



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution

MES LT SHASHIKANT GAWADE COLLEGE
OF EDUCATION

- Name of the Head of the institution DR.MRS.VEDANTI VILAS SAWANT
- Designation PRINCIPAL(in - charge)
- Does the institution function from its own campus? Yes

- Alternate phone No. 9322161751
- Mobile No: 9820533310
- Registered e-mail ID (Principal) mesbed12@gmail.com
- Alternate Email ID vedantisawant4193@gmail.com
- Address AT/POST PEDHAMBE
- City/Town CHIPLUN
- State/UT Maharashtra
- Pin Code 415603

2.Institutional status

- Teacher Education/ Special Education/Physical Education: Teacher Education
- Type of Institution Co-education
- Location Rural

- Financial Status **Self-financing**
- Name of the Affiliating University **MUMBAI UNIVERSITY**
- Name of the IQAC Co-ordinator/Director **PROF.TAPKIRE ABHIJIT SUDHAKAR**
- Phone No. **9322161751**
- Alternate phone No.(IQAC) **9270058365**
- Mobile (IQAC) **9322161751**
- IQAC e-mail address **mesbed12@gmail.com**
- Alternate e-mail address (IQAC) **tapkireabhijit@gmail.com**

3.Website address<http://www.mesbed.com>

- Web-link of the AQAR: (Previous Academic Year) <http://mesbed.com/pdf/IQAR/AQAR%202019-20.pdf>

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

- if yes, whether it is uploaded in the Institutional website Web link: <http://www.mesbed.com/pdf/academic%20calender/Academic%20Calander%202020-21.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	C++	1.75	2005	28/02/2005	27/02/2010

6.Date of Establishment of IQAC**15/06/2017****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NIL	NIL	Nil	0

8.Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year 2

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **No**

- (Please upload, minutes of meetings and action taken report) [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

• Workshop on the online teaching-learning process for students and teachers. As per the discussion at the time of the IQAC meeting our college determined to organize a workshop on the online teaching-learning process for students and teachers. Prof. Tapkire A.S. conducted online sessions for guidelines about the online teaching-learning process. • Orientation programs on the use of Google applications for the online teaching-learning process. After the workshop on the online teaching-learning process, Prof. Chogale Y.S. conducted an orientation program for the use of Google meet the application. • Organization of online internship activities for student teachers. Our college has organized online internship activities by providing information and motivation was given to them for doing practical and practice teaching lessons in online mode. • . Our college motivated the faculty members to participate in online webinars. Motivate Students to participate in extension and outreach activities Our College & IQAC has always tried to motivate our students the participation in extension activities of the Department of Community Work. Our college has organized different day celebrations like Women's Day, National Voter Day, 15 Aug, 26 Jan, Marathi din, Hindi din, Geography Day etc.

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

be provided).

Plan of Action	Achievements/Outcomes
<p>1. Planning the academic activities in tune with the university examination</p>	<p>Due to the pandemic situation most of the theoretical part was covered by using online mode and some practical work like EPC, Essay, Class test, task etc. were directed by online mode. After that we suggested our student teacher to complete their practical's in schools which is heart to us with proper permission of headmaster</p>
<p>2. Encourage staff for preparation of subject wise teaching plan and for its effective implementation</p>	<p>Subject wise and Semester wise teaching plan were prepared but due to the pandemic situation it was difficult to follow. So, we used flexibility in implementation of subject wise teaching plan.</p>
<p>3. To organize orientation programmes on use of google applications for online teaching learning process</p>	<p>The institution has organized following activities related to use of google applications for online teaching learning process: 1. Orientation workshop on use of google application 2. Use of google applications for practice teaching lesson presentations. 3. Use of google meet for practice teaching lesson presentations. 4. Use of WhatsApp for teaching pedagogical subjects for small group. 5. Use of social media in teaching learning process</p>
<p>4. To arrange awareness programme for students and stockholders regarding covid 19 pandemic.</p>	<p>Covid 19 is the situation blocked the daily academic work. Our institution started covid isolation centre. As per the guidelines provided by the health department of Maharashtra and University the institution</p>

has arranged awareness programme for students and stakeholders regarding covid 19 pandemic by using online sources.

