic activities effectively. The college has a well-established mechanism for upgrading and effectively using ICT to ensure an effective teaching-learning process. A new internet plan was added on October 1, 2021. D. K. Shinde College of Education has two broadband fiber connections. One is Om cable network with 200mbps speed and the second is BSNL with 150mbps speed. This connection is updated on 9 August 2023 (BSNL) and 18 August 2023 (OM Cable Network). The server, Wi-Fi Router and Switch are in place. 4 Wi-Fi Router has been established and works in all rooms of the College. The college is in possession of 39 Desktops and 1 Laptop. The college also possesses other ICT equipment such as projectors (5), printers (5), Scanners (2) and photocopiers (3). The Computer Laboratory has 25 computers and 1 Printer with 7.5 KVA online UPS for a minimum of 8 hours of backup. The college has registered an N-list membership. Students and teachers can use E-resources with their ID. A digital library with 5 computers is for students, where students can access N-List membership resources along with free resources available on the internet. N-List Membership is updated on 12 March 2023. Various classrooms in college are equipped with computers and projectors. There is a facility for SWAYAM classes and Skill Development Courses. The college has registered G suite for education. Students and teachers benefit from G suite facilities. A single domain is used through G Suite. G Suite for Education is a cloud-based productivity suite that teachers and students connect and work from anywhere, on any device. Our college adopted online teaching mode through many digital platforms like Google Meet, Google Classroom Canvas etc. The college has a YouTube channel with live and recorded sessions. The college also has the facility to record lectures on Google Meet. The college has a Facebook account on which all Activity reports in the college are displayed. D.K. Shinde College of Education's website (www.dksg.co.in) is updated and redesigned from time to time.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document
Link for additional information	View Document

4.3.2**Student – Computer ratio for last completed academic year****Response:** 3.45

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

4.3.3**Internet bandwidth available in the institution****Response:** 250**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 250

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link for additional information	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 12.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.72	1.27	0.03	0.11	0.69

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

4.4.2

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

Response:

Response

Classrooms

There are total 06 numbers of classrooms in our college. These classrooms provide platform to the student – teachers & teacher- educators to maintain effective communication. College peons clean the classrooms every day.

Library

Our college has a rich library with a total of 5493 books. The issue return is done over computer with the assistance of GEN-LIB software in the context of e – resources library is member of INFLIBNET N -NLIST program. Pest control is done once a year to prevent pests from infesting the books.

Various Labs

1. ICT lab
2. Science lab
3. Psychology resource center.

Labs are maintained by appointing faculty members as an in – charge of lab & supervised by principal of college. In charge of the lab monitor effective utilization of that particular lab. The psychology lab can accommodate up to 25 students at a time. The vacuum cleaner is usually used by the peons to clean the dust on the computer care is taken let the dust enter the ICT lab.

Sport complex

There is a playground of 7442.00 squaremeters. All sportequipment's are available in college. The ground is usually sprayed with herbicides and the grass is cleared.

Classrooms

There are total 06 numbers of classrooms in our college. These classrooms provide platform to the student – teachers & teacher- educators to maintain effective communication. College peons clean the classrooms every day.

Library

Our college has a rich library with a total of 6383 books. The issue return is done over computer with the assistance of New GENLIB software in the context of e – resources library is member of INFLIBNET N -NLIST program. Pest control is done once a year to prevent pests from infesting the books.

Various Labs

1. ICT lab

2. Science lab

3. Psychology resource center.

Labs are maintained by appointing faculty members as an in – charge of lab & supervised by principal of college. In charge of the lab monitor effective utilization of that particular lab. The psychology lab can accommodate up to 25 students at a time. The vacuum cleaner is usually used by the peons to clean the dust on the computer care is taken let the dust enter the ICT lab.

Sport complex

There is a playground of 7442.00 square meters. All sport equipment's are available in college. The ground is usually sprayed with herbicides and the grass is cleared.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: B. Any 7 of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 26.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	6	6	6

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

5.2.2

Percentage of student progression to higher education during the last completed academic year**Response:** 29.55**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 12

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

Response: 1

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

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 12.69**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	08	3	2	1

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

5.3.1

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

Response:

The university has not issued any circular for forming a student council for the last four years. So the student council was not formed. Student representatives have been selected for various committees at the college level. Student representatives work actively in the college development committee, Vivek Vahini Committee, Sachetana Committee, Library Committee, Wall Paper Committee, Educational Tour Committee, Career Guidance Committee, Internal Complaints Committee, Canteen Committee, and Gymkhana Committee. There are regular meetings of various committees in the college. Student representatives participate in these meetings. The suggestions of student representatives are considered in the meeting. Actions are taken as per the proper instructions of the student representatives.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2

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

Response: 0.6

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

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

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The College has a registered Alumni Association under the Society Registration Act 1960. It was formed on 9th October 2017. The registration number is MH-36517/ Kolhapur, The main objective of the association is to bridge the gap between the college and Alumni.

Alumni inspire new entrants at the beginning of the college admissions process by providing guidance and counselling to alumni. We do it on behalf of the organization so it inspires us to do good deeds tree plantation programme was carried out in the college to implement the concept of a small jungle.

Alumni provide information to the organization if there is a vacancy in the organization where they work and they are instrumental in getting new students a job. We honour our meritorious students on behalf of the organization.

Miss Kashibai Khandare (Mrs. Seema Sakhare) Invited Shri. Sushant Sawant to her institute New English School, Nool. For mathematics subject and Smt. Muchandi invited Pallavi Kumbhar, Neha Patil, Dayanand Dalavi, and Nafisa Panari. to her institute at Maratha Mandir of science and Commerce for Mathematics. Mrs Shivani Shital Padanekar invited Miss. Dnyaneshwari Malliakar-June Kadukar to her institute Jagruti High School, Gadhinglaj.

Alumni Shri. Khamkar Sir (Madhyamik High School, Talashi., Shri. Balasaheb Mulla, Rohini Karade (Gijawane High School, Gijawane.) Miss. Priyanka Belwekar (Dada Desai High School, Inchanal. Miss Vaskoti (Hiddugi High School, Hiddugi.) All alumni guided the B.Ed. trainees in the internship regarding practicals.

Shri Tanaji Vishram Chougule delivered a lecture on ‘National Educational Policy 2020 ’ on 15th May 2023. In his speech, he explained how the new education policy will help India become self-reliant

On 21st August 2023 'Anti-Miracle Day' was celebrated in the D. K. Shinde College of Education. Shri. Balasaheb Abbas Mulla delivered a lecture on 'Science of belief and superstition' Mr Balasaheb Mulla is working as the Executive Chairman of Kolhapur District of Superstition Eradiction Committee. Mulla sir is an alumnus of B.Ed. College.

