



## YEARLY STATUS REPORT - 2022-2023

### Part A

#### Data of the Institution

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	MES Lt.Shashikant Gawade College Of Education Pedhambe
• Name of the Head of the institution	Dr.Vedanti Vilas Sawant
• Designation	Principal In Charge
• Does the institution function from its own campus?	No
• Alternate phone No.	9322161751
• Mobile No:	9882533310
• Registered e-mail ID (Principal)	mesbed12@gmail.com
• Alternate Email ID	mesbed12@gmail.com
• Address	At - Pedhambe Post - Alore Tal - Chiplun Dist - Ratnagiri
• City/Town	Chiplun
• State/UT	Maharashtra
• Pin Code	415603
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	<b>Rural</b>												
• Financial Status	<b>Self-financing</b>												
• Name of the Affiliating University	<b>Mumbai University</b>												
• Name of the IQAC Co-ordinator/Director	<b>Prof. Tapkire Abhijit Sudhakara</b>												
• Phone No.	<b>9270058365</b>												
• Alternate phone No.(IQAC)	<b>9322161751</b>												
• Mobile (IQAC)	<b>9270058365</b>												
• IQAC e-mail address	<b>tapkire.abhijit@gmail.com</b>												
• Alternate e-mail address (IQAC)	<b>mesbed12@gmail.com</b>												
<b>3.Website address</b>	<a href="http://www.mesbed.com">http://www.mesbed.com</a>												
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://www.mesbed.com/pdf/IQAR/AQAR%202021-2022.pdf">http://www.mesbed.com/pdf/IQAR/AQAR%202021-2022.pdf</a>												
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>												
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://www.mesbed.com/pdf/academic%20calender/Academic%20Calander%202021-22.pdf">http://www.mesbed.com/pdf/academic%20calender/Academic%20Calander%202021-22.pdf</a>												
<b>5.Accreditation Details</b>													
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td><b>Cycle 1</b></td> <td><b>C++</b></td> <td><b>1.75</b></td> <td><b>2005</b></td> <td><b>19/02/2005</b></td> <td><b>18/02/2010</b></td> </tr> </tbody> </table>		Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	<b>Cycle 1</b>	<b>C++</b>	<b>1.75</b>	<b>2005</b>	<b>19/02/2005</b>	<b>18/02/2010</b>
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<b>6.Date of Establishment of IQAC</b>	<b>15/06/2017</b>												
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>													
<table border="1"> <thead> <tr> <th>Institution/ Department/Faculty</th> <th>Scheme</th> <th>Funding agency</th> <th>Year of award with duration</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td><b>Nil</b></td> <td><b>Nil</b></td> <td><b>Nil</b></td> <td><b>Nil</b></td> <td><b>Nil</b></td> </tr> </tbody> </table>		Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>		
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<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>									

<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>	
<b>9. No. of IQAC meetings held during the year</b>	<b>2</b>	
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>		
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
<p>Students feedback on teachers, curriculum &amp; campus are collected  2) Various Committees are formed for support services on the recommendation of IQAC  3) Induction classes are organized at the beginning of the session about the rules &amp; regulation of the college  4) Motivational seminars &amp; films shown to students</p>		
<b>12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>		

Plan of Action	Achievements/Outcomes
<p>Designing and implementing Annual plans for quality Education Arrange for feedback responses from students, teachers, parents &amp; Alumni on syllabus 2) feedback responses from students, teachers, parents Organization of workshops and seminars on quality Education</p>	<p>IQAC conducts review meetings every month Feedback was taken form student parent teacher the syllabus Our college organized workshop seminar implemented teaching learning program</p>
<p>Focus on Enhancing Teaching and Learning</p>	<p>The Lt. Shashikant Gawade College of Education has a well functioning IQAC who always looks forward to ensuring the Internal Quality in teaching learning process. The teachers always implement innovative teaching methods so that the curriculum transaction can be done in a proper and effective manner. The session starts with the proper orientation of the theory papers . The faculties are always careful in implementing the new techniques of teaching. The students are provided with question banks, ample practice for the examination. This year also we organised guest lectures so that the students can acquire intensive knowledge about the theory courses.</p>
<p>Enrichment of Practicum Training so that skill development can be done more effectively</p>	<p>The year has been very successful in implementing the Practicum Action plan as it was decided in the Action Plan. The college organised micro-teaching workshops so that the micro skills will be helpful in the entire lesson presentation. The students were mentored by the teacher mentors and gave their presentation in peer groups. For</p>

	<p>the thorough preparation of internship and extensive lesson planning workshop was organized in which the training was imparted about content analysis, objectives and specifications and learning experiences. The method masters gave lesson demonstrations so that the students can conduct their lessons in practice teaching. The internship was carried out in reputed schools and the students developed competencies in terms of teaching skills such as leadership, management, etc.</p>
<p>More community focused Outreach activities</p>	<p>The Lt Shashikant Gawade College of Education follows the approach which is based on knowledge, skills and social commitment. To fulfil this objective community outreach activities were carried out this year. Our students conducted Built Dam, Vehale tal-chiplun ,Visit Special School Veral Tal-Khed , Tree Plantation Program at Mandar Campus. We also visited Krushi Exhibition Chiplun. etc. to develop compassion. education and hygiene and they also spread awareness about the same.</p>
<p><b>13. Whether the AQAR was placed before statutory body?</b></p>	<p>Yes</p>
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
<p>Name of the statutory body</p>	<p>Date of meeting(s)</p>
<p>College Development committee</p>	<p>25/06/2022</p>
<p><b>14. Whether institutional data submitted to AISHE</b></p>	

Year	Date of Submission
2022	15/11/2022

### 15. Multidisciplinary / interdisciplinary

The college is affiliated with the University of Mumbai we follow the rules and regulations of the Government of Maharashtra and the University of Mumbai, Govt of Maharashtra has not yet adopted a new educational policy Govt of Maharashtra appointed a committee for taking decisions about multidisciplinary

### 16. Academic bank of credits (ABC):

Academic Bank of Credits (ABC) is a virtual/digital storehouse that contains information on the credits earned by individual students throughout their learning journey. It will enable students to open their accounts and give multiple options for entering and leaving colleges or universities. The B.Ed. the course is of a two-year duration and at present the university is not offering an academic bank of credits to these courses as per the syllabus. If the university plans for the reconstruction of the curriculum of B.Ed. through academic bank credit facility then definitely the college will offer the academic bank credit facility as per NEP-2020. Our faculty members have discussed the issue of academic bank credit in the Board of Study meeting and after the reconstruction of the curriculum, the College will definitely offer the academic bank credit facility as per NEP-2020. The institution has not registered under the academic bank credit to permit its learners to avail the benefit of multiple entries and exit during the chosen program because the B.Ed. the course is of two-year duration and the curriculum of these courses do not offer multiple entries and exit during the chosen program. In the future course, there will be definitely a plan for the same.