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Local Management Committee	10/08/2020

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	MES LT SHASHIKANT GAWADE COLLEGE OF EDUCATION
• Name of the Head of the institution	DR.MRS.VEDANTI VILAS SAWANT
• Designation	PRINCIPAL(in - charge)
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9322161751
• Mobile No:	9820533310
• Registered e-mail ID (Principal)	mesbed12@gmail.com
• Alternate Email ID	vedantisawant4193@gmail.com
• Address	AT/POST PEDHAMBE
• City/Town	CHIPLUN
• State/UT	Maharashtra
• Pin Code	415603
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Rural
• Financial Status	Self-financing
• Name of the Affiliating University	MUMBAI UNIVERSITY

• Name of the IQAC Co-ordinator/Director	PROF.TAPKIRE ABHIJIT SUDHAKAR				
• Phone No.	9322161751				
• Alternate phone No.(IQAC)	9270058365				
• Mobile (IQAC)	9322161751				
• IQAC e-mail address	mesbed12@gmail.com				
• Alternate e-mail address (IQAC)	tapkireabhijit@gmail.com				
3.Website address	http://www.mesbed.com				
• Web-link of the AQAR: (Previous Academic Year)	http://mesbed.com/pdf/IQAR/AQAR%202019-20.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.mesbed.com/pdf/academic%20calender/Academic%20Calender%202020-21.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	C++	1.75	2005	28/02/2005	27/02/2010
6.Date of Establishment of IQAC			15/06/2017		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NIL	NIL	NIL	Nil	0	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		

9.No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	No	
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
<ul style="list-style-type: none"> Workshop on the online teaching-learning process for students and teachers. As per the discussion at the time of the IQAC meeting our college determined to organize a workshop on the online teaching-learning process for students and teachers. Prof. Tapkire A.S. conducted online sessions for guidelines about the online teaching-learning process. Orientation programs on the use of Google applications for the online teaching-learning process. After the workshop on the online teaching-learning process, Prof. Chogale Y.S. conducted an orientation program for the use of Google meet the application. Organization of online internship activities for student teachers. Our college has organized online internship activities by providing information and motivation was given to them for doing practical and practice teaching lessons in online mode. . Our college motivated the faculty members to participate in online webinars. Motivate Students to participate in extension and outreach activities Our College & IQAC has always tried to motivate our students the participation in extension activities of the Department of Community Work. Our college has organized different day celebrations like Women's Day, National Voter Day, 15 Aug, 26 Jan, Marathi din, Hindi din, Geography Day etc. 		
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		

Plan of Action	Achievements/Outcomes
<p>1. Planning the academic activities in tune with the university examination</p>	<p>Due to the pandemic Situation most of the theoretical part was covered by using online mode and some practical work like EPC, Essay, Class test, task etc. were directed by online mode. After that we suggested our student teacher to complete their practical's in schools which is heart to us with proper permission of headmaster</p>
<p>2. Encourage staff for preparation of subject wise teaching plan and for its effective implementation</p>	<p>Subject wise and Semester wise teaching plan were prepared but due to the pandemic situation it was difficult to follow. So, we used flexibility in implementation of subject wise teaching plan.</p>
<p>3. To organize orientation programmes on use of google applications for online teaching learning process</p>	<p>The institution has organized following activities related to use of google applications for online teaching learning process: 1. Orientation workshop on use of google application 2. Use of google applications for practice teaching lesson presentations. 3. Use of google meet for practice teaching lesson presentations. 4. Use of WhatsApp for teaching pedagogical subjects for small group. 5. Use of social media in teaching learning process</p>
<p>4. To arrange awareness programme for students and stockholders regarding covid 19 pandemic.</p>	<p>Covid 19 is the situation blocked the daily academic work. Our institution started covid isolation centre. As per the guidelines provided by the health department of Maharashtra and University the</p>

	institution has arranged awareness programme for students and stakeholders regarding covid 19 pandemic by using online sources.
13.Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Local Management Committee	10/08/2020
14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2020-21	21/01/2022
15.Multidisciplinary / interdisciplinary	
<p>Our College is Affiliated with Mumbai University. We follow the rules & regulations of the Government of Maharashtra and Mumbai University. The Government of Maharashtra has not adopted NEP 2020 yet. The Government of Maharashtra has appointed Committee for taking decisions related to Multidisciplinary.</p>	
16.Academic bank of credits (ABC):	
<p>The institution offers the curriculum of Mumbai University which initiated a Credit and grading system in 2015-16 and Choice based credit system in 2018. At present, almost all programmes and courses are offered to follow a choice-based credit system in B.Ed. The course is of 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</p>	

to avail the benefit of multiple entries and exit during the chosen programme because the B.Ed. the course is of two-year duration and the curriculum of these courses does not offer multiple entries and exits during the chosen programme. In the future course, there will be definitely a plan for the same.