Many alumni are working on various prestigious designations such as principals, coordinators, Academic leaders, entrepreneurs help in the placement of our students in different schools. These members are invited to the institution on various occasions like teachers' day, annual function, and orientation day to motivate students and share their personal experiences during their professional capacities. They are also frequently invited as external supervisors, judges, auditors, and valuable feedback in curriculum planning and evaluation methods, bridging the gap between schools and teacher training. During this event, they provide excellent feedback to improve interns' teaching abilities to serve better in the real school environment. Their efforts are suitably recognized and acknowledged.

Seven books were gifted by the Alumni Association (Krantisukte Rajashri Chhatrapati Shahu, Mahatma Fule Samagra vangmay, Sahitya Ratna Annabhau Sathe, Maharshi V. R. Shinde Samagra Vangmay, Annabhau Sathe Nivdak Vangmay, Dr. Babasaheb Ambedkar, Dr. Babasaheb Ambedkar pictorial biography. Alumni Prakash Pundlik Kamble gifted the library five copies of the book ' Parivartan ' written by himself.

Alumni of the year 2021 – 2022 gifted Karaoke's sound system and printer.

Kanchan Yuraj Bhadvankar took a Demonstration lesson on the History method. Varsha Balwant Kamble took a Demonstration lesson on the mathematical method. Alumni Sushant Sawant guided Akash Goilkar to get admission. Also, Mr Bhikaji Khatkar guided Miss Swapnali Anajekar to get admission.

To get schools for internship Priyanka Vaskoti and Priyanka Belvekar contributed. Alumni donate when they meet the college and improve the finances of the alumni association. At present, the funds of the Alumni Association are two lakh five thousand.

On 12/5/2022, Atul Balkrishna Savvakhande took a program to eradicate superstitions and gave information about snakes.

Through the Alumni Association, the 'Dinkar Master Creative Teacher Award. ' was given on 9th October 2022. Shri. Rajendra Gajanan Sutar was the recipient of the award. He was given a certificate, badge of honour, shawl, shrifhal and cash of Rs. 10,000.

File Description	Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2

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

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

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document

5.4.3

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

Response: 12

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	3	1	2

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

5.4.4

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

Response:

Mr. Sachin Dhondiram Shinde a student of the Alumni Association gave a harmonium to the students who are proficient in playing musical instruments. Mrs. Kranti Sudhir Shivane gave Dholaki. Shri Tanaji Vishram Chougule gave Khanjira. These three instruments will be of great use to students who are interested in music. By Alumni 2021-22 A karaoke sound system was gifted to the trainees to develop their singing skills. Alumni Dipali Shinde Levelled the playing field to develop the sportsmanship of the trainees.

Students write articles and poems in college magazines. To improve their writing skills college arranged one session with Ashok Jadhav who is an alumnus of our college. In this session, he guided our student teacher on how to write and How to express our feelings in simple words.

Alumni Swati Kori provided an opportunity for students who are good at science to join Vidnyan Parishad (Science Council) Shri. Dipak Rajaram Powar & Mrs Saroj Shailendra Patil work in the Science Council.

The Alumni Association supports students with special intelligence who work creatively in their field of study. The alumni association has started ‘ Dinkarrao Master Creative Teacher Award from the year 2021-22. The nature of this award includes cash Rs. 10000/-, Shawl, Badge, certificate etc. A total of 12 proposals were received for this award this year Screening of these proposals was done by 1. Mrs Aruna Kiran Bhujbal – education officer, Mumbai 2. Dr. Vishnu Shikhare- Associate professor Barsi College of Education Barsi 3. Dr Rajesh Gore- N.C.E.R.T. This year’s award was given to Mr. Rajendra Gajanan Sutar so all the former students have been inspired to do their work creatively.

Two meetings in a year are conducted activities Demo lessons by alumni. Alumni meet interaction on the element with current batch students to clarify their doubts and initiate smooth transactions with new students to the course.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Through the college's website and meetings with the headmasters and nodal teachers of the many practising schools, the aforementioned vision and mission are made known to the stakeholders. The Alumni Association and several college committees, which are made up of teaching and non-teaching staff, students, parents, and other stakeholders, meet regularly to discuss the institution's vision and mission. Every undertaking is organised to enable the institution to fulfil its vision and goal.

The Chh. Shahu Institute of Business Education and Research Trust Kolhapur continues to support the activities the institute takes on. Through a variety of activities, the management, principal, teachers, and administrative staff collaborate to realise the institution's vision, mission, and objectives. The numerous committees are essential in setting the course for improving the quality of all institutional transactions. The Management gives the institution's planners the necessary freedom and direction. An overall strategic plan is created by the principal in cooperation with management, focusing on the following areas: 1) Improve learning and teaching 2) improve placement and training 3) Implement technology in education 5) increase alumni involvement 6) Community involvement 7) Creating an environmentally friendly campus. Financial audits are carried out on a regular basis with an emphasis on the organization's efficient operation.

Records and reports are kept, and management and personnel are informed when an appraisal is completed and conveyed. The Principal works with the mother institute to plan the budget and other aspects of the finances. To plan, carry out, and collect feedback on the institution's activities, regular staff meetings and committee meetings are held. Regular evaluations and comments from the trainee underline the leadership role in advancing the institution's objectives.

Planned academic programmes that include rewarding internship activities, effective student-centred learning experiences, and addressing a learner's unique needs. Through planned professional development activities, a culture of professional growth is promoted. Involving alumni in the institution's growth to acquire professional competence and a future-ready personality. The management, staff, students, and stakeholders take community outreach initiatives to foster a strong sense of social responsibility.

Maintaining alignment with the institutional goals is facilitated by a constant monitoring mechanism. Feedback from the faculty, students, alumni, practice teaching schools, parents, etc. aids in the establishment of a solid foundation for the institution and the quick and essential progress towards the welfare of the stakeholder

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

In its organizational structure, the institution employs decentralization and participative management in its transactions through delegation of responsibilities with the Management, Principal, Faculty, Support staff, Students, and committees in the institution.

The Management believes in democratic leadership, team effort, vision and a sense of responsibility. The principal is the Chairperson of all the committees along with the teachers and students.

The institution uses decentralisation and participatory management in its organisational structure by assigning duties to the administration, principal, faculty, support staff, students, and committees within the institution.

The Management upholds a feeling of accountability, democratic leadership, and teamwork. Along with the instructors and kids, the principal serves as the committee's chair.

