SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

SHIKSHANSHASTRA MAHAVIDYALAYA,MADHA

SHIKSHANSHASTRA MAHAVIDYALAYA MADHA SHETPHAL ROAD MADHA
TAL MADHA DIST SOLAPUR
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Tuljabhawani Bahuudeshiy Samajsevi Sanstha Vetalwadi was established in the year 2005. It was founded to facilitate the educational needs of Madha village and surrounding area. During educational facilities were centered in and around cities. In rural areas only primary education was available at some places, and Madha was no exception to it. So Shri Tuljabhawani Bahuudeshiy Samajsevi Sanstha Vetalwadi was established on 2005 to make available Teacher education in rural areas. This 'Sanstha' started a Teacher Education College. The visionary people like Miss. Ingale R.V decided to have educational unit to serve the educational needs of the village and surroundings. The 'Sanstha' on this land the 'Sanstha' built 20 classrooms and along with this they started B. Ed college for the students coming from neighboring villages of Madha. In this way our 'Sanstha' made a modest beginning in 2005 The real development of the 'Sanstha' started from 2006 on wards when a visionary person Honorable Dr. M.P.Survase took over rains of 'Sanstha' in his hand. Jr. College of Education Madha (D.T.Ed) was established in 2007. started in rural areas. Shikshan Shastra Mahavidyalaya Madha. Education was established in the year 2007. The said college has been established to provide higher education to students from rural areas. The organization has established Shikshan Shastra Mahavidyalaya Madha with the aim of providing excellent teacher education to the students of rural areas. Till date more than one thousand student teachers have graduated. Many students are working as excellent teachers in good schools in the community. Many students have joined administrative services. Shikshan Shastra Mahavidyalaya Madha is recognized as a college that provides excellent education to students in rural areas. The college has just completed 16 years and is getting ready to be assessed by NAAC.

Vision

1. Nurturance and dissemination of National values to develop innovative involved and dynamic teachers for the welfare of society

Mission

Mission

1. To strengthen the weaker sections of Solapur District through higher education.

2. To empower the rural masses by educating them and by creating in them the social , political and cultural awareness

3. To give them confidence that they are the creators and not the creatures of their fate. 4. Striving continuously to Provide quality teacher training.

5. To carry out teaching and training programs for aspirants as per the norms and standards set by the control bodies such as NCTE and state govt.

6. To effectively execute various activities under the academic and social responsibility of Shikshan Shastra Mahavidyalaya Madha.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

1. Value added courses on skill and personality development are in place.

2. Efforts to enhance community skills add value to students' behavioural learning College is situated in the near of the Solapur City, resulting in ease of public transportaion facility to the students.

3. System of institutional quality assessment is in place. The college caters to the needs of disadvantaged groups of students by providing scholarship and fee concession.

4. The college campus is enriched with Wi-Fi facility, well equipped laboratories and library for students.

5. Women Development Cell addresses gender relative issues.

6. It has excellent rapport with alumni and parents.

7. Various counselling and awareness programme being run by college to aware the guardians.

8. The college has mechanism in place for performance assessment and using the evaluation to improve teaching research and service of the staff.

9. The college is established in a rural area near the city. Efforts are made to ensure that boys and girls in rural areas do not stay away from higher education.

10. The college is ready to provide quality higher education to the children of rural areas. Various physical facilities have been developed in the college.

Institutional Weakness

Institutional Weakness

1. Lack of interest in research work

2. Lack of educational awareness among parents

3. No hostel accommodation for the students

4. Number of volumes and journals in the department library need to be increased

5. Soft skills and communication skills of students need to be improved

Institutional Opportunity

Institutional Opportunity College Campus : The college campus is spacious. The college campus has a spacious and well-equipped playground. A large amount of open space is available in the campus. This leaves a huge scope for creation and expansion of infrastructure and other physical facilities.

Reach :

The college is very close to Solapur city. Which makes it convenient for students from urban and rural areas to take admission. The college is well located for girls from rural areas to pursue higher education. The college offers a wide range of opportunities to fulfill the educational dreams of rural students. Students from rural areas cannot go to big cities to study but the college has the identity of a rural college providing all the facilities as in the urban areas and fulfills the dreams of the students

Institutional Challenge

Institutional Challenge

1. Placement in best CBSE schools

2. Slow learners

3. Week communication skills

4. Financial crises faced by number of students

5. Interruption due to power cut issue

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects This criterion relates to how a course is either assigned by a university or is fully complemented or enriched by an institution, with the mission and vision statement of the institution based on the permissible freedom in course design Is compatible. It also considers the practices of an institution in introducing a wide range of program options and courses that are relevant to regional and national needs in line with emerging trends. Flexibility and diversity are also estimated through this criterion for stakeholder involvement in different levels of learners, career orientation, multi-skill development, and annular updation. The focus of this criterion is captured in the following criterion statements that explain the qualitative aspects and good practices expected of an institution:

1. The institution has a clearly stated and communicated purpose, vision, mission and values.

2. The institution ensures the continued relevance of its programs and existing courses are modified to meet emerging needs.

3. The institute develops and deploys action plans for achieving the objectives and effective implementation of the curriculum.

4. The institute receives and uses feedback from students, alumni, employers, the community, academic peers and other stakeholders in curriculum development and planning. The major aspects identified under this criterion are: curriculum design and development, academic flexibility, feedback on curriculum, curriculum updates and best practice in curriculum aspects.

Teaching-learning and Evaluation

Teaching-learning and Evaluation This criterion relates to College efforts to serve students of various backgrounds and abilities through effective teaching-learning practices. Interactive instructional techniques that engage students in higher order 'thinking' and inquiry through the use of interviews, focus group discussion, debates, projects, presentations, experiments, practical sessions, internships and e-resources are important considerations. The criterion calls for substantial attention to how the institution supports and facilitates the use of ICT and other new and emerging technologies. It also helps in the adequacy and competence as well as the continued professional development of faculty handling programs of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that represent the good practices expected of an institution:

1. The institution has a transparent admissions process and ensures that the defined admission criteria is equally applicable to all applicants

2. The institution provides clear information to students about admission and completion requirements, fee structure and refund policies, financial aid and student support services for all programs

. 3. The institution engages its students in active learning.

4. The instructional approach and learning experiences are extensive and in keeping with the stated objectives of the program. Practice teaching plans are developed in partnerships that cooperatively involve school staff and custodial teachers.

5. Student teachers are prepared to manage the diverse learning needs of students in schools. The assessment and evaluation plan is comprehensive, reliable, objective and transparent and students are well informed in advance.

6. Evaluation and evaluation results are used to improve the performance of students and course transactions

7. The college incorporates new technologies into its programs and encourages students and teachers to use and adopt technology in teaching-learning. The key aspects identified under this criterion are: Admission Process and Student Profile, Need for Catering to Divers, Teaching-Learning Process, Teacher Quality, Evaluation Process and Reform and Best Practice in Teaching Learning and Evaluation.

Infrastructure and Learning Resources

Infrastructure and Learning Resources This criterion seeks to find data on the adequacy and optimal use of facilities available in an institution to maintain the quality of educational and other related activities on campus. It also requires information about how each component of the institute, students, teachers and employees benefit. Expansion of facilities to meet future development and maintenance of facilities are also among other concerns. The focus of this criterion is captured in the following criterion statements, which describe some good practices of a quality institution:

1. The institution has adequate physical infrastructure facilities to run educational programs efficiently.

2. The institution continuously enhances its infrastructure to keep pace with its educational development.

3. The institution has effective mechanisms for maintenance and optimal utilization of infrastructure

4. The institution takes adequate care and considers the environmental issues associated with the infrastructure.

5. The instructional infrastructure meets the requirements of the program and is better used.

6. The institution ensures the availability of qualified faculty and staff required to achieve the stated objectives.

7. Workload policies and practices encourage faculty to engage in a wide range of professional and administrative activities and community engagements.

8. The institution has adequate library and computer facilities and other learning resources with easy access to all its constituencies. The major aspects identified under this criterion are: physical infrastructure, infrastructure maintenance, library as learning resource, ICT as learning resource, other facilities, infrastructure and best practice in learning resource.

Student Support and Progression

Student Support and Progression The main objective of this criterion is the effort of an institution that provides students with the necessary support to facilitate good campus experience and their overall development. It also seeks information on student and alumni profiles and contributions to the institution and vice versa. The focus of this criterion is captured in the following criterion statements, which describe some of the good practices expected of a quality institution:

1. The institution has adequate teaching resources and a well-established mechanism to systematically review various library resources for adequate access and relevance and for decision making for acquisition.

2. Various provisions in the institute support and enhance the effectiveness of faculty in the teaching and mentoring of students.

3. The campus environment promotes improvement in students' motivation, satisfaction and developmental performance

4. The progress of the students at various stages of the programs is monitored and appropriate advice is given to the students.

5. The institute develops the leadership qualities of the students through its involvement and involvement in various institutional activities.

The key aspects identified under this criterion are: student progress, student support, student activities and best practices in student support and progress.

Governance, Leadership and Management

Governance, Leadership and Management This criterion helps to gather data on the policies and practices of an institution in terms of planning power, recruitment, training, performance evaluation and finance management planning. The participative management process and creative administration of human and material resources are relevant here. The focus of this criterion highlights the following criterion statements, which are representative of the good practices of a quality institution:

1. The institution is conscious of its quality provisions and has a well-established functional internal quality management system.