17.Skill development:

The institution offers the curriculum of the University Of Mumbai which almost all programs. Annual Quality Assurance Report of Lt.Shashikant Gawade College Of Education and courses offered to follow a choice-based credit system. The B.Ed. the course is scheduled for two years duration and in this program, different skill-oriented courses have 6 credits for each semester. Apart from this the institute has also initiated and conducted Communication Skills . The institution at present is planning to promote vocational education by having different skills which are useful for the teacher. The institution arranges daily gatherings before the first period. The session begins with National Anthem followed by the Preamble. After this, the groups perform various activities such as Suvichar Vachana with meaning, Din Vishesh, Bodhkatha, Daily News, and Daily Prayer. Thus the positivity, development of humanistic, ethical, Constitutional, and universal human values of truth (Satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific attitude, citizenship values, and also life skills, etc. are inculcated among the learners through these daily activities. Apart from such activities guest lectures, demonstrations hands-on activities of arts and crafts, Music, Dance, and Drawing teachers, and experts from different schools are arranged in institutions frequently which imbibes vocational skills among the students.

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, essays, Assignments/Tasks, and any reports 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 and English languages so that the students and faculty members get benefited by reading books in choice of their language. The EPC includes different activities such as Drama, Arts and crafts in Education, Expository writing, Skill oriented courses, communication skills, etc. 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 the 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 a continuous feedback mechanism after completion of every workshop such as models of teaching, Lesson planning, Teaching aids, ICT, and practicum work such as visits to various places, school internships, practice lessons, etc. We are using a feedback system for improving the teaching-learning process. These feedbacks help the institution to review the work and make improvements if necessary while implementing in the future course. At the commencement of the academic year, 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, and committees distribution is done which the tentative time tables of the unit tests, and semester end examinations are prepared for evaluation of the students. The institution arranges an orientation program for theory courses and practical work. In the workshops and university-level seminars, the teachers get in-depth details of the university and

institution-level evaluation and assessment procedures and the course-wise weights with the expected learning outcomes. the institution has a major focus on monitoring the learning outcomes at different stages of learning and immediate counseling to the students for improvement which can be held as a healthy practice of the institution.

20.Distance education/online education:

The teachers are always interested in the development of ICT-based tools like Multimedia packages, PPT, and Videos which are useful in enhancing the overall teaching-learning process. The institute has various facilities available for online learning. The facilities such as Internet facility, LCD projector, Micro-Epidiascope, Laptops, Computers, N-List, and INFLIBNET make the students and teachers enhance their teaching-learning processes by making use of technology and online things for self and professional development.

Extended Profile

2.Student

2.1	47
Number of students on roll during the year	
File Description	Documents
Data Template	View File
2.2	50
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	6
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File

2.4	47
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	47
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	47
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	14,25,229
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	15
Total number of computers on campus for academic purposes	
5.Teacher	
5.1	7
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	No File Uploaded
5.2	7
Number of sanctioned posts for the year:	
Part B	

CURRICULAR ASPECTS**1.1 - Curriculum Planning**

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

B.Ed curriculum is designed by the University of Mumbai according to the guidelines of the NCTE norms. At the beginning of every academic year theory papers and practical work is distributed in the staff meeting. Semester-wise annual planning is prepared. In our college IQAC is Functioning and maintaining the overall quality. At the beginning of the academic Year Meeting is organized for planning. Each faculty Plans for Workshops, Seminars, & other practical work. Annual planning is done in .each department. Students are involved and inspired to take part in different co-curricular activities like Community work, Internships, Reading and reflections, Use of ICT, Participation in sports & Other Competitions. Students write their reflections in reflective journals. Every activity is evaluated by a mentor. By observing his participation and overall impact they evaluate them. Sometimes presentations of each practical work are held. Lt.Shashikant Gawade College Of Education opportunities to him/her like the head of the Group, All these healthy practices of curriculum implementation make our delivery easy and effective. Various guest lectures are organized to develop students' competencies as well as personality development. All the students get equal opportunities for development.