Reviews and reports are completed. the several committees, including the committees for co-curricular activities, placement, and exams as well as the committees for admission, practising teaching, alumni, and student council. The practical teaching committee prepares the internship activities that will be carried out at the school, which is an example of decentralised and participative management. workshops covering a variety of subjects crucial to the education of aspiring professionals. In addition to the regularly scheduled ones, additional welfare and enrichment activities are carried out.

A number of significant decisions pertaining to the management of the school are made by the College Development Committee, which is made up of representatives from Management, the Teaching Staff, Administrative Staff, Students, and the Community,

the principal develops the action plan in cooperation with the faculty, management, and administration in accordance with the institution's vision, mission, and objectives with a focus on accomplishing the programme outcomes,. The curriculum and extracurricular activities for the academic year are planned in the institution's strategic plan. The resources are made available in accordance with these activities.

The decision-making process involves the faculty while designing the teaching-learning experiences, extracurricular activities, practise teaching, community service, and other activities throughout the academic year.

The faculties participate in a number of committees and carry out the activities. In the first week of each month and whenever necessary staff meetings are held to consider and exchange opinions on institutional initiatives and activities.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

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

Response:

There is a B.Ed. programme offered by the college. The admission process is determined by the entrance exam results. Admission takes place in accordance with the rules. All B.Ed. application forms are completed online and uploaded, according to AISHE.

By providing the students with an orientation to the syllabus, academic transparency is maintained. The completion of the syllabus is occasionally discussed with the student. Academic activities were carried out by faculty members.

Our institution encourages transparency in all of its operations, including financial, academic, and administrative ones.

Our institute is self-sufficient financially. In accordance with NCTE regulations, tuition fees are collected as a self-generated resource and used to pay salaries. The management has direct control over payroll and other costs. To maintain complete transparency, audits are frequently carried out.

The management, principal, professors, and students make decisions democratically based on the institution's effective functioning and feedback from various stakeholders.

The CET cell's online process and CAP process are utilised to enrol students in terms of the administrative side. The administration, governing bodies, educators, institutional committees and other topics on the website.

On the website, the AQAR reports are posted. On the notice board, information on transfers and

migration is posted, and students are informed via various media. By sharing all relevant information with the stakeholders and keeping track of every action the institution does, administrative transparency is upheld.

The course learning outcomes and programme results are frequently updated and uploaded. Student information and other updates on academic activity are displayed on the notice board. The details about the admissions procedure, the student list, the student list according to pedagogy, learning resources, timetables, exam dates, co-curricular activities, enrichment programmes, etc. are displayed on the notice board. The principal with the staff creates the activity schedule and allows the necessary resources after consulting with the faculty, management, and administration. The teacher in charge of the event submits a report following each event.

The college's accounts are routinely inspected by Statutory Auditors, who look into the tuition fees, vouchers, cash book, and ledger etc., Parents, students, and other deserving persons take part in the educational, administrative, and other activities.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

As effective teachers can have a significant impact on a child's social, emotional and academic development the role is vital in ensuring students achieve the best possible outcomes. effective teachers are always cushioned by the support of good schools that create cultures that prioritise professional development

The quality of teachers is a major determinant of children's learning and well-being and also has a substantial impact on the well-being of students throughout their lives affecting not only their academic achievement but also other long-term social and labour outcomes.

It becomes important for the training college to enhance the competencies among the trainees.

Our institute has a strategic plan for enhancing teaching teaching-learning process. To develop values other than the subject core papers among the student tennis value added courses for the students were created by teachers teachers use an effective online platform to upload notes assignments and other

material for the students.

In teaching different methodologies to enhance their teaching abilities were used by the teachers in their day-to-day teaching. Teaching includes collaborative methods both online and offline teachers follow the communicative approach construct which approaches models of teaching inductive detective methods seminars to provide the model teaching learning experience that students can emulate in their own careers as teachers. Teachers use case studies annual discussions seminar presentations to expose a range of teaching methods.

Pair share group discussion role-playing are the activities used to encourage constructive learning by the teachers.

Teachers use online tools like Google Classroom Google Meet etc. for teaching. Students are encouraged to incorporate these tools into their coursework as presentations assignments and other activities. Reflective thinking is encouraged by book reviews and through creating activities based on the understanding of the self. A series of lectures by eminent personalities are arranged to provide exposure to the student teachers on the various skills required for their careers as teachers.

Student enrichment activities are conducted on a regular basis to enhance the prerequisite knowledge skills and attitudes that they require teachers.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

6.2.2

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

Response:

In accordance with its goals, the institute's IQAC works to improve the quality of all parts of the organisation and organizes, and promotes actions to enhance the organization's performance.

The Management is in charge of the institution's strategic plans. The Management is crucial in guiding the institution towards eminence in the field of education by their dynamic leadership, inspiration, and vision.

The principal plays a crucial role in the college's development and follows the connected university's

norms and regulations. He creates a cordial rapport between the top management and the teaching and non-teaching staff. We have many committees, a decentralised system of power and decision-making, and a goal of effective and efficient teaching and learning processes.

The institute has an admission committee that follows the rules and regulations of the government admission procedure. The committee gives advertisements in the local newspapers and different digital media so that the students can understand or be aware of the admission of the current year Orientation for the CET examination is done by this committee all the teachers guide the candidates on the topics included in the CET examination.

Alumni Association - . Maintain the updated and current information of all Alumni. It provides a forum for the Alumni to exchange of ideas on academic, cultural and social issues of the day by organizing and coordinating reunion activities of the Alumni The Alumni Association achieves these by staging an annual programme of events and reunions; through communications

Grievance Redressal Mechanism: In our institution, a grievance committee has been established to resolve legitimate complaints from students, staff, and parents to their satisfaction in order to foster positive relationships between the students, parents, and employers. Any issue involving students or staff will be covered by the grievance.

Anti-Ragging and Internal Complaint Committee: To ensure the student's safety and welfare, the university maintains an anti-ragging and internal complaint committee. The principal, who serves as president of the committee, is joined by two teacher representatives, one student member, and one teacher who coordinates the committee's activities. The committee's goal is to foster a culture of discipline by making it very obvious that ragging will not be tolerated.

Recruitment Procedures: In accordance with the guidelines and requirements established by UGC, the institution publishes advertisements for open positions in national and local newspapers. A panel of experts interviews potential candidates, and those who are chosen are hired. The ideal candidate will be NET/SET certified, fluent in English, technologically adept, and possess the necessary professional and interpersonal traits. The workforce is recognised and applauded for their efforts in carrying out the tasks assigned to them.

Regular meetings of various committees and the institution's policies and decisions are discussed. To give the students hands-on learning opportunities, the committee for the tour and visit to innovative centres was founded. They have created committees for extracurricular activities and extension courses.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	View Document

6.2.3

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

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

Response: D. Any 2 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

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

Response:

The institute has established various committees for effective functions of university activities. These clearly defined committees are Responsible for discussing, deciding and implementing action plans. Institutions regulate their day-to-day operations through these committees.