### 17. Skill development:

Our college offers the curriculum of University of Mumbai in these almost program and course offering choice based credit system (CBCS) the B.Ed course shoulded two year duration in these programme has different skill oriental course hava 6 credit of each semester the college offering skill development programme for student

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

Our institution is a Marathi medium college, so it offers the B.Ed. course in Marathi medium but the students are given the flexibility

to write their projects, tutorials, workshop reports, and assignments in the English language. Our teachers use both the Marathi and English languages for teaching purposes. Even though the institution is a Marathi medium college but it has given the flexibility to the students to select the medium of university examinations as Marathi or English. The institute always encourages their students for participating in various rallies, days of national and international importance, elocution competitions, cultural programs, field visits such as innovative schools, forts, and historical places, etc. so that the students get maximum exposure to prove their talents and get acquainted with Indian culture and knowledge. The library in the institution has various reference books, journals, literature, general knowledge books, and encyclopedia in Marathi, Hindi, and English languages so that the students and faculty members get benefited by reading books in choice of their language. Expository writing, Skill oriented courses, communication skills, etc. provide platforms to the students so as to work in multilingual situations. The institution offers Marathi, Hindi, and English pedagogy subjects. The institute always encourages the students to attend online courses for getting their proficiency level enhanced in different subject areas. Very importantly the teachers working in the institution are from various linguistic backgrounds so they perform the guidance and Counseling work in Marathi, Hindi, and English, languages which help the students to get their doubts cleared in their mother tongues.

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

The institute follows continuous and comprehensive evaluation procedures for assessment of the performance of the students. This helps the faculty members to identify the student's strengths and weaknesses in various areas. The teachers guide the students accordingly for improvement. The institute implements continuous feedback mechanism after completion of every workshop such as models of teaching, Lesson planning, Teaching aids, ICT and practicum work such as visit to various places, school internships, practice lessons, case studies etc. At the commencement of the academic years the institution plans the activities tentatively to be conducted in the entire year and accordingly the academic calendar is prepared and the semester wise department distribution, subjects and unit distribution, committees distribution is done in which the tentative time tables of the unit tests, and semester end examinations are prepared for evaluation of the students.

#### **20.Distance education/online education:**

Open learning is a popular term. The trends evolved in open learning

system have their roots in distance learning. It is seen that distance learning institutions are gradually mostly converting themselves into open learning institutions. Here in this section, we shall discuss more about open learning

## Extended Profile

### 1.Student

2.1 Number of students on roll during the year	<b>92</b>
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File Description	Documents
Data Template	<a href="#">View File</a>

2.2 Number of seats sanctioned during the year	<b>50</b>
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File Description	Documents
Data Template	<a href="#">View File</a>

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	<b>26</b>
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File Description	Documents
Data Template	<a href="#">View File</a>

2.4 Number of outgoing / final year students during the year:	<b>43</b>
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File Description	Documents
Data Template	<a href="#">View File</a>

2.5 Number of graduating students during the year	<b>49</b>
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File Description	Documents
Data Template	<a href="#">View File</a>

2.6	<b>49</b>
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Number of students enrolled during the year		
File Description	Documents	
Data Template	<a href="#">View File</a>	
<b>2.Institution</b>		
4.1	4699600	
Total expenditure, excluding salary, during the year (INR in Lakhs):		
4.2	12	
Total number of computers on campus for academic purposes		
<b>3.Teacher</b>		
5.1	7	
Number of full-time teachers during the year:		
File Description	Documents	
Data Template	<a href="#">View File</a>	
Data Template	<a href="#">View File</a>	
5.2	7	
Number of sanctioned posts for the year:		
<b>Part B</b>		
<b>CURRICULAR ASPECTS</b>		
<b>1.1 - Curriculum Planning</b>		
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words		
<p>The college is affiliated to the University of Mumbai and hence the B.Ed. The curriculum is framed by the University of Mumbai itself. However, when the implementation of the curriculum for each academic year is properly planned, upgrading the methods of curriculum transaction planning for different activities is done at the beginning of each academic year. The IQAC plays an active role in ensuring the quality of the course outcome. Activities such as teaching, learning process, internship, examinations (internal and</p>		

external), community work, DLLE, field visits, etc are properly planned and implemented each year. The academic calendar, year plan, program learning outcomes, course learning outcomes, activities, events, etc are uploaded on the institution's website. B.Ed. course orientation is provided to each new batch at the beginning of the academic year. They are also given semester-wise orientation at the start of each semester, so they are aware of the program outcomes and the activities to be conducted during the semester. There are academic audits conducted monthly, midterm reviews and course corrections are done as needed, regular reporting is done by the faculty, and feedback is taken that serves to monitor the implementation of the prepared plans. The philosophy of college is based on three pillars of knowledge, skill, and social commitment, hence the curriculum aims at fulfilling the objectives in this regard.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View File</a>
Plan developed for the academic year	No File Uploaded
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

<b>1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year</b> Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	<b>A. All of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	No File Uploaded

**1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers**

**B. Any 3 of the Above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="http://mesbed.com/pdf/Course%20Learning%20Outcomes.pdf">http://mesbed.com/pdf/Course%20Learning%20Outcomes.pdf</a>
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

## **1.2 - Academic Flexibility**

**1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives**

**including pedagogy courses for which teachers are available****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	Nil

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

00

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

00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

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

00

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

00

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

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

One of the above

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

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

00

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

00

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

### 1.3 - Curriculum Enrichment

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

The lt.Shashikant Gawade.College of Education for this purpose conducts the orientation at the beginning of the new semester and also at the beginning of the new Academic year wherein the students are given a thorough idea about the field of teacher education. The students are oriented about the curriculum of the course by reflecting on every component so that they can be given a coherent idea of the teacher's education. There is an internship which is an integral part of B.Ed. Curriculum. the student teachers get a wide scope to apply the acquired skills and competencies when they take lessons in the school. The three pillars of the college are Knowledge, skill, and Social commitment, hence the curriculum transaction is done in such a way so that all domains of the learning can be covered. For this purpose, many seminars, workshops training sessions, orientation sessions, community work, etc. are organized.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

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

Development of the school system In B.Ed.The curriculum itself has many courses such as Knowledge And Curriculum, Contemporary India, and Education which consist of topics that show the development of the school system in India. The teachers and educators in their respective lectures teach the students about the same and also they are made to reflect on the same. The students get to know about the development of the school system through this. Functioning of the Various boards of school education.The interdisciplinary course 2 Educational Management, in this course the educational administration, and the different boards are there. The subject

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

The B.Ed. College is based on the three pillars of Knowledge, skill,

and social commitment. Hence the transaction of the B.Ed. The curriculum is done in such a way so that the students can be provided the training keeping in mind these three aspects. The knowledge element focuses on imparting the knowledge of all the relevant courses and topics that are required of a social engineer. The skill element focuses on imparting the necessary training to become the teacher, the student teachers are exposed to a variety of curricular, co-curricular, and extra curricular activities in order to make them efficient teachers. The social commitment aims at inculcating the values of compassion among the student teachers who will be responsible for shaping the generation of tomorrow.