2. The institution's offices and departments operate on the principles of participation and transparency.

3. Academic and administrative planning goes hand in hand with the institution.

4. The goals and objectives are communicated and deployed at all levels to ensure each individual's contribution to institutional development.

5. The institution has a mechanism for faculty, students and other stakeholders to seek information and / or make complaints

6. The institution has good resource management practices that support and encourage performance improvement, planning and implementation strategies.

7. The financial resources of the institution are judiciously allocated and used effectively. 8. Budgeting and auditing processes are routine and standardized. The key aspects identified under this criterion are: institutional vision and leadership, organizational set up, strategy development and deployment, human resource management, financial management and resource mobilization and best practices in governance and leadership.

Institutional Values and Best Practices

Institutional Values and Best Practices This criterion focuses on the special efforts of an institution's values ? that influenced its academic excellence. Any innovative practice is a path designed to advance the interest of the students and the institution. Institutions internal quality assurance systems, best practices and stakeholder relationships make institutions reflect on the quality culture. The focus of this criterion is captured in the following criterion statements and key aspects:

1. The institution exhibits sensitivity to changing educational, social and market demands.

2. The institution is ready to foster an environment of creativity innovation and quality improvement.

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3. The institution caters to inclusive practices and better stakeholder relationships.

4. The institution adopts quality management strategies in all educational and administrative aspects.

5. The institution strives to promote value-based education, social justice, social responsibilities and good citizenship among its student community

Research and Outreach Activities

Research and Outreach Activities This criterion seeks information about the institution's policies, practices, and outcomes in the context of research and outreach activities. It relates to the facilities and efforts provided by the institution to promote research culture and their results. Serving the community through research and outreach activities, which is a social responsibility and also a core value displayed by institutions, is a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that describe good institutional practices.

1. The institution supports professional development activities that engage its teachers in research in education.

2. The institute encourages faculty to publish in educational forums.

3. The institution encourages its students and faculty to learn continuously.

4. The institute encourages faculty outreach activities in research.

5. Institute faculty are activly engaged in training and developing teaching and other teaching-learning materials.

6. The institution incorporates practices based on research conducted by its faculty.

7. The institution is responsible for community needs and conducts relevant extension programs. The institution encourages its faculty to provide consulting services for the school sector and to actively engage in their respective areas of expertise.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHIKSHANSHASTRA MAHAVIDYALAYA,MADHA
Address	Shikshanshastra Mahavidyalaya madha shetphal road madha tal madha Dist solapur
City	MADHA
State	Maharashtra
Pin	413209
Website	http://tuljabhawani.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	tanaji aba chandanshive	02183-9850179402	9850179402	-	bedcollegemadha@gmail.com
IQAC / CIQA coordinator	Sarika Suryakant Kale	02183-9404302646	9552547301	-	sarikakale1983@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Punyashlok Ahilyadevi Holkar Solapur University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

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	01-02-2017	24	

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	Shikshanshastra Mahavidyalaya madha shetphal road madha tal madha Dist solapur	Urban	5	200000

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	24	B.Ed	Marathi	55	55

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				3			
Recruited	0	0	0	0	0	0	0	0	1	2	0	3
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				6			
Recruited	0	0	0	0	0	0	0	0	6	0	0	6
Yet to Recruit	0				0				0			

	Non-Teaching 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				4
Recruited	2	2	0	4
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				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	2	0	2
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	0	0	5
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	Others	Total
	2	1	0	3

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	26	1	0	0	27
	Female	28	0	0	0	28
	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	6	5	3	1
	Female	3	1	2	0
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	0	0	1	0
	Others	0	0	0	0
OBC	Male	2	5	5	14
	Female	5	0	3	18
	Others	0	0	0	0
General	Male	15	14	19	8
	Female	16	19	16	9
	Others	0	0	0	0
Others	Male	5	6	5	0
	Female	3	4	1	0
	Others	0	0	0	0
Total		55	55	55	50

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our College is situated in semi-urban area. The maximum students are from rural area. we run B.Ed. course. our institution has always focused on the holistic development of its students. NEP 2020 has

	given broader aspects to the institution. the institute has since the past several years highlighted the multidisciplinary nature of the teaching Education as well as open university courses through its curricular and co curricular activities. the institution has mechanism to enhance students skills alongside the existing curriculum. some of them are stress management, Entrepreneurship, Action research. Community engagement and social service. Environmental Education is imparted through practical programmes like plantation, social service, Expert talks, observance of Environment Day, Geography Day etc.
2. Academic bank of credits (ABC):	We have conducted orientation of students-teachers to create ABC id for further benefit of students regarding academic progress as per the guidelines of PAH Solapur University, Solapur. The students have supported well.
3. Skill development:	Our college has adopted skill oriented curses for B.Ed. courses through PAH Solapur University, Solapur. Skill oriented courses such as Stress Management, Technology Embedded Teaching, Entrepreneurship etc. our college aims to promote Education. Skill oriented courses are conducted.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	We have motivated to develop competency of effective communication among students through several activities such as workshop sessions for effective communication, simulated sessions for practicing communication in different situations, participating in institutional activities as "anchor" "Discussant" Classroom teaching learning situations along with teacher and peer feedback. Social unity programme was organised. The Students Teachers were actively participated. The lecture on mental health & Stress management. Its has always tried to motivate to our students to participate in cultural activities and competitions. Our college has organised different cultural activities such as celebration various days. 15 August, Birth and Death Anniversary of national personalities, Teacher Day, Library Day, Hindi Day Geography Day, Marathi Language Day etc. Our College & IIQA has always tried to motivate to our students for the participation in extension activities. Our College has organized different Day celebration, Nation Voter Day, Human Tights Day, Mathematics Day, National Youth Day,

	Geography Day, etc. are attempts to strengthen the value of Indian Knowledge systems in addition to observance of festivals across the country civersity present in our county. these are key co curricular activities that serve to enhance students knowledge of Indian culture and languages.
5. Focus on Outcome based education (OBE):	We have conducted School Internship programme for B.Ed. II - Semester III Students-Teachers form 19/09/2022 to 23/09/2022 It was conducted to Sahkar Maharshi Ganpatrao Sathe Prashala Madha & Matoshri Godavari Harhare Prashala Madha Total 55 Students-teachers were Participated in the program. B.Ed,II Semester IV Students-teachers form 07/02/2023 to 10/02/2023 conducted in same School. total 55 Students are participated in the program. Our college has conducted the course curriculum to specific outcomes. These course specific outcomes are discussed and communicated through the carious stakeholders including directors of our mother institute, university authorities, teachers, students, employer, school principals and teachers, practice teaching school as well as alumni. the finalized outcomes art communicated through the teacher orientation meetings.
6. Distance education/online education:	We have adopted multiple mode approach such as online through Google meet, Microsoft team, ZOOM to teaching -learning during COVID -19 Pandemic Situation for B.Ed. Course. its has encouraged and facilitated to undergo self study online courses during the months for B,Ed. Its was motivated using ICT support such as mobile based learning, online material learning apps

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club (ELC) has been set up in the institution in 2018 and is functioning along with Social Service. The Principal is Chairperson of the Club with Social Service Program Officer as the Faculty Coordinator. The primary objective of the club is sensitizing the student community about democratic rights which includes casting votes in elections.

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?	Yes. The ELC has both faculty Coordinator and student Coordinator, appointed by Head of the Institution. The ELC is Functioning with the following Objectives. 1. To create awareness and interest among faculties and students through awareness activities and camps. 2. To educate the targeted Populations with EVM and to educate them about robustness of EVM and integrity of the electoral process using EVMs. 3. To familiarize the targeted populations with EVM and to educate them about robustness of EVM and integrity of the electoral process using EWVMs. 4. TO help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. 5. To facilitate voter registration for its eligible members who are not yet registered. 6. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle "Every Vote Counts" and "No Voter to be Left Behind"
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.	The following are the initiatives undertaken by the ELC of the institution. Right to Vote - Pledge Right to Vote - Awareness in the institution and in nearby villages. Right to Vote - Drawing Competition to School students. Right to Vote - Poster Competition to College Students. Special Camp for Voter inclusion and correction. Special Camp for EVM and Integrity of the electoral process. Promotion of Ethical Voting Promotion of Voting among Senior Citizens.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The institution has arranged facilities in the premises to conduct training programs to the School Teachers by the District Election Officer.
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.	The students above 18 Years age are cultured to be the registered voter by way of awareness camps and pledge. The ELC conducts year -wise camps for the same.

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
55	54	50	50	50

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
55	55	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
30	30	30	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
55	54	50	50	50

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
55	54	50	50	50

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
55	54	50	50	50

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
3	3	3	3	3

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
8	8	8	8	8

File Description	Document
University letter with respect to sanction of p	[View Document]
Any other relevant information	[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
2263300	2263300	1715223	1847430	1668196

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

3.2

Number of Computers in the institution for academic purposes..