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

<p>1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni</p>	<p>B. Any 5 of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 533 529 589">File Description</th> <th data-bbox="544 533 1436 589">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 600 529 656">Data as per Data Template</td> <td data-bbox="544 600 1436 656" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="86 667 529 790">List of persons who participated in the process of in-house curriculum planning</td> <td data-bbox="544 667 1436 790" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 801 529 925">Meeting notice and minutes of the meeting for in-house curriculum planning</td> <td data-bbox="544 801 1436 925" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 936 529 1104">A copy of the programme of action for in- house curriculum planned and adopted during the academic year</td> <td data-bbox="544 936 1436 1104" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 1115 529 1171">Any other relevant information</td> <td data-bbox="544 1115 1436 1171" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	No File Uploaded	List of persons who participated in the process of in-house curriculum planning	View File	Meeting notice and minutes of the meeting for in-house curriculum planning	View File	A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File	Any other relevant information	No File Uploaded	
File Description	Documents												
Data as per Data Template	No File Uploaded												
List of persons who participated in the process of in-house curriculum planning	View File												
Meeting notice and minutes of the meeting for in-house curriculum planning	View File												
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File												
Any other relevant information	No File Uploaded												
<p>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</p>	<p>C. Any 2 of the Above</p>												

File Description	Documents
Data as per Data Template	No File Uploaded
URL to the page on website where the PLOs and CLOs are listed	http://www.mesbed.com/pdf/Student%20Performance%20&%20Learning%20Outcomes.pdf
Prospectus for the academic year	View File
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

19

File Description	Documents
Data as per Data Template	No File Uploaded
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	NA

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	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

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

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	View File
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

Three of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	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	No File Uploaded
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	View File

1.3 - Curriculum Enrichment

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

During campus placements, faculty members and principals of many different schools orient the students on the functioning of these schools from different boards of education, the students are also told about the various assessment systems. During campus placements, faculty members and principals of different schools orient the students on the norms and standards of their respective boards to which their school belongs to. Students are given an assignment based on a study of different boards of education from this course and a comparison of these boards with respect to various aspects such as curriculum, subjects included, teaching-learning strategies used, mode of assessment, and evaluation system. Our college at rural area .this academic year covid-19 period.

File Description	Documents
List of activities conducted in support of each of the above	View File
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

Lt. Shashikant Gawade College Of Education strives to familiarize students with the diversity in the school system in India as well as in an international and comparative perspective through various modes. Sessions are organized from within institutions themselves such as the principals, teachers etc, with an extensive teaching experience in schools of diverse Boards of Education to share their knowledge and expertise. Students are given an assignment based on a study of different boards of education from this course and a comparison of these boards with respect to various aspects such as curriculum, subjects included, teaching-learning strategies used, mode of assessment, and evaluation system

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

The institution conducts a wide range of curricular experiences that provide opportunities for students to implement what they have learned. Learning about the importance of experiential learning and then having the experience of the same reinforces the idea as they have first-hand experiences of the benefits of learning by doing and organizing events for various days like Republic Day, Independence Day, Environment Day, and Yoga Day. To provide supportive skills in dealing with academic and personal problems of learners, teachers guide students through the planning of various activities; skits on World Aids Day, and Human Rights Day; planning quiz competitions on Social Wellness, Environment Day, Blood Camp, Health Checkup, etc. This helps to cultivate organizational skills through teamwork, collaboration, and cooperation and the process of planning,

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

1.4 - Feedback System

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

Four of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected

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	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

90

2.1.1.1 - Number of students enrolled during the year

90

File Description	Documents
Data as per Data Template	No File Uploaded
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

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

18

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

6

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

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

00

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
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.

Lt. Shashikant Gawade College believes that mastery over the content and communication skills are prime requisites for teachers. Besides the curriculum prescribed by the university, the college takes special steps for the subject mastery and development of communication skills of the students. Content tests are prepared by the teachers to assess the content knowledge of the students and special sessions are planned by them based on the performance of the students in the content tests. Oral and written assignments are given to the students to assess their communication skills. Sessions are conducted by the teachers for improving the written and oral communication skills of the students based on their performance in the assignments.