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

#### 1.4 - Feedback System

**1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI**

Four of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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



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

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Enrolment of students during the year

49

##### 2.1.1.1 - Number of students enrolled during the year

49

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

26

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

26

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

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

02

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

02

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

## 2.2 - Honoring Student Diversity

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

For admission to the B.Ed. program, students must pass a common entrance exam. The results can be used to determine the content knowledge of the students. their last examinations. Admission does not require a formal interview. Nevertheless, when they come to campus to complete admissions-related tasks, students interact with

faculty. These informal talks with students can reveal information about what they need to learn. Discussions with former students and insights from prior cohorts indicate potential areas in which academic support may be most needed. Academic support is provided in the form of topic enrichment programs, technical training, academic counseling for selecting elective courses, and mentorship for critical classroom skills like communication-based on all of these aspects. Prior to starting their internship, students conduct brief lessons in their chosen field.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs**

Four/Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

**2.2.3 - There are institutional provisions for**

Three of the above

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

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

#### **2.2.4 - Student-Mentor ratio for the academic year**

**1:6**

##### **2.2.4.1 - Number of mentors in the Institution**

**7**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

#### **2.3 - Teaching- Learning Process**

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

**Participatory education The school made excellent use of student-centered teaching strategies, which offered a wonderful chance for interactive learning. B.Ed. pupils had to observe and demonstrate**

yoga classes with other school pupils as part of their teaching practice.

### Experiential learning

B.Ed. students had micro-teaching sessions where they learned and practiced a variety of teaching techniques. As part of their preparation to become teachers, this improves their experiential learning. B.Ed. student instructors were set up with internship training in schools.

**Problem-Solving Methodologies** The students were required to fill out the CCE record throughout their teaching practice in order to encourage the use of problemsolving approaches.

### Focused Group Discussion

To define action research as focused group conversation, a research colloquium was convened. Action research, unit test preparation, lesson planning, writing learning outcomes, and creating learning tools are all covered in workshops.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

49

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

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	<a href="http://mesbed.com/infrastructure.php#ictlab">http://mesbed.com/infrastructure.php#ictlab</a>
Any other relevant information	No File Uploaded

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

**Mentoring with respect to Working in teams**

Students are mentored by the faculty members overseeing cocurricular activities to plan events. Every cultural program is the outcome of

superb collaboration. Coordination is also greatly aided by the student council. The portfolio of cocurricular activities is entrusted to one student council member, who is also in charge of organizing the events. Mentoring for student diversity Books are shared in digital libraries to help students understand ways to deal with student diversity. The course Learning and Teaching and all Pedagogy courses also focus on student diversity. Students apply this in delivering lessons based on Multiple intelligences. Mentoring regarding the conduct of self with colleagues and authorities Students receive an explanation of the code of conduct, which guides how to behave with teachers and fellow students. Similar to this, the faculty head reviews the code of conduct with the internship group before sending them to the schools for an internship. Mentoring regarding balancing home and work stress Mentoring is carried out on a one-to-one basis as well as on a group basis. Relevant material is shared and discussed and students are encouraged to apply the learning to their individual life.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

**Fostering Well-Rounded Individuals:** The teaching-learning process cultivates intellectual and critical thinking abilities, empathy, life skills, and other valuable qualities in students. **The Invitation to Learn: The Institution for Creativity, Innovation, and Intellectual Skills** invites students to explore our courses of additional value. **Developing 21st-Century Skills:** Communication, creativity, teamwork, and critical thinking are recognized as the four fundamental skills for success in the 21st century. Comprehensive online resources help students acquire and strengthen these cognitive and critical thinking skills. **Building Empathy:** It nurtures empathy in students through various initiatives, including peer support in the classroom, internships, assemblies, and community service opportunities. **Integrating Life Skills:** Life skills such as decision-making, stress management, time management, and critical thinking are intentionally woven into all aspects of our curriculum delivery through engaging inputs and reflective activities. Lif

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4 - Competency and Skill Development**

**2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)**

Three/Four of the above



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

Six/Seven of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

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

Two of the above

<p><b>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</b></p>	
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p><a href="#">View File</a></p>
<p>Details of the activities carried out during the academic year in respect of each response indicated</p>	<p><a href="#">View File</a></p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p><b>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</b></p>	<p>Four of the above</p>
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p><a href="#">View File</a></p>
<p>Samples prepared by students for each indicated assessment tool</p>	<p><a href="#">View File</a></p>
<p>Documents showing the different activities for evolving indicated assessment tools</p>	<p>No File Uploaded</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p><b>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</b></p>	<p>Four of the above</p>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	No File Uploaded

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

1. The internship schools are recognized. The school principal receives a letter requesting an internship, and one staff member personally arrange everything with him or her. 2. The faculty briefs the school principal on the nature of the internship and the tasks to be completed. 3. The mentor instructor and the faculty member in charge of the internship provide the students who are applying for internships instructions on how to conduct themselves and what tasks they must perform. A leader is chosen for each internship group, and this leadership is distributed in a rotating fashion. Additionally, the leader's function is made plain. Mentor teachers from the school are assigned to each student teacher and will assign teaching units. 4. The mentor school's instructor provides lesson feedback. Students work with their teachers to receive the unit and to arrange how the class will go. 5. Lessons learned through internships, leadership qualities, engagement in extracurricular activities, timeliness, and teamwork are all considered when evaluating student achievement.