Response: 15

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:

Curricular aspects of B.Ed.course in Shikshan Shastra Mahavidyalaya Madha are governed by P.A.H. Solpaur University, Solapur as it is an affiliated college. For the effective implementation of the curriculum along with these, the broad vision and goals of college are kept in mind. We have various well-structured processes that enable communication and dialogue among the various stakeholder groups and the university within the larger societal contexts. The college level committees prepare broad guidelines and frameworks to suit requirements of different courses under B.Ed. at the departmental level. Departmental meetings are held before the start of new semesters to discuss and plan in advance the execution of courses in the subsequent semester. Teaching focus, class assignments, internal assessments, use of reference materials and AV teaching aids for teachers are discussed. The college has a practice of inviting external experts with the view to ensure quality of education, and objectivity in the teaching-learning processes. We at Shikshan Shastra Mahavidyalaya Madha also focus on Mid semester curriculum planning meetings to ensure whether any plan is being followed or any changes required. The feedback taken from the students at the end of the session gives us an overview of what should be improved and removed in order to make the teaching process and content more student friendly. Being an affiliated institution of P.A.H. Solapur university, Solapur we do not have much leverage in revising or removing the content but we definitely forward our feedback every year to the university officials based on the views received from Experts, Employers, Teaching Practice schools ,Students, Alumni, and Teachers etc. so that necessary actions can be taken by university. At Shikshan Shastra Mahavidyalaya Madha we have also designed a module on skill development and value education as per the local demand which is an additional input and helps us in general development of the region.

Curricular aspects of B.Ed.course in Shikshan Shastra Mahavidyalaya Madha are governed by P.A.H. Solpaur University, Solapur as it is an affiliated college. For the effective implementation of the curriculum along with these, the broad vision and goals of college are kept in mind. We have various well-structured processes that enable communication and dialogue among the various stakeholder groups and the university within the larger societal contexts. The college level committees prepare broad guidelines and frameworks to suit requirements of different courses under B.Ed. at the departmental level. Departmental meetings are held before the start of new semesters to discuss and plan in advance the execution of courses in the subsequent semester. Teaching focus, class assignments, internal assessments, use of reference materials and AV teaching aids for teachers are discussed. The college has a practice of inviting external experts with the view to ensure quality of education, and objectivity in the teaching-learning processes.

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](#)

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 Progammes 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
Any other relevant information	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: 100

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
55	54	50	50	50

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
55	54	50	50	50

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](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)

1.2.2

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

Response: 4

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
4	4	4	4	4

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: 100

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
55	54	50	50	50

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](#)

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](#)

1.2.5

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

Response: 100

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
55	54	50	50	50

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](#)

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:

      Our college organize cultural activities and programs for special days such as Reading Day, Anniversary of National Leaders, Teacher's Day, Environment Day, Republic Day, Independent Day, etc. which helps for inculcating various values among student, skill oriented courses develops teaching

learning skills, personality development. Through Practice teaching and school internship students acquired competencies and skills of teaching, communication. Fundamentals of current Knowledge are gain through visit to Innovative school or institution. Pedagogy courses and their practicum develop critical thinking. Emotional intelligence is developed through psychological concepts of theory and practical. Skills/Competencies are developed through: The institute arranges various workshops like ETS, lesson planning, Lesson demonstration, Models of Teaching, CCM, Constructivism, Evaluation, EPC, Social service, Physical education, Yoga. The students acquire the procedural knowledge and different skills through: The two pedagogy subjects and some of the compulsory courses help the student teachers to acquire procedural knowledge. The school internship, physical education and critical understanding of ICT, EPC & SOC help the students to develop and apply the competencies. Various Skills and Competencies are developed among student teachers through:

1. Cultural activities: Cultural Programmes, competitions, demonstrations

2. Practical: ETS, SOC, Communication skills workshops, EPC, action research

3. Sessional work: Interview of experienced teacher, Field visits, Case study, project work.

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](#)

1.3.2

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

Response:

The institution familiarizes the students with diversity in School system and comparative perspective with international schooling from the various courses of B. Ed. syllabus. Some courses like Contemporary Childhood & Growing up , Understanding Discipline in Subject, Teaching and Learning, etc. make the students aware of development of school system.

The institution arranges the visits to innovative schools in Madha, Failed students school, Constructivist school, Minority schools. Mentally retired students schools etc.

The institution motivates students to observe the evaluation & assessment systems of various schools. The institute arranges school visits/ internships to different type of schools which adopt CBSE board patterns. The most of the practice teaching schools adopt SSC/HSC board pattern so the students are

made aware of the state wise variations in the school systems through such visits.

The institution motivates student teachers to observe the functioning of grant-in-aid as well as Unaided schools. The institute also arranges guest lectures on various themes so as to make the students aware of the schooling pattern in India and abroad like religious & linguistic minority, Innovative schools, multilingual and multicultural school make the students aware about diversity in the schools.

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	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:

The students are given variety of curricular experiences throughout the B.Ed. programs.

1. Theory:

For B. Ed programme there are 7 theory courses and 11 pedagogy courses.

2. Workshops:

In B.Ed. program the students get experienced through various workshops viz. Elevenweek school Internship, ETS, Lesson planning, ICT, CCM, Evaluation, Models of Teaching, Constructivism and teaching aids workshop & action research.

3. Practical work:

The Practicum involves social service, visit to innovative school, educational tour, creativity and personality development, action research project, physical and health education and seminar.

4. EPC:

There are four Enhancing Professional Capacity in B. Ed. programme namely Understanding the self, Drama and Art in education, Reading and reflecting on texts and Critical understanding of ICT, SOC.

5. Internship:

There are four internships for B. Ed. programme. Total period of the internship is 11 weeks

6. Curricular and Cocurricular activities:

Guest lectures, Academic Competitions, Orientation programmes, Field visits, Case study, CPD, Elocution competition.

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

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)
Any other relevant information	[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: 99.64

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](#)

2.1.2

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

Response: 66.4

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
16	12	14	33	15

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](#)
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: 9.27

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
8	10	6	00	00

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:

Entry Level Assessment method: At the time of admission the marks obtained by the students in CET and Degree level makes the academic strength of the students clear.

After completing the admission process of the college, after all the trainees come to the college, the college conducts the interview for all the students. Students are grouped to know their strengths and weaknesses. 7 mentor teachers are provided for each group. Students are interviewed in those groups. Teachers keep records of students. Students are grouped according to this. They are classified. Teachers pay special attention to students with low academic ability.

Self-Introduction programme: After admission, in the self-introduction programme Students are asked to introduce themselves and tell about their hobbies, likes and dislikes, merits or awards won in various areas, competitions, sports and other achievements etc. This helps the institute to know about the confidence level, capabilities, competencies of the students and their overall readiness to proceed in the opted course. The students are also asked to tell their specific intention behind joining this programme.

Also in the self-introduction program students are asked to tell about their family background which helps the college to know about the possible support the student can get in the future from his/her family. At time of this programme in Principal Speech the students are told about entire programme in brief and expectations of the college from them. Thus, the institute ensures about students' overall preparedness to undergo professional education programme.

Entry Level Assessment method: At the time of admission the marks obtained by the students in CET and Degree level makes the academic strength of the students clear.

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: A. Any 5 or more 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](#)

2.2.3

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

Response: Whenever need arises due to student diversity

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](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 7.86

2.2.4.1 **Number of mentors in the Institution**

Response: 07

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:

Multiple mode approach to teaching learning is always adopted while arranging various activities. During the school internship programme as a part of experiential learning the students get acquainted with the actual field experience in schools natural settings. The students learn to work in peer groups. Students are taken for study tours/field visits which ensures the experiential learning.

Different courses for B.Ed. have various activities such as seminar, CPD, ETS, action research, case study, psychological testing, research dissertations, EPC activities in which the students make use of different methods such as brain storming, group discussions, presentations and project work in participative learning, problem solving methodologies.

Students are also given assignments for self-study which encourage them for independent learning. Various extra-curricular, co-curricular and field based activities are also arranged for the overall development of the students.

The Google forms were used for online evaluation and feedback. Thus multiple mode approach to teaching-learning is adopted by teachers effectively in every teaching learning process activities.

1.Experiential Learning:

When concepts both theory and practicals are introduced in class, students are required to construct meaningful learning. Classroom transaction involves discussions, collaborative learning, problem solving, gaming, peer assisted learning, concept mapping, theme based activities, assignment, seminar presentation, projects, creating portfolios, showcasing reflections, action research etc. Assessment is based on submitted work for holistic learning wherein assessment is through competitions, external and internal educational based participation, field work, designing awareness campaigns, portfolios to name a few which develops the skills for creating and evolving knowledge. Participation in various competitions exposes them to the real world and allows them to demonstrate their skills enhancing capacity building.

2. Field Visits:

The theoretical knowledge is consolidated and internalized through field visits, projects, case studies to perceive, contextualize using simulation, and develop far sightedness in their pursuit for seeking solutions equipping them with skills that will enhance their career prospects. Further, school visits, internships, allow students to understand how to develop education processes for classroom transaction. Students are provided with on-the-job training through different boards specific to internships at various levels. By the time they graduate they have undergone 11 weeks of teaching experience. Guest Lectures supplement the teaching process and provide experiential learning.

3. Problem solving Methodolog

Action research demonstrates to the students how a classroom problem could be resolved either individually or collectively within the classroom environment to create remediation. Students imbibe observation skills, designing tools, critical thinking, analytical reasoning, logical and structured planning and problem solving abilities. Students are involved in designing contemporary assessments through theoretical and practical instructions. Impromptu quizzes, slip tests, yoga, competitions are used as academic warm-up exercises to ensure assessment for learning instead of assessment of learning.