Support for research: The institution helps faculty members succeed in their research pursuits by offering them all the assistance they require, including the use of institutional tools, infrastructure, flexible work schedules, etc. A large selection of books, periodicals, magazines, and the most recent digital resources are available at the library. The faculty greatly benefit from this in their research endeavours and in keeping up with current events.

Lectures and seminars Committee: Discussion on Innovative Activities by Innovative Teacher Arjun Harade,

Career guidance for the students of commerce department, guidance on environment and organic

farming, workshop on yoga on health and prosperity, National seminar on Accomplishment of Vision 2020; workshop on women safety - demo presented by Rutuja Mangle and Sharnya Kurbetti Lectures by eminent personalities on various subjects gyaneshwari ek jivan Granth by Dr Vidya Patil ; writer of the book “BHANGAR” which is the autobiography of writer Mr Ashok Jadhav himself. professor Balaji Kambale spoke on learning resources for teachers, Dr. Rakesh Belgudri on child psychology; Mrs. Jayashree Tanaji Gaikwad upper police superintendent on the life of police and a talk with headmaster Mr.Gangaram Shinde were conducted for the thorough development of the trainees

Internal Quality Assurance Cell (IQAC): The IQAC Cell arranges meetings for the successful implementation of the activities. The IQAC strives for excellence in all of the institution's academic and administrative endeavours.

Alumni Association: The Alumni Association arranges meetings between recent graduates and current students and organises programmes and events for the benefit of the college as a whole. Former students arrange inspirational speeches and seminars for their professional development.

Library Committee: The Library Committee's aim is to think and make choices for the development and proper upkeep of the library, as well as an up-to-date collection of books, periodicals, and other resources, etc. Every year, the library buys books to help the pupils.

Anti-Ragging Committee: The institute's anti-ragging committee is doing a good job of addressing issues with raging. The anti-raging committee holds regular meetings as well as when necessary, and decisions regarding the course of action are made collaboratively.

Internal Complaints Committee: In order to foster positive connections between the students, parents, staff, and employers, the Internal Complaints Committee was established in our college. Its goal is to resolve legitimate complaints from students, staff, and parents to their satisfaction. Any issue involving students or staff will be covered by the grievance. The committee is asked to contribute efficiently so that the complaint can be resolved as soon as possible.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

The management treats all of its employees like family and is completely supportive of their efforts to advance the professional growth of both their teaching and non-teaching staff. In the current situation. The College promotes staff members' professional growth by encouraging faculty to attend seminars and workshops held at the local, national, and international levels. Encouraging faculty to submit research articles for publication in national publications.

Loan Facility- The staff is also provided with a loan facility "Chh. Shahu Central Institute of Business Education and Research Trust Sevakanchi Sahkari Patsanstha Kolhapur. The institution provides the non-teaching staff with a micro-finance facility. The society provides loans for various purposes. In emergency situation, it provides urgent loans from Rs.50000/-. To Rs- 600000/ according to salary. In addition, the college head also helps while taking loans from banks to faculty, by taking responsibility as a guarantor

Attending Seminars and Conferences- The faculty is encouraged, and support is provided to attend various seminars and conferences and present papers at these forums as it leads to the exchange of ideas.

Participation in Refresher/ orientation/short-term course- The institution places a lot of emphasis on the professional development of the faculty and encourages and supports them to attend orientation, refresher and short-term courses to update their knowledge.

Performance appraisal system performance appraisal mechanism is followed to provide a complete picture of faculty performance and aids in providing constructive feedback and developing the human resources of the institution.

Duty Leave- The faculty are provided with Duty Leave for attending seminars, conferences, Pre Ph. d courses and University commitments

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.2

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

Response: 20

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	5

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

6.3.3

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

Response: 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	0	01

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document

6.3.4

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

Response: 13.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	1	0	1

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5

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

Response:

Improvement of Performance:

performance appraisal system creates a psychological impact on teachers to perform well, as well as motivates the teachers. Performance appraisal helps to improve the performance of the teachers. Effective communication between institutions and teachers is very important. Through performance appraisal, communication can be sought to understand and accept the skills of teachers. The teachers can also understand and create trust and confidence in superiors. It develops the spirit of work and boosts the morale of employees.

The evaluation concentrated on how well the faculty employed digital resources, other approaches, and hybrid modes of academic delivery. In order to meet the demands of the students and deliver quality educational experiences, the staff was urged to concentrate on enhancing their capacities through webinars, workshops, research, short-term courses, and knowledge updates.

The performance appraisal system for non-teaching staff

There is no fixed format given by the Government or university for the performance appraisal of the non-teaching staff. The principal prepares reports of all the non-teaching staff.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The institution also has its own internal auditing system In addition to its external audits. Internal

auditors who meet the criteria are hired on a permanent basis from outside sources. Every voucher, supporting document, record, and book, as well as electronic statements of the transactions made during each fiscal year—including projections for the budget, uses of funds, cash transactions, and bank reconciliation statements—are checked and verified. Implemented internal audit.

Internal Audit: Review of the trust agreement and laws. Look over the financial statements from the past.

Regular and standardized budgeting and auditing processes are used. Based on recognised financial management practices, the college adheres to financial requirements. It upholds all regulatory restrictions and preserves transaction transparency in the financial industry. The college supports itself financially and receives no grants for running the programme. The only sources of income are the fees collected from students in accordance with NCTE and affiliated university regulations. The college's yearly budget includes the specifics.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.2

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

Response: 0.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.55	0.41	0	0	0.27

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
Any additional information	View Document

6.4.3

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

Response:

The college's funding sources are reliable and well-known. To guarantee the distribution of necessary finances for all college activities, financial planning is done. The college creates transparent budgets for all of its expenses. Regular and standardised budgeting and auditing processes are used. The college supports itself financially and receives no grants for running the programme. The primary sources of funding are the fees collected from students in accordance with NCTE regulations and the affiliated university. Our parental institution contributes cash for significant expansions and infrastructure improvements. The college's yearly budget includes the planned expenses such as equipment purchases, furniture, and other development Expenses. The college's goal is to promote research, development, consulting, and other related activities by involving academic members at various levels. Beyond regular college hours, the available physical infrastructure is efficiently utilized to conduct remedial classes, co-curricular/extracurricular activities, and Certificate Courses. Funds are used as per the Institutional Policy. Financial Assistance by the Management includes financing for the construction of buildings and other infrastructure developments.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Each year, IQAC creates the annual plan for workshops' educational and extracurricular activities in partnership with other committees. These classes, extracurriculars, and seminars are focused on the college's strategic plan for admittance. The institute plans to host seminars and lectures by illustrious figures from various fields to better educate the student teachers about the issues they will face in the future. workshops to help student teachers hone their various talents. The institute's principal oversees meetings for the preparation of these activities, provides guidance for a better curriculum, and inspires the effective and proper execution of these activities.