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

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

**2.4.9.1 - Number of final year students during the academic year**

8

File Description	Documents
Data as per Data Template	No File Uploaded
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Seven/Eight of the above

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

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

The duties of the many people involved in the monitoring process for a successful internship experience are clearly defined. Teacher educators consult the school principal about internship arrangements and make sure that the college and the internship school are properly coordinated. They assist in creating the schedule for classes and activities and coach the interns. Lesson preparation is coached for student teachers. As the internship took place online in 2022-2023, teacher educators assisted in selecting and developing pertinent e-resources. In general, the school principal or

coordinator communicates with the interns and guides as needed. Collaboration with the college professors was used to accomplish this. The teachers assigned units and explained what was expected of the pupils. Before giving the provided video lessons to the pupils, they also watched them. The interns received comments from the instructors on the courses. To plan the schedules, run the events, and work with the teachers, peer assistance was very essential. As this was their first offline internship, peers helped one another to create excellent technology-based lessons.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Four of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Four of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

## 2.5 - Teacher Profile and Quality

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

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

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

00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	No File Uploaded
Any other relevant information	No File Uploaded

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

90

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

90

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

File Description	Documents
Documentary evidence to support the claim	No File Uploaded
Any other relevant information	No File Uploaded

## 2.6 - Evaluation Process

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

The CIE complies with the guidelines set forth by the University of Mumbai. An internal assessment component worth forty marks (out of a possible hundred) is included in each theoretical course. It consists of a five-mark essay, two assignments worth ten marks each, and a fifteen-mark class test. For the same, the necessary instruction and direction are provided. Every semester offers project-based courses. First semester: one week of community service and co-curricular activities (50 marks) Semester Two: A three-week internship consisting of five lessons, peer and teacher observation during class, and school-based activities (worth 100 marks) Semester 3: Eleven-week Internship with fifteen classes, school-based exercises, keeping a reflective notebook, and a unit test (200 marks) Semester Four: 10-lesson internship lasting four weeks, including reflective.



File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Four of the above

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

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

Grievance Grievance is related to evaluation. Procedure to address the same (i) the student can directly approach the concerned faculty and resolve the doubt. (ii) In case there is a lapse on the part of faculty due rectification is made and the changes are conveyed to the faculty in charge of examination and the office to update the mark sheet. Pre-examination grievances generally include grievances related to the examination schedule. The procedure for grievance redressal related to examinations is as follows: (i) The students may directly approach the Principal or Faculty in charge of examinations and put forth the grievance. (ii) The grievance is resolved after discussion with faculty and required changes are made

in the examination schedule. (iii) Changes are communicated to students with due reasons.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The academic calendar is prepared at the beginning of each term. The schedules for essays, submission of assignments, internship and other project based activities are spread throughout the term so as to provide adequate time to complete the activities after required exploration and reference work. Faculty issues timely reminders about the submission. Provision is made on Google classroom to upload the documents. In case of illness or any other unforeseen difficulties, late submission is permitted with the consent of the concerned faculty. By and large the schedule is followed. The Class tests and practice examinations are planned at the beginning of the term but these may be rescheduled as per the arrangement of the terms declared by the University and as per the dates of the final examination declared. Faculty decides the dates to complete the evaluation and offer feedback to students through mutual consultation.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.7 - Student Performance and Learning Outcomes

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

The scheduled activities always take the PLOs for both the cocurricular and academic components into consideration. The CLOs are taken into consideration while choosing appropriate teaching, learning, and evaluation activities for each course. Changes

occurring in the educational landscape require the program to be constantly updated and accordingly, Value Added Courses and interaction with experts are organized. The PLOs are considered again in this case. Value Added Courses have their own set of CLOs. Faculty members revisit the CLOs and check if the CLOs are being met through the course. The entire curriculum is mapped with the PLOs and wherever possible a cross-disciplinary approach is adopted.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.7.2 - Pass percentage of Students during the year

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

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

All activities organized as part of the curriculum are synchronized to PLOs and CLOs. Detailed assessment is carried out concerning the following activities which are designated as part of the internal assessment:

Semester One: co curricular activities

Semester Two: Internship of 3 weeks

Semester Three: Internship of 11 weeks , preparation of Unit test

Semester Four: Internship of 4 weeks, action research

The Audit Course in Drama and Art in Education, Ability courses on ICT in Education, and Reading and Reflecting on Texts are activity-

based courses that are also in tune with the PLOs and CLOs. The performance in these courses is also duly monitored. Each theory course includes two assignments that involve research, visits, and activities, and these help to develop professional attributes that are aligned with the PLOs and CLOs. All activities are monitored by the faculty and students get continual feedback thus ensuring that they can make incremental progress. Internship lessons are evaluated by faculty as well as by school mentor teachers. Self-reflection and Peer review of work is encouraged giving multidimensional feedback to students.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 2.7.4 - Performance of outgoing students in internal assessment

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

40

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The students initial learning needs can be classified as (i) Content needs (ii) pedagogic needs (iii) technological needs. Students in

the B.ED. programs are exposed to a wide range of experiences and materials that are tailored to meet their individual learning needs. A content test is used to evaluate topic mastery, which is developed through the content enrichment program. Similarly, students' classes are evaluated for content knowledge. When the B.Ed. degree is over, all students have a fair amount of topic mastery. Developing the capacity to teach in a classroom and use tactics appropriate for the students' level is one of the pedagogic demands. Effective class planning and execution are skills that students must possess. Through workshops, internships, and class management sessions, the demands are appropriately met. All of the students have demonstrated growth in their pedagogical abilities, doing well when delivering courses in both online and offline mode. The technological skill gap showed that students were aware of general applications of technology but they needed to use technology in pedagogic scenarios. This was achieved through workshops and certificate courses and all students have used technology seamlessly to have interactive lessons. Technology has been used in action research and for innovative techniques in the class.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

NIL

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

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

00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

00

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

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

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

**3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think**

Three of the above

tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

### 3.2 - Research Publications

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

00

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

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

00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

### 3.3 - Outreach Activities

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

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

04

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

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

92



File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

92

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

92

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

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

To inculcate social responsibilities and bring the holistic development of the students, the college has undertaken the following extension activities: 1.Cleanliness Program

2. Tree Plantation

3. Visit to special children school

4. Bandhara Bandhani

Different outreach and Extension activities are carried out in the

year 2022-23. These activities aimed to holistic development of the students. College organized various awareness camps like, cleanliness campaign , also organized visits to special children school. These activities have brought the students close to the reality to understand their responsibilities. Environmental awareness is created through programmes like Tree plantation & also Bandhara Bandhani. The basic sense of social responsibility, environmental and health awareness was created and students became responsible in and outside the campus. Through the active participation of faculty and students in the above conducted activities both inside and outside the college, an effort is made to create awareness and sensitization about the social issues confronting the public and community at large. This helps the student teachers to become posit