Inter-Semester Break programmes permits developing self-learning skills, civic responsibility through extension services. The experiential learning approach facilitates skills as it is the foundation for higher education. Certificate coures, E-learning mode of teaching using blended and flipped learning approaches are in practice.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	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: 100

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
3	3	3	3	3

File Description	Document
Data as per Data Template	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: 100

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: 55

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Landing page of the Gateway to the LMS used	[View Document](#)
Data as per Data Template	[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](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.3.5

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

Response:

The Institution takes weekly reviews of the mentoring activity: The Mentors are responsible for taking the review of overall development and progress of the students at the end of every week during theory courses and after returning to the college after completing the internship programmes in case of School Internships. The mentor teachers discuss with the mentee about their academic, economical and social problems if any and such mentees having problems are given full support by all possible means so as to resolve the issues. The Mentees feedback is taken by the group mentors

and is reviewed. If he or she has any difficulty the mentor tries to address the issue in consultation with parents/guardians of the ward. The institute executes the Mentoring System more effectively so as to achieve the goals for sustainable development of the students. During School Internship and Workshops the mentors guide the mentees so as to make them stress free. Also the mentees are informed about the recent developments and the present scenario in education during the mentoring session. Thus the continual mentoring and due support is provided by teachers for developing professional attributes in students.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any 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: A. Any 5 or more 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](#)

2.3.7

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

Response:

Our teachers always motivate the students to explore new things and use new techniques in teaching learning process. This involves brainstorming, problem solving and group tasks. It helps the students to nurture their creativity. During the internship programme different activities such as quiz competitions, elocution competitions, Handwriting competitions, Rangoli, Mehandi, sports etc. are performed this helps in developing the innovativeness. In life skills education, Students are actively involved in the activities such as working in small groups and pairs, role play, games and debates. Different competitions like poster presentation and essay's help the students in thinking in creative way so as to make the use of the Poster to give important messages to the society. The visit to special school creates empathy among students with disability.

The students were motivated to develop the online skills among them for betterment of teaching learning process. The Critical understanding of ICT, Understanding self, Art and Drama, Expository writing, action research, SOC, seminars, research dissertations, statistical analysis etc. Help the students to improve their intellectual and thinking capacities. The activities like clay work, warly painting, puppet making, Akash kandil etc. helps to develop innovativeness among the students.

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

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: A. Any 8 or more 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](#)

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: A. All 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](#)

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](#)

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](#)

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:

Institution takes more efforts in organizing internship programme in schools. After the preparation of schedule of Internships for all the semesters the Internship head makes the correspondence with the practice schools and conveys the schedule of the internship to the Head Master of the school, if the availability of the school is confirmed then a letter is sent to the respective school with the list of activities to be performed by our students in the internship with the time table of the lessons. The responsibilities of school and the college are confirmed for the internship. All the necessary lesson notes for practice teaching are made fair before going to the shternship. The orientation workshop on school internship is made prior to going for the internship. The group in-charge student keeps the track of the attendance and other activities to be performed in schools under the guidance of the incharge teacher. The time table and distribution of students with lessons, subjects and classes are conveyed to the

students. The students are made aware of the activities to be performed during the internship. The Group leader completes the internship as per schedule and reports the same to the concern department.

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

2.4.9

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

Response: 5.5

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

Response: 10

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: A. Any 8 or more 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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

There is a proper mechanism for arranging the school internship. The principal appoints one faculty member as a convener of school internship department. The convener discusses about the internship programme details to the school head masters and takes due permission from the schools. The teacher educators do the orientation of the students about their role before the school internship and also make aware about their responsibilities during the internship. The teacher educator organizes the meeting of student teacher with the school Head master and Supervisor of the school for getting acknowledged with school environment, discipline and academic system of the school. The school teachers frequently observe the lessons and activities of student teachers and give feedback to them.

The teacher educator daily organizes two informal meetings with student teachers and discusses about planning of lessons & activities to be organized in school. On the last days of internship the teacher educator discusses with the school students, teachers and administrators about participation and performance of student teachers during the internship. The principal of the college gives surprise visits to the practice teaching schools and monitors the functioning of the internship & discuss with the head master about internship.

File Description	Document
Documentary evidence in support of the response	View Document
Any 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](#)

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](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response: 37.5

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: 33.33

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

Response: 01

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)

2.5.3

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

Response: 15.33

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

Response: 46

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)
Any other relevant information	[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:

Teacher's professional development is a type of continuing process for teachers. It's one-way teachers can improve their skills and in turn improves the students learning outcomes. It is necessary that every teacher must take more efforts for his/or her professional development. Our teachers are always encouraged to participate in conferences, FDP courses, short term courses, seminars and workshops. Also the teachers for their professional development are engaged in research and research guidance, discussion with peer about new strategies, tools and techniques etc.

The teachers after completing any FDP share their experiences and learning outcomes & experiences with other faculty members. Our teachers are members of whatsapp groups of different teacher educators forums and organizations where the teachers exchange their ideas, views on recent trends, researches, new policies, strategies, recent developments in the field of education.

Our teachers also discuss about the new methodologies or trends with the teachers from academic colleges run by the trust. Professional developments of teachers also take place in schools during School Internships where inputs are taken from the school teachers about recent happening and developments in school education. Thus our teachers put-forth all the possible efforts to keep themselves updated professionally.

File Description	Document
Documentary evidence to support the claims	[View Document](#)

2.6 Evaluation Process

2.6.1

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

Response:

The college follows the CIE norms stated by PAH Solapur University, Solapur. The college conducts unit tests and Tutorial for Continuous Internal Evaluation of the pedagogy and Compulsory courses. Accordingly every B.Ed. students are required to complete unit test, assignments, seminar and sessional works. In the case of practical, Enhancing Professional Capacities and different workshops such as ETS, Models of teaching, evaluation, constructivism, action research, teaching aid, CCM, Lesson planning and research proposal workshop etc. The teacher educators continuously assess the students' performance after every activity and maintain the records in their diary.

The students are made aware of the Continuous Internal Evaluation system at the beginning of the academic year & accordingly calendar is prepared. The performance of students in CIE is reported by the coordinator of the Internal Marks to the Principal. The Principal gives the feedbacks to the concerned

faculty members for remedies classes if required and the students are also informed. The Principal conducts meetings with the faculty to give them necessary directions for further tasks. The performance of the students is also reported to the parents in Parents meet. The parents are asked to take the note of the performance of their wards.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	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: A. Any 4 or more 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
Any other relevant information	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:

College's mechanism to deal with examination related grievances is transparent, time bound and

efficient.

The institution is appointed the examination in-charge or internal mark in-charge teacher. The incharge teacher is reviewed all the grievances about examination.

The internal unit test, tutorial etc. answer sheets after assessment are given to the students for the review & self-assessment. In case any grievances are raised by them, the students can approach the principal and respective teacher to redress their examination related grievances.

The students are free to interact with the principal & teacher and for getting it resolved.

Students, who are not comfortable approaching faculty or the principal with regard to evaluation issues, can use the suggestion box to drop in their remarks about dissatisfaction.

The objective is to ensure that the views of each grievance and respondent are respected and that any student having a grievance is never neglected. Written grievances received are discussed in the faculty meeting and resolved on a case-by-case basis.

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

2.6.4

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

Response:

The academic calendar is prepared by the college according to the guidelines of the P.A.H. Solapur University, Solapur and according to the semester wise Syllabus of B.Ed. courses. At the commencement of the year the departments and committees are formed and the work distribution, unit distribution is done. There are various practical, sessional work, workshops, EPC, practice teaching and Internship, research dissertation, action research etc. The activities are planned in the academic calendar as per the inter connectedness. The theory periods time table and unit test, tutorial are is also planned accordingly. Assignment and other work is assessed and the students are given guidelines for improvement.

The practice teaching and Internship are planned according to the tentative dates made available by the schools. Co-curricular activities, various days celebrations, field visits, cultural programs and participation in rally's etc. are planned in the academic calendar and the things are executed accordingly. The Principal and the Mentors monitor the progress of the students in their groups and necessary counseling is provided. The Internal Evaluation co-ordinator keeps track of the assessment records and marks obtained by the students after completion of various activities immediately.

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:

The CLO's of B.Ed. programmes & the courses there in. The teaching learning process of the institution is student centric with experiential, participatory learning, problem solving, and other emerging pedagogical approaches. The pedagogies are aligned to the course outcomes, formulated based on knowledge, skill and attitude to be developed, mapped to programme outcome.

Teaching process in the cognitive dimension include pedagogical interactions such as reflection on readings, discourses, discussions, inquiry, participatory, collaborative and other approaches supported with ICT.

The project based learning enables interaction with real-world experiences enhances problem solving skills, sense of inquiry, team work, and ethical awareness.

Internship programme prepares to master pedagogical skills to attain course outcome through planning, communicating and presenting at primary and secondary level of teaching.

Guest lecturers expand the scope of disciplinary knowledge and understand their applications. National, State, In-house seminars, workshops, webinars are organized/ attended by faculty and students.

Focuses on digital literacy that enables critical understanding of ICT, competency in integrating technological innovation into instructional design such as flipped learning, designing online courses and developing portfolio.

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

2.7.2

Average pass percentage of students during the last five years

Response: 90.35

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
50	47	45	45	47

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 program offered by institution is aimed to make a skilled and efficient teachers to serve the society and to build the nation. The level of attainment of different courses is assessed by conducting theory internal examinations, unit tests and assignments. Internal assessment work is done timely and the students are made aware of their mistakes or about the expectations from them. They are given due guidance and remedial teaching as per the requirement.

The students with higher attainments are encouraged and motivated for higher merit standings. The school internship programme and the activities involved in it apart from Practice teaching such as case study, study of CCE, Psychological testing, Portfolio and many more are monitored and the students are given suggestions for improvement immediately.