Other committees such as the college development committee, the admission committee, the grievance redressal committee, the alumni association, the teacher-parent association, the anti-ragging committee, the career guidance committee, the tour committee, the lead college scheme mentor-mentee scheme, the cultural programme, the seminar and conference committee, the library committee, the time table and year planning committee, etc. are present in the institution. With the help of these committees, the institute tries to develop the trainee thoroughly.

Competency building - both online and offline methods of the courses in the first and second year in all four sessions are completed, apart from the completion of the theoretical part and practical work, various educational and social activities were spontaneously completed in the area, tree plantation, reception of trainees, parent-teacher meeting, reading inspiration day, children's day, AIDS. Public Awareness Programs, Girl Child Day, Marathi Official Language Day, National Science Day, International Women's Day, Personality Development Workshops, Educational Workshops, Doubt Solutions, Mentor mentee Schemes, Participation in Other College Competitions, Various College Competitions, Educational Trips, Various Organizations, visits to schools and dignitaries, interviews, various activities for the formation of a rich personality of the trainees.all the books in the library have been exhibited and an opportunity to introduce all the books has been provided. The library has the facilities of an open access system, book bank scheme, internet, and study books and the college library is open regularly to all

Activities for self-reliance - Various activities have been successfully implemented. A branch of Vivek Vahini has been established for the promotion of the scientific approach, and various activities have been implemented. Felicitations of Meritorious students Blood donation and tree plantation were done. Organized expert lectures for the self-reliant life of trainees and provided business guidance. Job opportunities were provided to the trainees who completed the training through the placement cell.
programs for social awareness - based on social issues such as the elimination of superstitions, and addiction, Organized a workshop on Psychological Testing under the Lead College Scheme. Sports Competitions, Fancy Dress Competitions, Cooking Competitions etc.

New techniques - Information and technology are used as resources for practice teaching and other activities. Self-study techniques, supervised research, seminars, and group discussions are adopted.

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

6.5.2

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

Response:

The college creates an academy calendar at the start of the year that includes all the workshops that adhere to the syllabus and all these aspects are given enough room in the academy planning so that every component of the college can profit from taking part. All of these activities are thoughtfully planned, and practice classes and other things are included for the kids.

The principal takes into account any issues that arise during the implementation of these actions.

The principal examines the students' attendance. If students encounter any issues while at the college and are engaged in their work, the principal will make every effort to address them. This concentrates on resolving both their personal and academic issues.

Wi-Fi in the classrooms has made it possible for pupils to use technology to enhance their learning and education. During college hours, students can use Wi-Fi to do their homework. There is a computer centre with 28 machines available for the pupils. It has internet accessibility. This facility is available to students at all times.

The pupils can acquire information from the teachers of such disciplines by using the internet.

Under the mentor-mentee programme, one mentor is assigned to every ten students, and there are three meetings held each year. The mentors from each group are also available to the students every day. Remedial classes are provided to the students during these meetings in response to their feedback.

The pupils can acquire information from the teachers of such disciplines by using the internet.

The mentor-mentee programme is a programme that provides mentoring to one to ten students annually. Three meetings are held each year, and the mentors of that group are available to the students every day. At these meetings, remedial classes are provided to the students based on their feedback.

Different teaching strategies are employed by college professors to promote the total development of their students. These consist of panel talks, seminars, small-group discussions, quizzes, creative journaling, etc.

The Women Empowerment and Sexual Harassment Prevention Committee raises awareness among the

students by promoting social issues.

Additionally, regular reviews are conducted of the program-specific outcomes as well as course outcomes.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.3

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

Response: 6.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	06	05	05	06

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

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5

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

Response:

Our Dinkarrao K.Shinde College of Education, many efforts are made for academic and administrative quality assurance.

1.University Academy Audit Committee

Academic audit of the affiliated college is done by Shivaji University Kolhapur every year, through physical, academic and administrative examination of the college, efforts are made to improve the quality of the college in accordance with the improvement suggested by the said committee.

2.Maharashtra Government No Objection Certificate Committee

According to the NOC Committee implemented by the Office of the Joint Director of Education every

year by the Government of Maharashtra, the physical administrative and academic aspects are also examined under Form A and B and the college is qualified for the admission process.

3.Efforts made for student studies

In order to achieve the educational objectives of the curriculum within the college, along with traditional teaching, the process of teaching and learning is implemented through PPT e-learning YouTube channel google and zoom meet on the basis of ICT base education.

4. Student Career Orientation Guidance

Along with the training of B.Ed trainees through the college, expert guidance training classes for Teacher Aptitude Eligibility Tests like CET, TET, CTET are planned through the college.

5.Efforts for professional and educational growth of teachers

To improve the educational quality of the teachers in the college, participation in various workshops, seminars, conferences, etc.

6.A rich library

The most important link in the improvement of teaching and learning of the college is the library. Besides the library of the college is rich, the efforts made as a library can be seen to be beneficial for the study of the students. Also, the facilities of the library like independent website, e-book, e-journals, N list are provided to the students and teachers.

7.Green Audit of Mahavidyalaya.

The location of the college in the rural and scenic environment is conducive to the physical and mental health of the students. As the campus of the college is free from any form of pollution, it is conducive to the studies of the students.

8.Perfection of physical facilities

Complete with all the physical facilities required in terms of study, teaching, administrative and office etc. The college seems to be a separate building, classrooms, toilets, teachers, office, library, playground, etc. It can be seen that it has been enriched due to the monitoring and improvement of various committees.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Respon

D.K Shinde College of Education Gadhinglaj College works and practices with an emphasis on sustainable development. Programs and activities in the college are planned using the available resources. Also the activities in the college campus are taken as eco-friendly as possible. Also students are encouraged to organize green events. So the college campus can remain pollution free.

Our college is 2 km from the city so it is pollution free and airy. Since the construction of the college building is done in a planned manner, it helps in saving energy here. Every year on the occasion of Environment Day, trees are planted in the college premises. Also in every program a tree is planted by dignitaries so there are many trees in the college premises. Also, As all the classrooms in the college building have large windows and doors, there is plenty of light and air, so there is no need to install fans and bulbs in every classroom during the day., It helps to save energy. Also every class, Office, Science Laboratory, LED bulbs have been used in computer rooms etc. thus saving energy. Electronic equipment in the college is maintained. E.g. Format all computers, kill Antivirus, replace generator battery, maintain fans etc. It helps to save energy. Also, since saving energy is the duty of every student and employee, They have been instructed that the person who leaves the classroom last should switch off the fans and light bulbs and leave the classroom. Also, notice boards have been placed in every classroom to reduce energy consumption. In this way, 80 to 90% of electricity can be saved due to the planned strategy of the organization. Also, generators have also been arranged in the college to avoid any kind of hindrance in the academic work. The organization has a policy of installing solar systems for energy conservation in the future.