We conduct individual guidance and counseling programs through the teacher-guardian group. We assess through interviews, internal exams, and observation.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	No File Uploaded
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	No File Uploaded
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	No File Uploaded
Reports with seal and signature of the Principal	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1:7

2.2.4.1 - Number of mentors in the Institution

7

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

2.3 - Teaching- Learning Process

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

Our institution has mentoring arrangements in which the subject Method master is the mentor for the student-teacher of their method subject in preparing lesson plans, selection of appropriate/innovative methods of teaching, online as well as offline learning experiences, type of evaluation questions to be asked at the end of the teaching. The Method master is utilizing like Group discussions, Small Group Exercises, Assignments, Quizzes, Case Studies, Project-based, concept-based learning, and cooperative learning system. Through their pedagogy lecture, Student-teacher is introduced to various different learning strategies according to their selected method. Mentoring arrangement in this regard is essential in order to actualize the participatory approach in the teaching-learning process. Special lectures/seminars/conferences are organized to encourage and motivate Student-teacher for online teaching and learning. All teachers were using Google Classroom applications to teach their respective subjects. WhatsApp groups were created for all Student teacher to discuss their issues with teachers about various subjects. During the Covid-19 pandemic, Student-teacher were being taught online through Zoom & Google Meet Apps. In Lectures Student-teachers participated in various faculty development programs for enhancing their ICT skills.

. These different approaches to learning provide opportunities for student teachers to develop their knowledge, skills, confidence, and communication and help learning be more permanent as they are fully engaged in the learning process.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
Link to LMS	NA
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

00

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	No File Uploaded
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	http://www.mesbed.com/index.php
Any other relevant information	View File

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

Lt. Shashikant Gawade College has a unique student mentoring system. During the orientation programs at the beginning of the academic year, the students are informed about the course structure, demands, and the approach which needs to be followed for the successful completion of the course and also about the career opportunities and the entrance exams which make them job ready. Lt. Shashikant Gawade College Of Education arrange counseling and guidance sessions for them as per the requirement. Students are encouraged to join add-on courses available in the college and other institutes as per the requirement of the mentors. Students are encouraged to participate in Campus Interviews, mentors help them prepare for the interviews, and discussions happen for the improvement of mentees and mentors post Campus Interviews. Mentors ensure constant communication with the students through WhatsApp, email, mobile, and online platforms made available by the management during the Covid-imposed lockdown to boost the morale of the students and help them find ways to deal with their problems. 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

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

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

Three of the above

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

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

Lt. Shashikant Gawade College Of Education strives to inculcate creative thinking and innovativeness among the students. Teachers and alumni demonstrate to the students the best and most creative lessons. Students are encouraged to conduct the lessons in an innovative way and prepare the teaching aids creatively. Feedback and compliments by the lesson supervisors motivate students to prepare their own teaching aids, rearrange and add to the content of the lesson and embrace creativity, innovativeness, and intellectual and thinking skills. 'Assembly' is a unique endeavor in which the students get an opportunity to polish their communication and presentation skills. It also provides students with opportunities to learn life skills. Assemblies provide opportunities for the students to express themselves in the form

of poems, dance, drama, skits, singing, visual arts, and performing arts. Due to the pandemic period all the activities hampered