The programmes like CPD, various days celebration, elocution and other competitions help the students for development of their overall attitudes and their professional growth. The progress of the students in both cognitive and professional aspects is continuously monitored and necessary support is provided for betterment.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 55

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 students are admitted to B.Ed. programmes as per the Govt. Norms and the merit. After the admission to the college at the self-introduction programme the students are assessed about their likings and the work areas, competencies & expectations.

Accordingly in the entire programme the students identified for specific purposes are given the opportunities to excel and improve in the respective field. Maximum exposure is given & the responsibilities are given to the students and are accomplished up to mark and thus capabilities of the students which were identified at the time of the admission and introduction programme are given proper scope & stand.

The learning needs of diverse students are also given proper importance and accordingly the counselling is done by the mentors and respective faculty members. The participation of the students in different workshops, practical work, tutorials, internship programmes & practice teaching as well as the theory periods is noticed. The performance of the students is observed and analyzed in light of the programme

learning outcomes, which were set at the time of admission. If any discrepancies are observed in any act of the students then the faculty members guide them accordingly for improvement.

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:

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
00	00	00	00	00

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Income expenditure statements highlighting the research grants received, duly certified by the auditor	[View Document](#)

04-10-2023 04:25:35

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: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	[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: A. All of the above

File Description	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: 6

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
03	06	06	01	02

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](#)

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
00	00	00	00	00

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	[View 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: 5.8

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
6	7	6	5	5

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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	54	50	50	50

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](#)
Any additional information	[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: 90.35

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
52	49	40	48	45

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](#)
Any additional information	[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:

Sensitizing students to Social Issues:

The institution has arranged various programs such as Republic Day, Independent day, National

Constitution Day, Tree Adopt Programme , Social Work Orientation, National Science Day, International Women's Day programme etc. On the occasion of National Constitution Day, to inculcate unity and integrity among students the institution has celebrated oath-taking ceremony. The institution has arranged guest lecture on Indian Constitution, Fundamental rights and Dr. Babasaheb Ambedkar on the occasion of National constitution Day. Reading of preamble was also done by all Students and the faculty members. These programmes aware the students about their roles in social issues.

The college organized a social service workshop. In this, students went to Madha village and did social service. Picked up the garbage lying on the street in the village. Told the people of the village the importance of cleanliness. Educated about how to prevent corona infection disease. Citizens were asked to observe social distance, use masks in public places and use sanitizers. In the social service workshop, students planted trees to create awareness about environment. A message was given to the citizens that they should plant trees and save trees.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	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
00	00	00	00	00

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: 4

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
4	4	4	4	4

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)
List of teachers/students benefited by linkage exchange and research	[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: 4

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: 4

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: A. All 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](#)
Any additional information	[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:

Shikshan Shastra Mahavidyalaya Madha is one of the pioneer teacher education college in Solapur District. Classrooms: The institute has 02 class rooms with ICT facilities and 06 classrooms for teaching learning activities. The Institute has one smart room equipped with ICT facilities. Laboratories: The institute has ICT laboratory, Educational Psychology Laboratory, Curriculum laboratories for Science, Mathematics, Social Sciences with all the necessary infrastructure and teaching learning aids. The institute has Language laboratory. Seminar / Multipurpose Hall: There is one seminar hall & multipurpose hall with seating capacity 200. Library: The institute has a well-established library. The reading room has the capacity of 100 students.

Sports facilities:

College has large playground. Mane game facility for the students and staff. The health center is established for taking care of students' health in emergency. Other facilities:

There is RO Plant for safe and clean drinking water in the campus. The institute has Separate washrooms for boys, girls and staff. Separate parking facility for two and four wheeler vehicles.

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: 33.33

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

Response: 03

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

Response: 09

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: 0

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
22	22	17	18	16

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:

Shikshan Shastra Mahavidyalya Madha College has well equipped library. There is a library spread over a total area of ?? 1200 square feet. The library has a spacious hall for students to read. There is a separate

sitting room for the librarian. A separate meeting has been arranged for assistant professors to read newspapers and books. The library has shelves for storing books. There are large tables and chairs for students to study and read. The library has been set up in a peaceful, well-equipped and natural environment. The library has good ventilation and lighting. Apart from reference books, the library also has a number of supplementary reading books available. Open Book Access is used in the library. There is an arrangement for students to change books once a week. Students can take home two books per week as a book bank. They have to re-deposit the said books in the library within the stipulated time. The librarian of the library maintains the records of all the books. A large number of books are available in the library. A good seating arrangement has been made in the library for students to study and read. There is an effort to computerize the library in the current academic year. The library has computers for male and female use. Internet facility is also provided at that place. All the books in the library have been registered. The use of textbooks in the library is helping the students to become more knowledgeable and active.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Any additional information	[View Document](#)

4.2.2

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

Response:

The college library is a window to the students and teachers of latest information in teacher education, sciences, humanities and social sciences. Being an integral part of academic and research work the library provides information services to support the teaching and learning, research and outreach activities of the institute by creating state-of-the art facilities and offering innovative services. Keeping students at the heart of the library hub, the library is engaged in designing and delivering need based information services.

4.2.2 - Institution has remote access to library resources The college library is a window to the students and teachers of latest information in teacher education, sciences, humanities and social sciences. Being an integral part of academic and research work the library provides information services to support the teaching and learning, research and outreach activities of the institute by creating state-of-the art facilities and offering innovative services. Keeping students at the heart of the library hub, the library is engaged in designing and delivering need based information services.

File Description	Document
Details of users and details of visits/downloads	[View Document](#)
Any other relevant information	[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: C. Any 2 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](#)

4.2.4

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

Response: 31140

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
40000	35000	14500	46200	20000

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: 14.83

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: 145

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: 173

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: 170

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: 184

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: 188

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**
Any other relevant information	**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: A. All of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The college has 4G Internet facility with 125 MBPS bandwidth. The internet connectivity is provided to staff and students through their Wi-Fi. . There are 02 L.C.D projectors and 25 computers, 01 laptops for the use of students and staff with Internet facility.

There is a separate ICT Lab for the students with adequate number of computers and internet facility. The college office is computerized and has 02 computers with internet facility. The use of e-governance

is made for correspondence with JD office, University, ARA and State Govt.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 3.67

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](#)

4.3.3

Internet bandwidth available in the institution

Response: 125

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 125

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: E. None 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](#)

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: 0

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
2.12	1.42	2.3	0.22	00

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:

Classrooms and Building maintenance: Physical infrastructure is well maintained and upgrded with necessary requrments to ensure comfortable atmosphere. Regular cleaning is done and Saturdays are reserved for deep cleaning and sanitization. The plumbers, electricians and carpenter are hired periodically for building maintenance. Regular cleaning of tanks, garbage disposal, pest control, and

campus maintenance is done. Garden is maintained with rich source of indoor and outdoor plants that adds to the aesthetic beauty. Pollution control plants, fruit trees, medicinal plants, xerophytes various flowering plants are grown to maintain green and eco-friendly campus. The laboratories are maintained and staff in-charge take care of stock checking. Well established procedure is available for service and maintenance of lab equipments and website, computers through Annual Maintenance. Request for approval of maintenance / service is made before the College Development Committee.

Library : The library is stacked with thousands of books and periodicals which have been arranged in the prescribed order and binding of books is periodically taken up.

All the members of the institution are eligible to get library membership. Library users have to register their details in the entry register, whenever they visit. Faculty, staff, students, of the Institution need to fill up library membership form with the certification of authorities. After becoming member, library membership will be issued to staff & B.Ed. students.

A library committee is available to purchase the library. This committee estimates the materials required in the library and requests the management committee to purchase the materials. Orders are received from the management committee and all the materials required by the library are procured. Insecticides are used to protect the books in the library. Librarians inspect the books in the library to ensure that they are in good condition. Books which are slightly damaged are properly preserved by binding.

The computer room in the college is maintained. All necessary materials are supplied in the computer room. Computers have antivirus software. which protects against viruses. Regular computer maintenance is performed. Computers are repaired by calling an expert if required There is a system to maintain all the physical facilities in the colleges. The physical facilities of the college are maintained as per the above arrangement. They are paid their remuneration. Efforts are made to make the college premises attractive and beautiful. The trees in the college premises are taken care of by the fourth class staff of the college. They do the work of watering the trees and try their best to keep the college campus looking beautiful and clean.

File Description	Document
Appropriate link(s) on the institutional website	[View Document]()

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: A. All of the above

File Description	Document
Upload any additional information	[View 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](#)

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: A. Any 8 or more 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: A. All of the above

File Description	Document
Upload any additional information	[View 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](#)

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: C. Any 2 of the above

File Description	Document
Upload any additional information	[View 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](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 1.54

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
0	0	0	2	2

File Description	Document
Upload any additional information	[View 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](#)

5.2.2

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

Response: 7.27

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

Response: 04

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

Response: 00

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

Response: 00

File Description	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: 3.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	04	00	00	02

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:

5.3.1 - Student council is active and plays

Our college has formed a student council using the earlier provisions and representations for the purpose of smooth functioning of the various activities of the college. The student council is officially chaired by the Principal of the college and members of committee are as per representations.

. The members of the student council has representations in various College committees viz. Library Committee, Grievance Redressal Committee, Discipline Committee, student welfare committee, Special cell and Anti Ragging Committee etc. In the meetings of these committees the student members put-forth their expectations, requirements, problems and same are resolved accordingly.