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

### 3.4 - Collaboration and Linkages

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

00

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

00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

01

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

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

One/Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

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

Lt. Shashikant Gawade college of Education has adequate infrastructure & physical facilities to conduct the curricular & noncurricular activities that enable it to contribute in holistic development of the learner. College has 9 classrooms, one teaching aids lab, one language lab, one curriculum lab, one Art & Craft room (Music), one health & physical education room (Yoga), one main office, one Principal cabin, one exam. Control room, one staff room, one Library, one reading hall, one boys common room, one girls common room, one seminar hall & ICT Resource Centre, one multipurpose hall and one conference hall that supports the teaching learning process. The college has one library associated with one 'library cum reading room'. Library possesses an Integrated Library Management System, ILMS: 'E-VIDYA' by Biyani Technology that helps in maintaining the records of the books/journals. Library has a reference room for the staff. Curriculum laboratories available in the college consist of Psychology, Mathematics, Science and Social Science Laboratory & Teaching Aids Lab. The college has teaching aids lab we have LCD Projector, Charts, Models, maps which teacher educated used for the purpose of teaching learning process. College has used curriculum lab which is developed by Wish Technology. Language Lab is well equipped developed by Biyani Technology DIGITAL LANGUAGE LAB software with the capacity of 30 students at a time. Page 23/101

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="http://www.mesbed.com/pdf/Infractrure.pdf">http://www.mesbed.com/pdf/Infractrure.pdf</a>
Any other relevant information	No File Uploaded

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

1,81,543/-

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

Library Automation Lt Shashikant Gawade college of education library is automated from 2004 by LIBMAN Library software. this software is developed by IT IS master Software Nagpur but this software is a desktop base not client server hence college has purchased new client server-based software E Vidya developed by Biyani technology in the year 2022. this software various housekeeping works of the library such as data entry, issue and return and renewal of books, member logins etc are done through this software. The Library Books are classified according to Dewey decimal classification. OPAC (Online public access catalogue) service is also provided where the users can search the collection of books by title, author, publisher etc. The l

Name of ILMS software- E Vidya Developed by Biyani technology

Nature of Automation Partially

**Year of Automation - 2022**

The College Library use the E Vidya ILMS software in 2022.there is various modules in the software out of that we use following modules for our regularly library function.

Library Dashboard Budget

Reports Circulation

Utility Module OPAC

Acquisition

Members

In the above Report modules there are Acquisition report, circulation repot, budget reports and fine reports are mentioned.

For example, Reports modules we use excel sheet for Accession register, book issue register Modules.

Features of E Vidya software 1) An SQL server-based library automation Software.

2)E Vidya OPAC facilitates circulation of books for faculty members and students

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="http://www.mesbed.com">www.mesbed.com</a>
Any other relevant information	No File Uploaded

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

Lt Shashikant Gawade of Education possesses a full-fledged library in the premises supporting to the students in their learning.. The library of Lt Shashikant Gawade college of Education is updated each year according to the changing needs of the Curriculum and teacher training pattern Lt Shashikant Gawade college of education library subscribed to a remote access system to avail the library resources

to students and faculty globally, without visiting the library physically N List is the platform chosen and subscribed to for managing remote access of libraries since 2023. It provides easy access to teachers and students to library resources like e-Books, e-resources etc.

N List offers simple log-in to students and they get remote access to resources at their ease and anytime they require. There is no limitation of access and is available 24/7 to all the stakeholders having an Id-password assigned by the librarian The Project entitled "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", being jointly executed by the -Shodh Sindhu Consortium, INFLIBNET Centre access to selected e-resources to colleges. The N-LIST project provides access to e-resources to students, researchers and faculty from colleges and other beneficiary

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

55254/-

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

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

152

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

**4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are**



**obtained as and when teachers recommend Documents are obtained as gifts to College**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 4.3 - ICT Infrastructure

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

Lt. Shashikant Gawade College of Education is well equipped with the latest software and technologies for academic purposes. The Principal, teacher educators and non-teaching staffs are provided separate desktops and have access to LAN as well as WiFi connectivity throughout the campus. Instructional materials are available on the website for the benefit of the students, which enables them to carry out academic tasks with great ease. The college administration is fully as well as the library department is partially computerized. All documents are maintained electronically and all transactions are documented systematically. The attendance of students termed as library hours is maintained in the library account book. Library has computers with internet access, using open source integrated library software. This provides an online public access catalog for end users and automated circulation for librarians.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 4.3.2 - Student – Computer ratio during the academic year

1:8

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

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

Three of the above

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

**4.4 - Maintenance of Campus and Infrastructure**

**4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support**

**facilities during the year (INR in Lakhs)****Nil**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Maintenance of the campus and other infrastructural facilities is done on a regular basis. There are building maintenance incharge, security incharge, Laboratory incharge, Library incharge, sports incharge who ensure the safety and security of all estate and infrastructure etc. The campus is equipped with CCTV Cameras for added security. The classrooms/seminar halls are cleaned by supporting staff. Any furniture repairs needed are attended immediately by the carpenter available on campus. The proper and optimal use of electric lights/fans/projectors etc. is ensured. The routine activities of the library are managed by the Librarian with the help of library assistants. The IT staff is the in-charge of maintaining the IT facilities. The internet/intranet/LAN facilities are also fully functional and are properly maintained and monitored by the staff of the server room. Various facilities like sports, yoga, cultural activities, counseling are maintained by various committees formed. File Description Documents Appropriate link(s) on the institutional website <https://agsbedcollege.net/infrastructur>

File Description	Documents
Appropriate link(s) on the institutional website	<a href="http://mesbed.com/pdf/Infractrure.pdf">http://mesbed.com/pdf/Infractrure.pdf</a>
Any other relevant information	No File Uploaded

**STUDENT SUPPORT AND PROGRESSION****5.1 - Student Support**

<p><b>5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</b></p>	<p>Three of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="84 656 542 712">File Description</th> <th data-bbox="550 656 1474 712">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="84 723 542 779">Data as per Data Template</td> <td data-bbox="550 723 1474 779"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="84 790 542 958">Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td> <td data-bbox="550 790 1474 958">No File Uploaded</td> </tr> <tr> <td data-bbox="84 969 542 1093">Sample feedback sheets from the students participating in each of the initiative</td> <td data-bbox="550 969 1474 1093"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="84 1104 542 1205">Photographs with date and caption for each initiative</td> <td data-bbox="550 1104 1474 1205">No File Uploaded</td> </tr> <tr> <td data-bbox="84 1216 542 1261">Any other relevant information</td> <td data-bbox="550 1216 1474 1261">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded	Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>	Photographs with date and caption for each initiative	No File Uploaded	Any other relevant information	No File Uploaded	
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Photographs with date and caption for each initiative	No File Uploaded												
Any other relevant information	No File Uploaded												
<p><b>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</b></p>	<p>Seven/Eight of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="84 1630 542 1686">File Description</th> <th data-bbox="550 1630 1474 1686">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="84 1697 542 1753">Geo-tagged photographs</td> <td data-bbox="550 1697 1474 1753"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="84 1765 542 1809">Any other relevant information</td> <td data-bbox="550 1765 1474 1809">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	<a href="#">View File</a>	Any other relevant information	No File Uploaded							
File Description	Documents												
Geo-tagged photographs	<a href="#">View File</a>												
Any other relevant information	No File Uploaded												
<p><b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide</b></p>	<p>B. Any 3 of the above</p>												

**awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

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

Two of the above

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

**5.2 - Student Progression**

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

Number of students placed as teachers/teacher educators	Total number of graduating students
00	43

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	No File Uploaded

**5.2.2 - Number of student progression to higher education during the academic year****5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).**

03

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

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

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 5.3 - Student Participation and Activities

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

Lt. Shashikant Gawade College of Education (B.Ed.) every year a student council under the guidance of the Principal and the teacher educators. The student council is a part of imparting leadership training to the future teachers. The various activities conducted by the Students' Council include conducting regular meetings, giving instructions in the classes, conducting academic, sports, and cultural activities smoothly, and addressing the grievances of students to tutorial group teachers and principals. The student council functions as the liaison between the staff and students. They are instrumental in ensuring the smooth implementation of co-curricular activities by mobilizing students to participate, plan, and execute the various range of activities conducted by the college.

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

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

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 5.4 - Alumni Engagement

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

Lt.Shashikant Gawade College of Education (B.Ed.) alumni association is highly vibrant and active. The association has very close ties with the college and is a key contributor to the enhancement of the B.ED course experience for current students. The association is proactive in volunteering for activities that help in maintaining the quality of learning experiences provided by the college. Firstly, alums are routinely invited to the college to give talks on their respective areas of expertise through a lecture series called Learning Quest. Then they also help in the cultural and sports events of the college.

Alumni Association is not registered

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development

Three/Four of the above



**Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support**

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
Any other relevant information.	No File Uploaded

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

One of the notable things is that our alumni are in excellent positions, and reputed institutions even abroad. So it proves a great source of inspiration for the current batches. The alumni of the college have actively participated in the institutional functioning. In 2022- 23 alumni share their expertise during various guest lectures organised by the college. Alumni have helped during co-curricular events by functioning as judges. The alumni offer inputs regarding the activities that can be added to the curriculum to ensure holistic teacher education. The alumni have helped during Placements by informing them about vacancies in different

**institutions**

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**GOVERNANCE, LEADERSHIP AND MANAGEMENT****6.1 - Institutional Vision and Leadership**

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

The entire team comprising Management, Principal, Teachers, and administrative staff collaborates wholeheartedly to realize the institution's vision and mission. This involves fostering an environment conducive to nurturing student teachers into dedicated educators by imparting knowledge, honing skills, and instilling a sense of social responsibility. The ultimate aim is to shape minds for a society founded on principles of equality, fraternity, and peace, thereby empowering a cadre of passionate educators who will inspire generations worldwide. The Principal, in conjunction with the faculty, devises strategic plans for institutional initiatives. The CDC and IQAC play pivotal roles in steering the enhancement of overall institutional quality. The institution operates an open-door policy, encouraging both staff and students to freely engage with the Principal on any matter. Under the guidance of the Principal, the faculty diligently execute day-to-day operations, adhering to portfolio and semester-based task assignments. Faculty members serving on various committees collaborate with student council members to organise both academic and extracurricular activities within the institution.

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

The institution advocates for a decentralised and participatory approach to its administration, fostering a culture where innovative practices are encouraged to enhance the effectiveness of teaching and learning. The efforts put forth in this regard are duly acknowledged by the Governing Body and the College Development Committee. Embracing democratic leadership and teamwork, the Management instils a shared sense of responsibility and commitment among all stakeholders. Task allocation and portfolio assignments are delegated by the Principal in consultation with the Management and faculty. A comprehensive code of conduct and handbook equips both staff and students with necessary information. Operating on principles of transparency and democracy, the institution maintains an open-door policy across all its transactions. Inputs from stakeholders such as students, teachers, alumni, practice teaching schools, and community groups are actively solicited to ensure inclusivity in decision-making processes. Key administrative decisions are deliberated upon by the College Development Committee and the IQAC, which comprise representatives from various stakeholders including Management, teaching and administrative staff, students, and the community. Additionally, numerous committees convene to plan and oversee both academic and non-academic activities. Regular feedback mechanisms involving all stakeholders contribute to ongoing quality enhancement initiatives. Furthermore, regular staff meetings and student council gatherings provide platforms for discussion, review, and sharing of perspectives concerning institutional initiatives and activities

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The college upholds a policy of complete transparency across all facets of its operations. Relevant information pertaining to the institution is readily accessible on its website, including details regarding transactions, policies, values, and the code of conduct. Feedback from various stakeholders is actively sought and considered. Regular audits are conducted to ensure accountability in academic, administrative, and financial matters. Decision-making processes concerning the smooth functioning of the institution are democratic and inclusive, involving input from the Management, Principal, Faculty, students, as well as bodies like the IQAC, CDC, and other committees. Regarding the academic aspect, the institution provides comprehensive information on its website such as student lists, pedagogy-specific student lists, learning materials, timetables, exam schedules, question banks, and answer keys. Academic audits are conducted at regular intervals to maintain standards. Financial matters are managed meticulously, with the Governing Body preparing the budget, income-expenditure statements, and balance sheets, which are then audited and made available on the website. The administrative aspect sees students enrolled through an online process facilitated by the CET cell, with admissions conducted online in accordance with ARA and AISHE guidelines. All forms are filled and submitted online, and regular audits ensure adherence to procedures.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.2 - Strategy Development and Deployment

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

**Strategy Plan: Strategy to Strengthen Teaching-Learning Process:** Planned to Integrate technology in the teaching-learning process effectively To encourage faculty members to provide more e-content for their respective courses. Collaboration with external agencies should be strengthened. To increase the quality of the teaching and learning process by the Outcome-based Education system.

**Implementation:** Activity successfully implemented based on the strategic plan in the teaching-learning process. **ICT Integration:** ICT was used by all of the teacher educators to introduce, reinforce, expand, enhance, assess, and remediate student knowledge of curriculum objectives. **E-Content Development:** Training Program on e-Content development was given to all the faculty members and as a result, more e-content for their respective courses was developed. The students were able to make good use of it. **Collaboration with external agencies:** A number of memorandums of understanding (MOUs) have been signed with industries and other institutions. Organised guest lectures and curriculum-related orientation programs. y. The precise and reliable measuring of students' accomplishment of outcomes is made possible by careful mapping of course/program outcomes to assessment and evaluation tools

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="http://mesbed.com/academic-calender.php">http://mesbed.com/academic-calender.php</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**Managerial Governance** The institution is an Unaided run by Mandar education Education Society's Lt.Shahshikant Gawade College Of Education and affiliated to University of Mumbai. The long term plans of the institution are spearheaded by the Management. The Principal in consultation with the Management plans and guides the institutional transactions and along with staff ensures the smooth functioning of the institution in alignment with University rules, vision, mission, objectives and values of the institution. **College Development Committee** The CDC prepares plans and makes recommendations for enhancing the academic, non- academic, infrastructural development of the institution. **Internal Quality**

**Assurance Cell** The institution has an IQAC that prepares plans and promotes measures for institutional functioning towards quality enhancement. **Grievance Redressal Mechanism** The institution has a grievance redressal cell that aims to address academic and nonacademic, individual and collective grievances of the student teachers, **Anti- Ragging and Anti- Sexual Harassment Cell** The institution has an anti- ragging and anti-sexual harassment cell to cater to the safety and welfare of students. **Recruitment and Promotional Policies** The institution advertises in the national and regional newspapers for the vacancy post as per the norms and conditions laid down by UGC. Eligible candidates are recruited based on selection by experts in panel interviews.