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

Four/Five of the above

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													
<table border="1"> <thead> <tr> <th data-bbox="86 465 539 533">File Description</th> <th data-bbox="539 465 1445 533">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 533 539 600">Data as per Data Template</td> <td data-bbox="539 533 1445 600">No File Uploaded</td> </tr> <tr> <td data-bbox="86 600 539 701">Reports and photographs / videos of the activities</td> <td data-bbox="539 600 1445 701">No File Uploaded</td> </tr> <tr> <td data-bbox="86 701 539 846">Attendance sheets of the workshops / activities with seal and signature of the Principal</td> <td data-bbox="539 701 1445 846">View File</td> </tr> <tr> <td data-bbox="86 846 539 947">Documentary evidence in support of each selected activity</td> <td data-bbox="539 846 1445 947">No File Uploaded</td> </tr> <tr> <td data-bbox="86 947 539 1014">Any other relevant information</td> <td data-bbox="539 947 1445 1014">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	No File Uploaded	Reports and photographs / videos of the activities	No File Uploaded	Attendance sheets of the workshops / activities with seal and signature of the Principal	View File	Documentary evidence in support of each selected activity	No File Uploaded	Any other relevant information	No File Uploaded	
File Description	Documents												
Data as per Data Template	No File Uploaded												
Reports and photographs / videos of the activities	No File Uploaded												
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File												
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 situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback	<p>None of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 1485 539 1552">File Description</th> <th data-bbox="539 1485 1445 1552">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1552 539 1619">Data as per Data Template</td> <td data-bbox="539 1552 1445 1619">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1619 539 1798">Details of the activities carried out during the academic year in respect of each response indicated</td> <td data-bbox="539 1619 1445 1798">View File</td> </tr> <tr> <td data-bbox="86 1798 539 1865">Any other relevant information</td> <td data-bbox="539 1798 1445 1865">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	No File Uploaded	Details of the activities carried out during the academic year in respect of each response indicated	View File	Any other relevant information	No File Uploaded					
File Description	Documents												
Data as per Data Template	No File Uploaded												
Details of the activities carried out during the academic year in respect of each response indicated	View File												
Any other relevant information	No File Uploaded												
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	<p>One of the above</p>												

interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

File Description	Documents
Data as per Data Template	No File Uploaded
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	View File

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

One of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports

Three of the above

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

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	View File

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

Lt. Shashikant Gawade College Of Education has a well-planned and monitored system in place for the Internship program. Every year students complete their internship in the partner schools. During the academic year 2020-21 due to Covid-19 imposed restrictions the changes in the internship program suggested by the University of Mumbai, Board of Studies of Education were implemented. Students

were asked to take lessons online -Via Google Meet and also to provide recorded lectures to the teacher educator. Teacher educators reviewed the lessons and provided feedback and marks to the students based on their performance. The lessons were also sent and used by the partner school.

lessons using a variety of online tools and various teaching aids while presenting the lessons. Students prepared presentations and online assessment tools for the teachers of the partner schools. Lt. Shashikant Gawade College Of Education, Pedhambe used the difficult time of the pandemic effectively using ICT resources like Zoom, Google Meet, and google forms. The students were oriented, trained, and motivated to use the online resources effectively.

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

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

2.4.9.1 - Number of final year students during the academic year

47

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

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

Seven/Eight of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Sample copies for each of selected activities claimed	No File Uploaded
School-wise internship reports showing student engagement in activities claimed	View File
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.

Practice teaching is the most valued part of the course for the Lt. Shashikant Gawade College Of Education Pedhmbe. During the academic year 2020-21 due to Covid-19 imposed restrictions the changes in the internship program suggested by the University of Mumbai, Board of Studies of Education were implemented. Guidance teachers helped the students to prepare their lesson plans. The students forwarded the final lesson plans and the recorded lessons to the supervisors. Supervisors gave feedback to the students and awarded the marks. Recorded lessons were also shared with practice teaching schools and feedback is sought from them. A few lessons were live lessons wherein the students conducted the lessons using the Google Meet platform the supervisors provided live feedback to them. All live lessons were recorded by the supervisors and the recordings were shared with all faculty and students' Whatsapp groups, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principals, school teachers, and peers.

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons

Four of the above

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)

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

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

Five of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	No File Uploaded
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	View File

2.5 - Teacher Profile and Quality

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

01

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	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	No File Uploaded
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

30

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

30

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

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

Mandar Education Society Pedhambeis a progressive educational group, the Annual Quality Assurance Report of Lt.Shashikant Gawade

College Of Education management strives to equip the teachers with the best teaching learning resources and methods. In addition to the professional development initiatives by the management, the principal and faculty believe in enriching each other by sharing. The principal arranges expert sessions based on the requirement conveyed by the faculty or felt. Faculty of Lt.Shashikant Gawade College OF Education Pedhambeupgraded themselves and the students through collaborations for online teaching and learning during the Covid-19 pandemic.