Students are involved as stakeholders in decision making of various academic and administrative works of the college and the affiliated university. The students also have active representation as volunteers in different activities such as elocution competitions, subject clubs activities, competitions, publications, State and National level Seminars and workshops. . Thus the members and representatives of student council play a proactive role in planning & implementation of various activities in the institution.

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](#)

5.3.2

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

Response: 8.2

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
09	06	07	11	08

File Description	Document
Upload any additional information	[View Document](#)
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[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:

5.4.1 - Alumni Association

The institution has Alumni Association but it is not registered. It is functioning well under the guidance of the chairperson i.e. the Principal of the College. The office bearers of the alumni association of the college for the year 2022-23 with their respective designation are

1. Prin. Dr. Chandandhive T.A. President,

The College always seeks support from the Alumni in motivating our students to excel in various areas. The College arranges lectures, demonstrations, counseling sessions, placement activities with the help of the Alumni. All the Alumni are active and always help the institution in different ways. Our most of the alumni are working in Education field on top ranks such as Head Masters, Principal, and Education Officers.

The institution arranges various activities with these alumni in their collaboration.

File Description	Document
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[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: C. Any 2 or 3 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](#)
Any other relevant information	[View Document](#)

5.4.3

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

Response: 9

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

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

File Description	Document
Upload any additional information	[View 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:

5.4.4 - Alumni Association acts as an effective support system

Alumni association meeting was held on 07/05/2023 and total two activities were organized by Alumni Association.

1. Prof. Dudhbhate Savita Mam delivered Expert lecturers in CTET workshops
2. 2. Prof. Ingale P.S. work as a External Examiner of Annual Lesson Examination.

The Alumni association of Shikshan Shastra Mahavidyalaya Madha is nonregistered. All the members of the Association are actively engaged in promoting the cause of their alma mater with their value added suggestions and guidance for the smooth and efficient organization of activities which directly contribute for the academic excellence of the students and the college. The annual governing council meeting of the alumni association is held twice every year under the Chairmanship of Principal of the college. At resent the alumni association of the college has 09 members in the Executive Committee.

The Alumni association organizes various co-curricular and extracurricular activities such as guest lectures, competitions, cultural programmes etc. The alumni also work as examiners in different competitions and as External supervisors for university examinations.

File Description	Document
Upload any additional information	[View 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:

Vision

1.Nurturance and dissemination of National values to develop innovative involved and dynamic teachers for the welfare of society

Mission

1.To strengthen the weaker sections of Solapur District through higher education.

2.To empower the rural masses by educating them and by creating in them the social , political and cultural awareness

3.To give them confidence that they are the creators and not the creatures of their fate.

4.Striving continuously to Provide quality teacher training.

5.To carry out teaching and training programs for aspirants as per the norms and standards set by the control bodies such as NCTE and state govt.

6.To effectively execute various activities under the academic and social responsibility of Shikshan Shastra Mahavidyalaya Madha.

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 signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

The institution trusts in decentralization of tasks and transparency. The administration of the college is decentralized. The following administrative structure is maintained in the college and the functioning is with freedom and autonomy. The managing trust of the college Shri tuljabhawani Bahuudeshiy Samajsevi Sanstha vetalwadi Madha is the Apex body. The honorable secretary of the trust is involved in some crucial decision making about some important issues.

The principal and the faculty members are given total freedom by the managing trust in planning and execution of various academic and other events. The Principal leads the institution towards its goals, by planning the activities of the institution, forming committees, delegating powers to the Incharges and co-in-charges of the committees.

The faculty members and the committees take decisions on their own which are important at any course of time. The management and the principal motivate and encourage the committees to excel and proceed in their tasks confidently.

An academic calendar is prepared for execution of different activities. Monitoring of the progress and evaluating the success of all the tasks and projects is done by the principal and the management body members. The suggestions are given by the principal so as to make necessary improvements.

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

6.1.3

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

Response:

Our B.Ed. progamme is Un- Aided institution so all the books of accounts are maintained as per the Govt. norms. The fee structure and other financial aspects are as per Govt. and university norms for B.Ed. as per Shikshan Shulka Committee for B.Ed. progamme.

As the Financial transactions are made online by RTGS/NEFT. For purchases the requisition is sent to the central store for call of quotations and the orders are placed accordingly after considering the quotations and quality. The payment is made through bank to various vendors for the purchases made.

The institute prepares budgets before commencement of the financial year. The college office is automated. The ledger posting and other activities are done on day-to-day basis.

The university correspondence and other administrative and academic work is done by egovernance. The scholarships and other financial aids are deposited directly in the bank accounts of the students.

The Salary of the teaching and non-teaching staff is credited directly to the employees bank accounts. The annual financial statements like receipt-payment, Income-expenditure, cash book, ledger are assessed by the Chartered accountants and by the Senior Auditors on regular basis. Thus complete transparency is maintained in financial and administrative and academic functions.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Any additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The college was opened regularly after covid. During the period of covid pandemic, students have been given complete education through online mode. On this occasion, using various mediums like Zoom, Google Meet, Microsoft Classroom, students can do B.Ed through online. The course was taught. B.Ed. Various practical work in the course was conducted online. After this the college was started through regular offline mode.b.ed. The trainees were accustomed to online media during this period. Many habits of students have changed after starting education through offline medium. Schools and colleges were opened. B.Ed. Schools around the college were selected to complete the school experience demonstration. A school experience program was planned in the said school.

The program was planned. The school experience program was completed as planned.In the school experience program, students will have practice lessons, consecutive practice lessons, ICT. Completed practice lesson based on above, practice lesson based on teaching paradigm, practice lesson based on epistemological debate. Along with the practice lesson, the students did the work of classroom teaching with subjects like physical education, painting, music. Real experience of school life. The trainees of Abhirup teacher, Abhirup principal, Abhirup vice principal performed the roles.Planned the school schedule. Completed hours as planned. Completed your work properly. Along with school experience activities, various demonstration activities were organized in the colleges. By placing the schedule of the above practical tasks on the notice board, the students were given a preview and all the practical tasks were completed as per the plan. Internal examination class essays were conducted for the students.Students were given more opportunities to practice. The trainees who. Those who scored low

scores were given opportunities to practice and their scores were improved

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

Our College is governed by Shri Tuljabhawani Bahuudeshiy samajsevi Sanstha Vetalwadi. The Secretary and trustees of the Shri Tuljabhawani Bahuudeshiy samajsevi Sanstha Vetalwadi. are involved in taking formative decisions of the college. The managing trust consults with Principal and the faculty members before taking decisions on any policy matter. The principal is involved in formulation & implementation of various plans in the College. The feedback is taken regularly and monitored. The Heads of various departments ensure that the plans communicated to them by the Principal are implemented systematically.

The committees for different activities are constituted at the start of the year and are allocated assignments based on institutional plans for curricular activities that are beneficial for students' overall development.

The different Committees are formed to work for the smooth conduct of all administrative activities according to requirements of academic bodies and government rules. The appointments of teaching and non-teaching staff are done as per Govt. rules and strictly on merit basis.

The service books of the staff are updated time to time. The college gives full support to every staff member for their betterment.

File Description	Document
Documentary evidence in support of the claim	View Document
Any 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: C. Any 3 or 4 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](#)

6.2.4

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

Response:

There are various bodies, cells & Committees constituted in our College. There is a College Development Committee which has representations of the members of managing trust.

There are various committees like IQAC, admission, evaluation, Alumni Association, Anti Ranging, Grievance Redressal, Library , Purchase committee etc. There are different cells functioning. Special cell, Guidance & Counseling cell, Placement cell. One of the faculty members work as a convener for every committee and cells.

The principal is the president of every committee and cell. Before the meeting of the committees, a notice is given with the agenda to the members. The meetings are arranged regularly as per schedule. At the time of the meeting different issues are kept in front of the members for discussion and the resolutions are passed unanimously. The decisions are taken by the committees on priority basis. Say e.g. if the library requires new books it is decided in the meeting and resolution is passed to purchase the new books as per the budget and priority. Say e.g. in purchase committees decides about new purchases of hardware, software it is discussed thoroughly and accordingly decisions are taken.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Action taken report with seal and signature of the Principal	[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:

Wellbeing of the staff is important for effective functioning of the Institution. Shikshan Shastra Mahavidyalaya Madha has effective welfare measures for teaching and non- teaching staff.

Maternity Leave:

Maternity leaves are given to Lady staff members for six months without salary with an agreement of resuming the work as per her convenience after this period.

Promotions :

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

Fee concession to the Wards of the staff members: College also provides fee concession for the wards of the teaching or non-teaching staff.

Research Assistance:

Publication Incentives ,cost of the registration and participation in the national or International conferences/Seminars are given to the faculty members. Seed Money is also provided to the research scholars.

Career Growth:

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

Faculty Recreation Programs:

Recreational Trips are organized for the teaching and non- teaching staff .The cultural programs are also

organized where all the teaching and non-teaching staff members have annual get together with their family members.

Miscellaneous:

Uniform is provided to peon and security as per season. Free medical camp for the staff

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](#)

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: 66.67

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
02	03	03	01	01

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](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[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: 0

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
00	00	00	00	00

File Description	Document
Data as per Data Template	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: 6.67

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
01	00	00	00	00

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5

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

Response:

An effective performance appraisal system works towards the improvement of the overall Institutional

performance of teaching and non-teaching staff for achieving the overall institutional mission and vision. Adopting the same, the Institute is following an appraisal scheme. In this scheme, the performances are classified into -Effectiveness of Academic Management (Teaching, Learning and Evaluation related activities), Co-Curricular, Extension, Professional Development activities ,Research Publications, Academic Contributions and Code of conduct (punctuality and regularity) .At the end of each academic year, the data pertaining to the above categories are collected from the faculty members and the non-teaching staff in the format provided by the institution mostly in the month of July . Further, at the end of semester, feedback forms are issued to the students to collect information about the teacher and different aspects pertaining to the teaching process.