File Description	Document
Institution energy policy document	View Document
Link for additional information	View Document

7.1.2

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

Response:

Response

Dinkarrao K.Shinde College of Education 'Minimal waste' This policy follows. On the college campus or in other departments such as the library, Office, Also paper used to be used a lot in staff room etc. but now all transactions are done using electronic devices. Using media such as Email, WhatsApp, YouTube, blog, college website, etc., attempts are made to use less paper. Also newspapers, Other paper waste in college, Electronic items are given to retailers for recycling. Also e-waste is stored and sent for recycling. Use of plastic is prohibited in the college premises. Environment day is celebrated in college on 5th June. On that day, students clean the campus premises and convince them about the importance of cleanliness. They also take an oath not to use plastic. Also, tree plantation is done on this day to protect the environment. As a precaution everyone is advised from time to time and notice boards have been put up in the college campus for this purpose.

Objectives

1. Ensuring that waste management is done responsibly.
2. Focus on waste reduction and recycling.
3. Economical disposal of waste.
4. To ensure safe handling and storage of waste in the college.
5. Use email, website, whats' App.

Action Plan –

1. Garbage is segregated in campus premises. Two dustbins each labeled dry waste and wet waste are kept.

2 Mulch and wet waste from the campus is collected and dumped in pits and the compost made from it is applied to all the trees in the area. Therefore, all the trees in the area look green and rejuvenated. This not only saves money but also provides natural fertilizer.

3 Everyone is guided about not using plastic and notice boards have been put up in the campus to avoid using plastic.

4 E-waste and current paper scraps are stored at designated locations in the college and given to vendors for recycling.

In this manner, the organization has adopted a waste management policy.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

7.1.3**Institution waste management practices include**

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.4**Institution has water management and conservation initiatives in the form of**

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

7.1.5

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

Response:

Response

Dinkarrao K.Shinde College of Education always strives to prioritize pollution free and healthy environment. The college building is built in a scenic environment away from industrial establishments or the city. Numerous trees have been planted in the area. To keep the premises clean and healthy, the college has implemented various activities as follows...

1. Cleanliness Campaign for Azadi Ka Amritmahotsav.
2. Cleanliness drive and tree plantation for plastic free environment on World Environment Day.
3. Blood Donation and Tree Plantation on the Commemoration Day of Founder Dr. A.D.Shindesaheb.
4. Cleanliness campaign under Gram Swachhta Abhiyan by going to Lingnoor village in the area.
5. Plantation of trees by Alumni Association.

Cleanliness campus-

The following measures are taken to keep the college campus clean.

1. Door mats are placed in front of each classroom.
2. Dustbins are kept in every classroom.
3. The waste generated in the college is recycled.
4. The importance of cleanliness is emphasized through programs like Swatch Bharat and Environment Day.

5. When other important days like tree plantation are organized on the occasion of Environment Day.
6. All the sanitary facilities in the campus are kept clean daily.
7. Hand wash is kept in the toilet and female is used to clean the toilet.
8. Aquaguard is installed for drinking water.

Green campus -

The college has planted many different types of trees in the campus to make it a green campus. Oxygen supplying trees are planted in the college premises and medicinal plants are planted so the area is decorated with greenery and different types of flowers are planted in the garden and earthen pots are used instead of using plastic pots for planting plants. The college building is designed in such a way that allows free flow of air and natural light which helps in saving energy. Also, two dustbins are kept in the college premises for storing dry waste and wet waste, so the college has tried to keep a green campus in such a way that there is no possibility of waste.

Pollution free healthy environment –

The college has tried hard to maintain a pollution-free and healthy environment, therefore the college has banned the use of plastic.

- 1 Waste Control Chemicals and E-Waste Management
- 2 Use of LED bulbs in the college.
- 3 Conducting energy audits Keeping dustbins in the premises.
- 4 Waste management across the campus in class.
- 5 Use of dust proof chalk.
- 6 Minimal use of photocopy printing.
- 7 Maximum use of electric vehicles or bicycles in the campus.
- 8 Sewage management.
- 9 Pedestrian friendly road.

In this way the college has made efforts to keep the campus clean and healthy without green pollution.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Income Expenditure statement highlighting the specific components	View Document
Any additional information	View Document

7.1.7

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

Response: 2.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.19	0.28	0.19	00	00

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

Dinkarrao K Shinde College of Education, Gadhinglaj always takes advantage of the local environment, local knowledge, community practices and challenges. In the academic year 2022-23, this college has taken advantage of the local environment. In this, visiting innovative study and teaching centers under this activity 'Gijwane High School Gijwane, Kedarling High School Kadagaon, Sai Mukbadhir Vidyalaya Gijwane, Sane Guruji Library, Gadhinglaj, Science Center Gadhinglaj. The college has done the work of giving our students the experience of the work there by visiting, etc. This helped the students to get knowledge about the physical facilities, administration, financial affairs, various activities there along with the studies.

Also, under the program Bharat Ki Azadi Ka Amrit Mahotsav, a voter registration awareness program was conducted on behalf of the college. In this, a rally was conducted by guiding the boys and girls who have completed 18 years of age and their parents from the village of Gijwane on how to register their names in the voter list and why to vote.

Date on 8/4/2023 the program of Gram Swachhta Abhiyan was conducted at Lingnoor village. In the said program, the entire village was cleaned and a street play was performed on the topic of how people in rural areas fall prey to superstitions. This program got a lot of support from the sarpanch and local people.

Under the initiative 'Upakramsheel Shikshak Bhet' Teacher Mr. Sachin Desai guided by giving good examples of how effective teaching can be done using modern technology in a pleasant environment. Also, Mr. Avadhoot Patil, correspondent of Dainik Sakal, gave guidance on how to prepare the news of social problems and how to present it in the news paper, which problem should be given first priority.

Mr. Nachiket Bhadrature of Hope Foundation has shown through his work that social work is not expected to be a big task, but how it can be done through small tasks. He explained to our students how AIDS children without parents are helped. Also, he has shown through his actions and experience the

difficulties faced while helping and how to overcome those difficulties and cooperate. Impressed by his work, our college has entered into a **mou** agreement with him. For this, the college first helped them in the form of food grains. For this, all the students were asked to bring any grain from their homes and it got a huge response from the students of the college. Also, on the occasion of Rakhi Purnima, rakhis were made so that after selling the rakhis, they would get money and fulfill their needs.