File Description	Documents
Documentary evidence to support the claim	View File
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

Lt.Shashikant Gawade College Of Education Pdehambe evaluation process made explicit to students by conducting orientation sessions at the beginning of each term, through the Academic Calendar, and by display on the notice board. Result analysis is done after every Test and the performance of the students is monitored by the Principal and the necessary feedback is given to the concerned faculty members and the students. Switching to the online mode, during the post covid declared lockdown, all the faculty were trained to get acquainted with the online platforms and their efficient use for assessment and maintaining the related records of the examinations. The institution believes in continuous and varied forms of assessment to cater to diverse learners and provide an opportunity

for holistic assessment of the learner's progress. Essays are conducted periodically on different topics so as to encourage the students to have relevant preparation for the various topics in the courses. Regular class tests are conducted each semester which helps them to be well prepared for the university exams. Written assignments on a variety of topics are given to the students which helps in developing their writing skills and overall promotes better language skills.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	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	View File
Annual Institutional plan of action for internal evaluation	No File Uploaded
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

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

Lt. Shashkant Gawde College Of Education Pedhambe believes in the open door policy with references to the grievances of the students. Students are encouraged to communicate their grievances immediately to the subject teachers. Subject teachers report the same to the principal. The principal addresses those grievances, which need immediate action, without delay. Others are taken up in the review meetings held after each exam. A feedback form is sent to the students after each examination. Their concerns if any are discussed in the staff meeting and necessary action is taken.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
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.

Lt. Shashikant Gawade College Of Education Pedhambe prepares the academic calendar as per the schedule provided by the university. The staff and all the stakeholders participate in the preparation of the Academic calendar. A committee comprising the faculty and students monitors that the execution of the teaching-learning process and the assessments happen as per the plan in the Academic calendar. The committee reports the issues of concern to the principal and corrective measures are taken after the Annual Quality Assurance Report of Lt Shashikant Gawade College Of Education Pedhambe appropriate assessment of the problems

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
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.

Programme Learning Outcomes and Course Learning Outcomes: Program learning Outcomes of

B.Ed. :

After completion of the B.Ed. the program, the student teacher will be able to-

1. Acquire conceptual tools of sociological analysis and hands-on experience in engaging with diverse communities, children, and schools. 2. Apply knowledge of various aspects of the development of learners for planning learning Experiences. 3. Develop skills

regarding the various role of teachers in facilitating learning.
4. Develop a conceptual understanding of issues of diversity, inequality, and marginalization

in Indian society and the implications for education. 5. Apply constructivist and cooperative learning principles for the teaching-learning process.

Pedagogical Skills:

1. Apply constructivist and cooperative learning principles for the teaching-learning process. 2. Analyze contexts and the relationship between school curriculum, policy, and learning. 3. Apply knowledge of the cultures, policies, and practices that need to create an inclusive school

use information and communication technology for enhancing the learning-teaching process. 4. Use drama and art for the development of the personality of learners.

5. Relate knowledge about gender, school, and society with learning.

File Description	Documents
Documentary evidence in support of the claim	View File
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	No File Uploaded
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

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

Programme Learning outcomes and Course Learning Outcomes : Program learning outcomes of

B.Ed. :

After completion of the B.Ed. program, the student teacher will be able to-

1. Acquire conceptual tools of sociological analysis and hands-on experience of engaging with

diverse communities, children and schools.

2. Apply knowledge of various aspects of development of learner for planning learning

Experiences.

3. Develop skills regarding various role of teacher in facilitating learning.

4. Develop a conceptual understanding about issues of diversity, inequality and marginalization

in Indian society and the implications for education.

5. Apply constructivist and cooperative learning principles for teaching-learning process.

Pedagogical Skills:

1. Apply constructivist and cooperative learning principles to the teaching-learning process.

2. Analyze contexts and the relationship between school curriculum, policy, and learning.

3. Apply knowledge of the cultures, policies, and practices that need to create an inclusive school

using information and communication technology for enhancing the

learning-teaching process.

4. Use drama and art for the development of the personality of learners.

5. Relate knowledge about gender, school, and society with learning.

Lt. Shashikant Gawade College of Education framework for the Program Learning Outcome (PLOs) and Course Learning Outcome (CLOs) Newly recruited staff members are briefed on the Program Outcomes and the Course Outcomes. The Program Learning Outcome (PLOs), and Course Learning Outcome (CLOs) of all courses/programs are made available on the website. Program Learning Outcomes and Course Learning Outcomes are discussed with the students at the time of orientation. Bridge Courses help to clear PLOs and CLOs of each course at the beginning of the program.