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

We can define the following purposes:

1. Providing feedback to employees about their performance.

2. Facilitating decisions concerning pay increases, promotions, layoffs.

3. Encouraging performance improvement.

4. Setting and measuring goals.

5. Determining individual and organisational training and development needs.

6. Confirming that good hiring decisions are being made.

7. Provide legal support for personnel decisions.

8. Improving overall organisational performance .

Qualitative and quantitative parameters adopted for Teaching Faculty Appraisal are –

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

3. Academic Development (self as well as the college) – Initiatives taken for self-improvement/ enhancement, Development of Best practices at workplace

4. Contribution to other Departmental Functions – Initiatives taken to other Departmental Functions as a whole.

5.Research Work-Involvement in research related activities is also one of the parameters for Appraisal.

Qualitative and qualitative parameters adopted for Non-Teaching Staff are

All non-teaching staff are also assessed through annual performance appraisal .The various parameters for staff members are assessed under different categories i.e.- Departmental and Cell Activities, academic and administrative coordination- Industry Interaction, Academic Management, Self-Development ,Discipline and efficient organization of work assigned and technical abilities. The overall assessment is based on the cumulative grade by the Reporting Officer/HOD, which is then forwarded to the Chairperson by the forwarding officer. On satisfactory performance, all employees are granted promotions and financial up gradation. The Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analyzing their strengths and weaknesses and ensuring better performance.

2. Effectiveness of Academic Management (Coordination) – Completion of additional activities allotted in due time line.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)
Any additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Internal Financial Audit: An accountant and the head clerk an internal financial audit of the college on a regular basis. This helps in the planning of financial procedures at the college level. The purchases of all recurring and non-recurring items is checked in corresponding registers such as the purchase register, stock register, dead stock register during the internal audit. For the procurement of all consumable and non-consumable commodities, the college sends the requisitions to the central store. The institution keeps all the records relating to requirements, quotations, comparison of quotations, purchase orders, delivery challans, tax invoices etc. The payment is made through RTGS/NEFT or by Cheques to the vendors.

External Financial Audit:

The institute uses computerised accounting software for accounting. The finances and all internal and external financial statements are audited by Chartered Accountants on a yearly basis. Finally, the auditor's report is obtained after verifying the books, receipts, vouchers and other records maintained by the College. Receipt and Payment accounts contain the correct summary of the amount received and

expended by the college throughout the financial year.

File Description	Document
Report of Auditors of last five years signed by the Principal	[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

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
00	00	00	00	00

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](#)

6.4.3

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

Response:

Before the commencement of the financial year an annual budget is prepared as per requirements. The same is discussed with chief Accounts Officer / Financial Advisor for allotment of funds under different heads. Optimum use of the funds is made as per the Gov. rules and regulations with subject to audit by the auditor. Within the institution, the funds are mobilized out of a specific percentage of the fees collected from the students. These funds are used for the benefit of students and to cover other small college expenses. College development and purchase committees are formed to make the best possible use of these funds in consultation with Central store of the institution. Department heads give list of their requirements to Central store in-charge with Principal's permission. Then central store asks for

quotations from concerned firms/ venders and then purchase committee finalizes the order to the firm which offers minimum cost and best quality.

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:

Our institute has a well-functioning IIQA. IIQA looks after the quality improvement of the institute. At the beginning of the academic year IIQA prepares the annual calendar for curricular and co-curricular activities. It also plans and executes various outreach activities, value added activities, research and other faculty development activities, formation of mentoring groups and assigned the periods for each group to carry forward different activities, skill development activities. IIQA also tries to establish linkages and collaborations with the other agencies and organize activities for the students. Apart from that the Principal regularly conducts staff meeting and takes review of the different curricular and co-curricular activities. It helps and motivates in effective and timely execution of these activities.

The college has a rich culture of institutional functioning through participation among all stakeholders especially faculty, students and the non-teaching staff. The IIQA plays an important role in ensuring quality of the functioning of administrative and academic units of the college. In order to make the students aware of the current and futuristic challenges and opportunities, the teaching faculty is encouraged and motivated to develop a scientific temper so as to propagate a research culture amongst the students. This is achieved by constantly sharing new research findings in their respective fields with the students.

The three practices institutionalized by IIQA are:

1. Promotion of Research

2. Streamlining of Administration

3. Sustaining quality in academics and administration

Regular IQAC meetings are held under the supervision of Principal and the agenda is kept in-front of the IQAC members and suggestions for curriculum transactions and better implementation are solicited from all IQAC members. For effective teaching learning processes, all teachers are encouraged to use ICT, audiovisual teaching aids, charts and models. IQAC members, conveners and faculty members actively participate in IQAC discussions and give valuable inputs.

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:

Response:

6.5.2 - The institution reviews its teaching-learning process

At regular intervals, the institution takes review of its teaching and learning process. Academic monitoring:

The principal of the institution appoints class teacher for first and second year of the B.Ed. programme. The class teachers and principal discuss about academic activities of each class and do the planning. The class teachers prepare notices for every activity and convey to the students.

Syllabus Monitoring: The Principal (Chairman IQAC) keeps a close eye on the completion of the syllabus and practicum work. The principal of the institution calls faculty meeting for planning. The Principal discusses with the department conveners, students and make sure that the syllabus implementation process is going on smoothly. The IQAC has review of teaching learning process in the institution.

1. Preparation and execution of Academic calendar.

2. Appoint convener for each area or practical included in the curriculum.

3. Prepare the inclusive chart of the work distribution according to curriculum.

4. Preparation of separate time table for every academic activity as per need of the syllabus and maintaining quality of the activity.

5. Convey syllabus completion report after review with convener of respective Departments.

6. Discussions with Conveners of various departments during term end meetings.

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](#)

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: 4.6

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
08	03	03	05	04

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: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[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:

One of the main functions of the IQAC is to review the teaching- learning process, structures & methodologies of operations and learning outcomes at periodic intervals to assure quality of functioning in the Institution. The IQAC at Shikshan Shastra Mahavidyalaya Madha is committed to a learner centric approach regarding teaching learning progression and has designed the policy to assess and evaluate it intermittently. Accordingly, it provides support and guidance to the faculty. Teaching, Learning activities are improvised, modified after taking the review and suggestions are implemented as per the needs. The IQAC has designed gradual attributes like academic excellence, communication skills, personality development, leadership and global citizenship. To achieve learning outcomes, the IQAC periodically reviews the teaching learning process and suggests gradual and regular expansion, up-gradation and addition of the requisite material, equipment, infrastructure etc. IQAC consistently works towards incremental strategies to make the functioning of the institute effective and smooth. These strategies effectively work in line with the changing needs of the industry and students This process is prominently evident through the following examples:

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

Shikshan Shastra Mahavidyalaya Madha established a number of MOUs with varied organisations, schools, colleges & universities on the suggestion of IQAC to assure the quality of Education. The Institute constantly worked upon establishing the MOUs since its inception in 2021. Shikshan Shastra Mahavidyalaya Madha signed the Memorandum of Understanding with the following organisations

2. Constitution of Cells for smooth Functioning of Institution

IQAC worked upon constitution of various cells since 2018 to decentralize the work among the members of staff and hence the institute which are as follows: below mentioned cells were constituted to streamline the work of the institute which are as follows:

1.Admission and SC, ST, OBC Cell: Looks after admissions and category students and their fees

concessions according to the documents produced. This cell works round the year as the queries are met for admissions at all times. This cell also decided upon the strategies each year to increase the number of admissions to fill all 100 seats.

2.Placement and career Counseling Cell:

Looks after the placement and coordinates with reputed schools for placement of trainees providing them adequate career counselling.

3.Library Cell:

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

4.Examination Cell:

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

5.Alumni Cell:

Ensures alumni association with the Institute and organises activities with and for alumni. The cell also organises alumni meet each year to keep alumni in contact and for their lifelong association with their college.

6.Internship Cell

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

7. Academic Planning Cell:

Plans the session plan and academic calendar for the complete session for well-planned and organised functioning of the Institute.

8.Grievance Cell:

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

9. Internal Compliance Cell:

Looks into all the matters related to Gievances, Anti ragging and sexual harassment.