In this way the organization always takes advantage of the local environment and challenge.

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

7.1.9

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

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

Response: B. Any 3 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Any additional information	View Document

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

BEST PRACTICE 1

Title of the best practice - **WEBINARS AND ONLINE ORIENTATIONS**

Due to the problem described, the procedure was changed to an online method and made efficient for the professors and students to fully use online platforms.

Objectives of the practice

1. To help faculty members and pre-service teachers comprehend e-learning and outlining platforms.
2. To help professors and student teachers become familiar with the techniques for using technology in an online method
3. To make it possible for the instructor to use an online platform for the teaching-learning process.

Lectures delivered in the online mode

Sr.No	Date	Programme	Speaker	Links
1	15-10-2020	Vachan Prerna Din	Uttam Tarwal	https://www.youtube.com/live/jqTbhuw0e00?si=j-BETIVsl2MzRnmt
2	27-11-2020	Consumerism And Financial Literacy in Covid 19 Times	Prachi Mayekar	Dksg online portal
3	10-4-2021	Shikshakansathi Adhyay Strot	Professor Kambale	https://drive.google.com/file/d/1Mc-3rXRSUICAdxVRta4QdSD28Cs-rY44/view
4	19-5-2021	Upkramshil Shikshak Sanvad	Uttam Kokitkar	https://youtu.be/VNtQwYeK4Lo?si=QASWyFVFXyYegIJu
5	21-5-2021	Shikshak Ek Palak	Shivaji Gavade	https://meet.google.com/fnk-cmpd-qjn
6	9-7-2021	Lekhak Aplya Bhetila	Mr Ashok Jadhav	https://youtu.be/G0AI8EC9Iiw?si=3KcNHw_c_yJGVbiN
7	31-7-2021	Dialogue with Headmaster	Gangaram Shinde	https://meet.google.com/uct-atxb-qar
8	7-8-2021	Teacher And Child Psychology	Dr Rakesh appa Saheb belgudri	http://meet.google.com/mpj-bner-ffe
9	13-8-2021	Dnyaneshwari Ek Jivan Granth	Dr. Vidya Patil	https://youtu.be/JKo9e-FeCLk?si=IJK4XfsnFmYirHH
10	27-8-2021	Upper Adhikshak Ek Yashasvi Pravas	Jayshree Gaikwad	https://meet.google.com/yjd-pukd-mka

11	24-9-2021	Hindi Rashtrabhasha Mahtwa	Dr.Sanjeevani Patil	https://meet.google.com/oso-eksr-trk
12	5-9-2022	Nep 2020	Saraswati Suryavanshi	https://meet.google.com/qrg-ttyr-zqn

Obstacles faced if any and strategies adopted to overcome them today

1. Poor network issue

Impact of the practice

1. The faculty and students use the online platform for carrying out various activities.
2. Students were motivated for their future.
3. Develop awareness about the various gadgets for online presentation skills.

4. Resources required - internet connectivity, Gmail account, mobile, headphones with microphone etc.

Title of the best practice – AZADI KA AMRUT MAHOTSAV

Objectives of the practice

1. To raise awareness of India's rich cultural legacy and freedom struggle.
2. To encourage students to feel patriotic.

Activities conducted

Date & Day	Event	Moderators	Timings
08/8/2022	Voter registration awareness campaign	All students and faculty	11.30 am
09/8/2022	A online lecture on the meaning of freedom	Dr. Sadanand More	11.30 am
10/8/2022	Cleanliness campaign	All students and faculty	10.30 am
11/8/2022	Eye Donation Awareness	Dr.Anumati Sharma	11.30 am
12/8/2022	Cultural programs on patriotism	All students and faculty	12.30.pm
13/8/2022	Experience Narration of a Freedom Fighter	Ex-soldier Baburao Ramchandr Lohar	11.30 am
14/8/2022	– Majha Gaon Majhi Sanskriti survey	All students and faculty	11.30.am
15/8/2022	Prabhat Pheri & flag hoisting program		12.30 pm
16/8/2022	Online lecture	Shri Suraj Bansode	11.30 am
17-8-2022	Singing of national Anthem	All students and faculty	11 .00 am

Obstacles faced if any and strategies adopted to overcome them today

No obstacles faced by the faculty and students

Impact of the practice

1. Students raised awareness about the value of eye donation and the rich heritage of Indian culture and the liberation movement.
2. Created love and loyalty towards the nation
3. Promoted a spirit of civic responsibility, and motivated citizens to contribute to the betterment of their country.

4. Resources required - internet connectivity, Gmail account, Eminent speakers

5. Contact person for the detail

Principal

Phone 9423801175

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness**7.3.1**

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Dinkarrao K.Shinde College of Education was started in the year 1990 by the founder of our college Dr.A. D. Shindesaheb in the name of his father social worker Dinkarrao Keshavrao Shinde. His father

was a teacher. He was known everywhere as Dinkar Master. He established this college to continue the legacy of the Dinkar masters as they educated the children of the grassroots by bringing them into the stream of education. He established this college as the institution believes that if children are to have good morals, then the teacher who develops them should be full of qualities.

As the students comes to study in the college are from three talukas namely Gadhinglaj Ajra and Chandgad, our college works to make them an ideal teacher by giving them the proper kind of education. The institution is of the opinion that every student studying here should high aim and have a feeling that he owes something to the society and get education. For this, various activities are organized by the college. Well-equipped ICT Lab, well-equipped library, science lab, computer room, etc. have been provided in the college for students to get up-to-date education. Also, lectures of experienced and active teachers are organized by the college so that the students do not face any kind of difficulty while doing the work of teaching in the future life, so that the trainees will get motivation and encouragement.

From the first day the student joins the college, they are guided to become a competent teacher by teaching them various skills through micro teaching. Also, by implementing programs like social service, elimination of superstitions, social awareness, Vivek Vahini, they are made aware of their commitment to the society.

Even today we are connected with our students from 1990 through whatts app group. So we get to see what our student is doing now even if he is out of college.

Thus we have decided to give 'Dinkar Master Creative Teacher Award' from the year 2022 for the encouragement of our students and for teachers who have innovated in their field and implemented it and honored Mr. Rajendra Sutar Sir, student of 2007-08 as its first awardee. We hope that this will certainly inspire our students to become exemplary teachers in the future.