File Description	Documents
Link to organogram on the institutional website	<a href="http://mesbed.com/pdf/july2023/Organogram.pdf">http://mesbed.com/pdf/july2023/Organogram.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Three/Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

The Governing Body has endorsed the formation of several Committees aimed at ensuring seamless academic and administrative operations, as well as enriching students' experiences and broadening their knowledge. All decisions, whether academic or nonacademic and aligned with policy, are entrusted by the Governing Body to these college operating Committees, which are overseen by the Principal. These Committees are tasked with developing standard operating procedures and assigning responsibilities to the relevant entities. Various committees and cells, comprising faculty members, student representatives, and non-teaching staff, are established or restructured by the governing bodies to plan and execute activities. Each committee or cell convenes regular meetings to deliberate on its agenda and draft resolutions accordingly. Furthermore, progress reports on actions taken are submitted, and any pending tasks are addressed in subsequent meetings for discussion among members.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 6.3 - Faculty Empowerment Strategies

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

The initiatives taken by the college towards the welfare of its staff and faculty include the following: College always ensures timely credit Salary to bank account of employee. Financial Assistance for the faculty members are provided. The college has implemented various welfare schemes for faculty and staff members such as maternity leave, paternity leave, medical leave, study leave, EPF, gratuity, Employee State Insurance Scheme (ESI) etc. The working environment in the college is congenial. The Faculty and other staff members are provided with spacious and wellfurnished office space, conference rooms, rest rooms and facilities like filtered cold water, canteen etc. First-aid facility is also available for the employees. As part of regular faculty development programmes, events such as seminars, symposia, conferences, orientation programmes, and refresher courses are organised and sponsored by the college. Training office staff for effective performance and working with computers are steps towards increasing

their productivity. Under the Research Promotion scheme, cash incentives and certificates are also given to staff members for their published research work in journals and seminar proceedings. Financial incentives are provided by way of promotions and increments to the teaching faculty as prescribed in keeping with the Career Advancement Scheme of the UGC. Policy against sexual harassment: The College has framed Committee against Sexual Harassment to protect an employee from harassment of any kind, guidelines are provided for proper action and also for protecting the aggrieved employee.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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



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

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

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

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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

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

**Performance Appraisal for teaching faculty:** Quality teaching is imperative for improving student outcomes and achievements. The organisation has a well designed performance appraisal system. It is executed with the help of self Appraisal Reports which gives quantitative assessment of the faculty members. Performance of Teachers is also assessed through Student feedback, taken at the end of every academic session and appropriate instructions given to staff by the Principal. Teacher's Diary is also maintained by the individual staff and submitted to the Principal at the end of every week. Staff profile has been collected by the staff secretary every year and submitted to the principal. The IQAC reviews Administrative and Academic progress so as to review the performance of all the curricular, co-curricular activities and office administration.

After the evaluation of the report by the Principal and Management, it is communicated to respective staff members for improving shortcomings. Performance Appraisal for nonteaching faculty: The appointment is made through by the Management. The principal concerned is being asked to give a report where in the general performance, conduct and character is being evaluated and appraised. The complaint of the involvement in any unpleasant activity, if any, is also being reflected.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

#### 6.4 - Financial Management and Resource Mobilization

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

The institute undertakes financial audits on a regular basis. Internal and external audits are conducted in a structured manner at the institute. Accounts are audited on a regular basis to guarantee financial compliance. Internal Audit: Internal auditing is a never-ending procedure. A finance committee and external Qualified Auditors have been constituted, and a team of professionals working under them performs a methodical verification on a quarterly basis. All payments, receipts, cash transaction vouchers, ledgers, and cash books are verified by the team. External Audit: The College's financial accounts are audited by an external auditor/agency selected by the college. At the end of each financial year, competent chartered accountants audit the financial records. The financial records, such as income and expenditures, balance sheet, and prepared notes are certified to accounts. The institution posts audited financial statements on its website for the benefit of anyone who is interested.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

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

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

The primary source of funding for the institution is derived from student fees, encompassing tuition fees and study materials expenses. At the onset of each financial year, meticulous planning is undertaken to ensure the judicious utilisation of financial resources. The allocation of funds predominantly caters to various essential expenditures, including:

1. Salaries
2. Acquisition of Fixed and Current Assets
3. Infrastructure developmen
- t 4. Maintenance endeavours

**5. Administrative overheads****6. Cultural and Co-curricular activities****7. Welfare initiatives**

Stringent adherence to rules and regulations governs the optimal utilisation of funds, subject to government audits. Internally, funds are generated from a specified percentage of the collected student fees. To uphold the efficiency in fund utilisation, the College Development and Purchasing Committees meticulously strategize their activities.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**6.5 - Internal Quality Assurance System**

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

All members of the IQAC meet twice a year. Other meetings for quality assurance are held where the Principal, IQAC coordinator and few faculty members meet to review the working and address issues that might be pertinent to ensuring quality. The IQAC draws the Plan of action at the commencement of the academic year. This is duly reviewed and then finalised with modification suggested by members. The plan is circulated to all staff members so that it can be deployed suitably. Timely feedback is sought and if there are any impediments in executing the plan then these are addressed through collaboration. New initiatives are discussed during meetings and implementation is followed closely. Action taken reports are tabled at subsequent meetings. The AQAR is prepared and placed before the CDC and IQAC for approval. The IQAC continually refers to NAAC website to peruse through material and documents that can help to enhance the quality in the college

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The IQAC has frequent meetings to take stock of campus life and identify areas for improvement in all relevant areas, both internally and with the principle and various committees. Regular feedback from all stakeholders aids in accurate target area Page 79/90 28-02-2024 03:50:29 Annual Quality Assurance Report of A.G.S. COLLEGE OF EDUCATION designation. In addition to raising awareness among the many stakeholders about gender problems, intellectual property rights, and ethics, one of the main responsibilities established by the IQAC in the previous year was to address the mental health concerns of students during pandemic times. The faculty develops course-by-course plans, frequently using lessons learned from previous academic years. The Principal receives all submitted plans for review. The faculty tries to include both new methods and ICT over the course of the curriculum. Self-reflection and student feedback or responses to the approach are used to analyse the results of the usage of new strategies. If necessary, these novel techniques are improved upon and subsequently integrated routinely into the teaching and learning process. Faculty members share their experiences with the teaching and learning process during curriculum development sessions, which promotes the blending of ideas. Students provide feedback on teaching learning process when annual feedback is solicited from them. A judicious blend of synchronous and. asynchronous, offline and online activities are always adopted.