10.Student Welfare Cell:

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

11.IQAC Cell:

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

12.Discipline Cell:

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

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:

Our Institution tries to implement energy conservation policies in the college campus. The main theme is to clean and reliable energy. The campus is open to reduce the use of electricity (fan and light) in the college premises. Windows and doors have been planned face to face in the classroom. Stairs are used instead of elevators in college. All the faculties, non-teaching staff and students are in habit and very conscious about putting off the light and fan when they leave the room. They unplug the electrical appliances which are not in use. As a primary power backup source inverter facility is available for office work which helps the office work continue uninterruptedly. Apart from that we have a generator which is being our college in the same premises is used as alternate source of energy for meeting power requirements in case of load shedding and sudden power off. LED Bulb and Tubes is used in college, these initiatives were taken by our institution to limit the energy usage.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)

7.1.2

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

Response:

Waste management is an important element of environmental protection. Our institution is committed towards the protection of environment. Hence we have a proper mechanism related to waste management. As a part of our policy we are reducing the use of papers. Instead of using hard copies of various documents; we are using soft copies for documentation.. But still some used papers and news papers turns in to waste paper after the specific time. Also electronic devices like computers and its supportive devices may turn in to waste material. Computers are repairing and then reuse. . Waste is collected on a daily basis from various sources and is separated as dry and wet waste. All waste water lined from toilets, bathrooms etc. are connected with Waste Tank. The Central Store Waste Management system ensures effective disposal methods for dry and wet waste. All these processes are carried out in a very transparent manner with coordination between the members of the organization, the principal and the concerned persons at the central store. Our institution has adopted and followed various policies and measures for Sound and systematic

Waste Management.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any 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: A. Any 4 or more 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](#)

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: A. All 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](#)

7.1.5

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

Response:

Our Institution takes efforts for campus cleanliness and maintenance of the building and all the amenities. The services like housekeeping, Garden maintenance are out sourced. The cleaning of the campus and sweeping of the all amenities is done by the menial staff according to the work distribution. After cleaning of the surrounding the waste is dump in the decomposing unit. Drinking water tanks, water storage tanks are cleaned on scheduled times. Electronic equipment, furniture and other infrastructure is always kept clean and functioning. The computers and other hardware, software is taken care by annual maintenance contracts. All greenery is maintained by watering the plants daily. Plants are frequently fustigated. Institution has planted more than Many (Lot of Number) trees. Dustbins are kept all over premises. There is separate parking for staff and students. Plastic free campus is observed in the institutional campus. Eco- friendly atmosphere is followed in the campus. So our institution has always motivated to keep cleanliness, green cover and healthy environment.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any 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: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View Document](#)
Income Expenditure statement highlighting the specific components	[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: 0

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
00	00	00	00	00

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

7.1.8

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

Response:

Every year institution puts forth efforts leveraging local environment through various practices

and activities, in the academic year 2022-23 institute conducted various programme. The college and teachers and staff jointly organized various programs and activities. Institute celebrated various days related to Indian constitute The Institute has conducted several programs for providing and inclusive environment to the students various initiatives have been taken for inculcating towards cultural regional linguistic communal socio economic and other diversities, Cultural activities that are organized within the institutions helps in promoting harmony the acts as tool for better understanding and co-operation.

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: A. All 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](#)
Details of the Monitoring Committee, Professional ethics programmes, if any	[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:

1. **The context that required initiation of the practice:**

2. The institution arranges different activities under the creativity and personality development

programme (CPD) for the student teachers in whole year. It is mandatory for the student teachers to participate in various co-curricular and extra-curricular activities to express their innate, abilities, skills and talents. The institution gives preference to the student teachers to present their own ideas, activities. The teacher educators observe, monitor these activities and motivate student teachers for maximum participation. The institution promotes and encourages the participation of students in extra-curricular activity not only at intra and inters collegiate levels but also at the state/national level. A number of students have won prizes in various activities like singing, debates, acting, street plays, group dance, drama, dances etc. The institution provides a stage for the student teachers to prepare themselves to become all-round teachers to organize these programmes in their professional life.

1. **Objectives of the practice:**

   1. To enable the student teachers to present their innate skills and talents.
   2. To enable the student teachers to enhance their leadership and creativity values.
   3. To enable the student teachers to develop the overall personality.
   4. To enable the student teachers to develop the ability of organizing the programmes.

1. **The Practice**:

   1. Co-curricular and extra-curricular Activities
   2. Talent search competitions
   3. Debate and elocution competition
   4. Group Scene competition is organized on different educational, social, religious and national issues.
   5. Participation in different awareness rally's
   6. Various Voter Registration Abhiyan, Beti Bachav Abhiyan
   7. Sport activities and competitions
   8. Arranging the special lectures of eminent persons
   9. Important Local, Regional, State, National and International days are celebrated by the
   10. Creativity and Personality development.
   11. Physical education work
   12. Health checkup Program and blood donation camp
   13. Different Day's Jayanti's and Punyatithi's celebrations

Separate Display board to present their creativity

Title: Optimum Utilization of ICT and Infrastructural facilities

1. The context that required initiation of the practice: The Institution has a quite pleasant infrastructure. ICT/ET curricular laboratory is enriched with 25 computers for teaching-learning process. Student teachers are required to prepare e-materials and use them in their practice teaching. The institution runs 9 courses so there are varieties of student teachers and they required different types of information. The research scholars also require ICT resources for caring research work hence the institution has initiated to make optimum utilization of ICT and infrastructure faculties for different programmes.

2. Objectives of the practice:

1. To enable student teachers to get aware about the importance of the ICT and other infrastructural facilities.

2. To enable the student teachers to develop the skills related to use of ICT and other infrastructure among themselves.

3. To enable the student teachers for making optimum utilization of ICT in their practice teaching.

4. To enable the student teachers to make optimum utilization of the other infrastructure and resources.

File Description	Document
Photos related to two best practices of the Institution	[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:

Response: 7.3.1 - Performance of the institution in one area of distinctiveness

The institute focuses on the holistic development of the students and provides them with every opportunity and resources for their holistic development. This is one of the most distinctive features of the organization, the details of which are briefly given below.

All round development of students

The main aim of the institute is to provide holistic development of students in rural areas. The mission of the institute is to provide higher education to the marginalized students from rural areas. According to the national philosophy, the aim of the institution is to develop manpower through higher education by recognizing the need of the country and society. To achieve this goal, the institution has established Shikshan Shastra Mahavidyalaya Madha in the year 2006. In order for the children of rural areas to get excellent teacher training, the contribution of teachers in society and nation building, the institute offers B.Ed. A training college has been established. The aim of the institute is to impart quality education by appointing qualified and qualified teachers in the institute and to create manpower required for the country. That's how the organization is doing its work. The institution is focused on holistic development of students while achieving excellence in education from vision and mission statements and meeting quality standards

set by accrediting and regulatory bodies. NAAC attaches utmost importance to quality in education. The institution determines the parameters of education and plans activities that lead to the overall development of the students. Student centric activities in the institute are designed to achieve holistic

development of students. It consists of four components namely intellectual, social, physical and emotional development.

Intellectual Development

The institute implements the university curriculum through well-planned and effective teaching activities blended with up-to-date pedagogic approaches. Various approaches have been taken to ensure that students can meet their individual needs. Students are provided guidance throughout their academic program by industry experts, professionals and innovators.

Social Development

Social skills are cultivated through various activities organized by social clubs in the institute

Approaching social problems and working on possible solutions.

Students are exposed to various social structures and their problems, especially in neighborhood, through the National Service Scheme implemented in the institute in collaboration with SPPU. Students undertake social awareness activities on various burning issues like female infanticide, women's health, clean India etc.

Spirit of Philanthropy:

Students participate in helping the marginalized sections of the society like orphans and elderly people. Students help children by organizing classes for children in orphanages. Students help in the old age home.

Physical Development:

The institute promotes physical activity among the students to develop many important skills like physical fitness, team spirit, self-confidence, decision-making ability, mental strength etc. Emotional Development

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)

5. CONCLUSION

Additional Information :

Shikshan Shastra Mahavidyalaya Madha was established in the year 2005. Shri. Tuljabhawani Bahuudeshiya Samajsevi Sanstha vetalwadi Madha has established the said college so that the students of rural areas should not be deprived of higher education, the students of rural areas should get teacher training education and earn their living. Respected Mr. Dr. M.P.Survase Saheb, the guide of the institute, has developed the institute keeping in mind the main objective of providing education to girls in rural areas. Their role is to ensure that girls get the highest quality of education. Hon'ble Miss. Ingale R.V. President of Shri. Tuljabhawani Bahuudeshiya Samajsevi Sanstha vetalwadi Madha has also decided the goals and policies of the colleges keeping the same objective in mind. All efforts are made to ensure that students from rural areas are not deprived of education. Poor, promising students are given concessions in education. The institute has assured the students of safe living arrangements and quality complete college and professional education. Teaching and learning process with modern technology is adopted in the colleges. There is a college building with all facilities. The area is scenic and peaceful. A large number of trees have been planted and maintained by the college and the institute in the college premises. The institute has planted many trees in the open space of the college. They are being taken care of. The organization has done excellent water planning to ensure that all the plants get water. The institute is fully focused on quality education.

Concluding Remarks :

Shikshan Shastra Mahavidyalaya Madha is an excellent teacher training college in rural areas. Shri. Tuljabhawani Bahuudeshiya Samajsevi Sanstha vetalwadi Madha Institute has established the college with the aim of providing higher education to the students of rural areas and not to deprive the students of rural areas from higher education. A teacher's contribution to society and nation building is valuable. Shikshan Shastra Mahavidyalaya Madha has been established to strengthen the foundation of society and nation building, to provide higher education to rural students and to contribute to nation building. The proportion of female students is more in the college. It has a reputation in the area as a college providing quality teacher education. As per the National Education Policy 2020, the college is improving teacher training. Striving to provide quality education. The college is oriented towards all-round development of students, producing teachers with character. The college is trying to develop education for the purpose of youth participation in society and nation building, development of the nation. By developing technology-based learning and teaching methods, technology-rich teaching skills are being developed in students. The college is trying to reduce the gender discrimination in the society through education. The work of increasing the education of girls in rural areas by encouraging the education of girls is being done through the college.