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

5. CONCLUSION

Additional Information :

The college supports the growth of students' various writing abilities. Every year, the college publishes the "Dinkar" annual magazine, which aids in gathering data regarding college activities and also encourages students to express their opinions on various social topics through articles, poems, photographs, etc. Additionally, it aids in the growth of various writing abilities among students.

The organisation has scheduled sessions on career counselling over the upcoming months.

Concluding Remarks :

The Sanskrit term, Yojakstatra durlbhah, which translates to "pioneers are rare," is the institute's motto. As they chart a course, they encounter issues. Since its establishment in 1990, the institution has supported students from outlying locations. The academic calendar is made and kept up to date in order to carry out the curriculum. Value Added, Add-on, Certificate, and Self Study sessions are held to assess pupils' overall performance. We observe significant dates, and we undertake energy and environment audits to keep track of issues that affect multiple fields. Stakeholder feedback is gathered in order to improve the college. According to the government's regulations and the university's reservation policies, students are enrolled. The administration selected competent faculty. There are both online and offline instructional methods.

The average score on a university exam is more than 80% during the previous five years. To honour the accomplishments of the teachers and students, the college publishes the yearly magazine "Dinkar" each year. Support services carry out the extension efforts. The college's grounds cover 7.1 acres. Using INFLIBNET NLIST and reprographic services, the library is automated. Computers and internet access are available in college departments, and LCD projectors and smartboards are provided in the classrooms. The rate of the internet is 100 MBPS.

Students can get scholarships from the state governments. Short-term, skill-building, and career-oriented courses are introduced. There is an open grievance redressal cell at the college. Events in the arts and sports are planned to uplift the students. Registered alumni participating in a variety of events. A development perspective plan is created by IQAC. Decentralization involves the formation of numerous committees. The college places a strong emphasis on communal, social, linguistic, and cultural views. As a result, the institute is operating from all angles.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : DVV has made changes as per the report shared by HEI</p>
2.2.2	<p>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</p> <ol style="list-style-type: none"> 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made changes as per the report shared by HEI</p>
2.3.3	<p>Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..</p> <p>2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year</p> <p>Answer before DVV Verification : 105 Answer after DVV Verification: 37</p> <p>Remark : DVV has made changes as per the report shared by HEI</p>
2.3.6	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 1. Special lectures by experts

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

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: B. Any 6 or 7 of the above

Remark : DVV has made changes as per the report shared by HEI

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

	<ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per the report shared by HEI</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : DVV has made changes as per the report shared by HEI</p>
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support 5. Provision of answering bilingually <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI</p>
3.1.4	<p>Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include</p> <ol style="list-style-type: none"> 1. Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations 2. Encouragement to novel ideas 3. Official approval and support for innovative try-outs 4. Material and procedural supports

Answer before DVV Verification : B. Any 3 of the above
 Answer After DVV Verification: C. Any 2 of the above
 Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	1	0	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	11

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
06	01	03	05	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	00	01	02	00

Remark : DVV has only considered activities benefiting the society

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
98	90	70	48	55

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
98	00	63	90	00

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
102	98	50	48	50

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
100	98	50	48	50

Remark : DVV has made required changes.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	03	07	05	04

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	03	05	04	03

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification : 08

Answer after DVV Verification: 09

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification : B. Any 5 or 6 of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : DVV has made changes as per the report shared by HEI

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3.81264	9.74398	00	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.81	10.19	00	0.66	00

Remark : DVV has made changes as per the report shared by HEI

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

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

5. Databases

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has made changes as per the report shared by HEI

4.3.3 Internet bandwidth available in the institution

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

Answer before DVV Verification : 350

Answer after DVV Verification: 250

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification : B. Any 4 of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8.62151	13.05288	2.77257	3.68314	2.30518

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.72	1.27	0.03	0.11	0.69

Remark : DVV has made changes as per the report shared by HEI

5.1.1	<p>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</p> <ol style="list-style-type: none"> 1. Career and Personal Counseling 2. Skill enhancement in academic, technical and organizational aspects 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two 5. E-content development 6. Online assessment of learning <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 or 5 of the above Remark : DVV has made changes as per the report shared by HEI</p>
5.1.2	<p>Available student support facilities in the institution are:</p> <ol style="list-style-type: none"> 1. Vehicle Parking 2. Common rooms separately for boys and girls 3. Recreational facility 4. First aid and medical aid 5. Transport 6. Book bank 7. Safe drinking water 8. Hostel 9. Canteen 10. Toilets for girls <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 7 of the above Remark : DVV has made changes as per the report shared by HEI</p>
5.1.3	<p>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</p> <ol style="list-style-type: none"> 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies 2. Details of members of grievance redressal committees are available on the institutional

website

3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students
4. Provision for students to submit grievances online/offline
5. Grievance redressal committee meets on a regular basis
6. Students' grievances are addressed within 7 days of receiving the complaint

Answer before DVV Verification : B. Any 5 of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	10	3	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	08	3	2	1

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	15	7	6	7

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI. DVV has not considered celebration of "days"

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

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

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: D. Any 2 of the above

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	5

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	0	01

Remark : DVV has made changes as per the report shared by HEI

6.5.3 **Average number of quality initiatives taken by IQAC or any other mechanism for promoting**

quality culture during the last five years.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55	39	21	19	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	06	05	05	06

Remark : DVV has made changes as per the report shared by HEI

6.5.4	<p>Institution engages in several quality initiatives such as</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI</p>
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7.1.3	<p>Institution waste management practices include</p> <ol style="list-style-type: none"> 1. Segregation of waste 2. E-waste management 3. Vermi-compost 4. Bio gas plants 5. Sewage Treatment Plant <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per the report shared by HEI</p>
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7.1.7	<p>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p>
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7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.19	0.28	0.19	00	00

Remark : DVV has made changes as per the report shared by HEI

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>105</td> <td>100</td> <td>72</td> <td>50</td> <td>65</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>72</td> <td>50</td> <td>65</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	105	100	72	50	65	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	72	50	65
2022-23	2021-22	2020-21	2019-20	2018-19																	
105	100	72	50	65																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
100	100	72	50	65																	
1.2	<p>Number of seats sanctioned year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>105</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	105	100	100	100	100	2022-23	2021-22	2020-21	2019-20	2018-19	50	50	50	50	50
2022-23	2021-22	2020-21	2019-20	2018-19																	
105	100	100	100	100																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
50	50	50	50	50																	
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>25</td> <td>25</td> <td>25</td> <td>25</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	30	25	25	25	25										
2022-23	2021-22	2020-21	2019-20	2018-19																	
30	25	25	25	25																	

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	25

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
105	100	72	50	65

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	22	28

2.2 **Number of Computers in the institution for academic purposes..**

Answer before DVV Verification : 38

Answer after DVV Verification : 29