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

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

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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	<a href="http://mesbed.com/igac.php">http://mesbed.com/igac.php</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="http://mesbed.com/igac.php">http://mesbed.com/igac.php</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

The institution has consistently pursued quality enhancement through a range of initiatives. Notably, it fosters a culture of innovation in education, empowering students to explore novel approaches to curriculum delivery, particularly during internships. Over the years, student-led innovations have gained traction, garnering recognition at inter-institutional platforms. Efforts in monitoring and implementing quality management systems have yielded positive outcomes, reflected in a commendable 98% pass rate for the session. Maintaining strong ties with community agencies, internship providers, and local institutions ensures successful student experiences and facilitates faculty development. Recognizing its human capital as its most valuable asset, the institution invests in faculty development programs to enhance personal effectiveness. Moreover, it remains committed to establishing an eco-friendly campus, evidenced by initiatives such as transitioning to a paperless office, conducting tree planting programs under the Green Campus initiative, and implementing sustainable waste and water management practices. Additionally, infrastructure improvements like pedestrian-friendly roads contribute to the overall cleanliness and

sustainability of the premises, upheld through regular cleaning efforts.

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

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

In all of its operations, Lt.Shashikant Gawade College of Education adheres to and promotes sustainable development.

1. To conserve energy, every new light fixture on campus is an LED.
2. Every employee and student makes sure that electric gadgets are only utilised when necessary.
3. It is customary for the last person to leave the room to turn off the lights and fans
- . 4.To prevent energy waste, regular inspections of electric appliances and prompt repairs are performed.
5. The faculty and students make an effort to utilise energy responsibly at all times since they are aware of the college's

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

### SEGREGATION OF WASTE

- 1.The "Reduce the Waste Policy" is followed by the Lt.Shashikant



Gawade College of Education. Put a thought before an action to reduce waste production.

2. The college encourages paperless transactions and the reuse of items like files and other items.

3. In order to separate the waste, there are two dustbins on each floor of the campus that are marked "Wet Waste" and "Dry Waste." With the help of Mandar Education Society the wastage is being collected.

#### E WASTE MANAGEMENT

1. E-waste is properly disposed of so that recycling, if possible, can occur.

2. E-waste is not thrown out in the trash.

3. Less paper is used in the office and printing is only done when absolutely essential.

4. Paper waste is disposed of using a recycler. Installing energy saving lighting fixtures like LED bulbs, solar panels, and solar bulbs Utilise natural lighting and ventilation to cut back on your use of electricity

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>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</b>	<b>Three of the above</b>
File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<b>No File Uploaded</b>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>
<p>7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words</p>	
<p><b>Lt.Shashikant Gawade College of Education commitment to a cleaner, greener environment is visible through a range of initiatives. At the community level the institution has conducted clean up drives At the college and campus level, Swachh Bharat Abhiyan was held. A part from primary cleanliness and sanitation efforts, the institute is also promoting sustainable habits by advising students to bring cloths bag or paper bags at Annual Quality Assurance Report of LT.SHASHIKANT GAWADE. COLLEGE OF EDUCATION the college campus to maintain a plastic free environment. The campus features many well-maintained trees and plants. Campus Cleanliness and Sanitation: The overhead water tank in the college is cleaned in frequent intervals to maintain the quality of water.</b></p>	
File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>
<b>7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office</b>	<b>Three of the above</b>

**Green landscaping with trees and plants**

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

**7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)****32686**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

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

Keeping this in mind, India is a culturally diverse nation where individuals with diverse religious, cultural, and linguistic identities coexist peacefully. The Lt. Shashikant Gawade College of Education makes an effort to uphold harmony and foster goodwill among its students. The majority of new students at the college are locals from the area, including the RATNAGIRI district. Our college regularly plans a variety of events for students to positively influence cultural activities in society. Thus, the college celebrates events such as Gandhi Jayanti, Republic Day, and Independence Day.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

C. Any 2 of the above

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

## 7.2 - Best Practices

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

Value Oriented Assembly In general, morning assembly is used for value education. But we developed a mechanism to inculcate values through morning assembly in an innovative way. Objective To inculcate values in their real sense among student teachers. To

enhance reflective thinking of the students. Practice: 100 students are divided into 5 groups. Each group corresponds to particular values. Morning assembly starts with secular prayer. Then according to that particular day, the thought of the day, importance of the day Followed by discussion are woven around that particular value

From Compassion to Community The college is based on the three pillars of Knowledge-Skill Social Commitment as mentioned in the first best practice. Lt.Shashikant Gawade College of Education came up with a practice of From Compassion to Community. In order to connect with the community and share the bond with the community. The underprivileged, marginalised sections are targeted. The Student teachers communicate with the marginalised groups of the society such as children; women in remote areas distribute them with Sanitary Napkins, aware them regarding the Menstrual Health and Hygiene importance of Family planning etc. The most notable thing about this is that the Male and Female student teachers both are equally engaged in

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 7.3 - Institutional Distinctiveness

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

Lt . Shashikant Gawade College is a B.Ed. Colleges work towards imparting quality in teacher education by adopting new methodologies, creating a positive environment, and using updated knowledge. The college was established to meet the needs of the area for excellence in Higher Education. Pupils from these areas had to travel very long for higher education, especially for B.Ed. course. We offer a variety of high-quality courses designed to prepare student teachers for their next step. We offer placement tests to help match them to their skill level. We offer a wide variety of extra curricular activities ranging from Workshops, Seminars, Intra collegiate Competitions, Inter-Collegiate Competitions, Community Visit, Educational Tours, Sports, Art and Craft, Annual Days, Placement, etc. We have options that cater to every student's interests. Our Mission is to create a conducive environment to

transform student teachers into devoted teachers. Our Vision is to mold a team of devoted teachers who will light and fuel a generation of ignited minds. Our Values are Social, Economic, and Political justice, Equality of gender, Sensitivity, Patriotism, Dignity of labor, Freedom, Brotherhood, Peace, and Ideal citizenship.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>