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

2.7.4 - Performance of outgoing students in internal assessment

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

45

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

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

Realizing that few students are not able to communicate effectively enrolled them so as to improve their communication skills. Students are able to write emails and CVs and present themselves effectively during their interviews. Annual Quality Assurance Report of Lt. Shashikant Gawade College Of Education Pedhambe Sedentary mode during the pandemic was building undue stress for the students realizing the above invited many experts to talk on emotional and social well-being. In order to develop research skills.

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

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

NIL

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	View File

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

NIL

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

One of the above

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

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural

One of the above

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

00

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

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

00

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

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

00

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

00

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

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

Coronavirus disease-2019 (COVID-19) was declared a "pandemic" by the World Health Organization (WHO) i. Annual Quality Assurance Report of Lt. SHASHIKANT GAWADECOLLEGE OF EDUCATION, PEDHAMBESpread of the ongoing outbreak. Already Mr. Tapkire suggested our students make awareness in society about preventive measures through online mode. our students undertake the work as per the guidelines. Under such conditions, people's adherence to preventive measures is greatly affected by their awareness of the disease. As the global threat of COVID-19 continues to emerge, it is critical to improve the awareness and preparedness of the targeted community members, especially the less educated ones. So

our students made awareness programs in their villages during the pandemic. Few of them distributed sanitizer as good soap to needy people. This activity definitely enhanced their ability to think about social issues. They could understand their role in community development.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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	No File Uploaded
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

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

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	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
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

00

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

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

None of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Lt. Shashikant Gawade College of Education has adequate infrastructure facilities and resources to conduct the curricular and co-curricular activities that enable it to contribute in the holistic development of the learner. The college has built up an area of 2828.46 sq. mtr. that consists of the following:

Classrooms: The college has 9 classrooms, one teaching aids Lab, one curriculum lab, one language lab, one Art & Craft Room (Music), one health & physical education room (Yoga), one main office, one Principal cabin, and 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 campus is fully Wi-Fi enabled. Learners use ICT facilities in attending webinars, and presentations, preparing technology-enabled lesson plans, and thus becoming competent to match the needs of the global sector.

Library: The college has one library associated with one 'library cum reading room'. The library possesses an Integrated Library Management System, ILMS: 'E-VIDYA' by Biyani Technology that helps in maintaining the records of the books/journals. The library has a reference room for the staff.

Laboratories: Curriculum laboratories available in the college consist of Psychology, Mathematics, Science, and Social Science Laboratory & Teaching Aids Lab.

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

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

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

04

File Description	Documents
Data as per Data Template	No File Uploaded
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.mesbed.com/index.php
Any other relevant information	No File Uploaded

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

1.21

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

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

Lt. Shashikant Gawade College of Educations library is a fully automated with LIB MAN an Integrated Library Management System, this software veryuseful to searching reading material in the library stack .This Software is time-saving and assists with the smooth functioning of the Library.work.In the library, we have a display rack, and current National & International educational & Popular, journals & magazines are available.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://www.mesbed.com/index.php
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

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	View File
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

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

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

00

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

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

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

15

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	http://www.mesbed.com/index.php
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

None of the above

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

4.3 - ICT Infrastructure

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

Today, it is essential for students to learn and master the latest technologies in order to be corporate-ready. As a consequence, teachers are combining technology with traditional modes of instruction to engage students in long-term learning. College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education. The

college has good IT facilities available for teaching-learning, research and administration. The institute has spacious, fully equipped lecture Halls. It provides the pupil-teachers with first-hand experience demonstration and practical skill development to handle with dexterity different equipment. SMART Classrooms are our tool for more effective and efficient teaching. Our goal is to standardize all multimedia equipment in one lecture Hall to allow faculty to have the same technical control and capabilities no matter where they are teaching on campus. Wi-Fi facility is made available to all faculty members and students inside the campus(Internet speed of Wi-Fi is 100 Mbps.).

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

4.3.2 - Student – Computer ratio during the academic year

00

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
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	One of the above
--	-------------------------

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	http://www.mesbed.com/index.php
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	View File

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)

1,21

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

The College has a well-defined system in place for the maintenance and utilization of all its physical and academic facilities

Classroom management :

The classrooms are well equipped with all modern technology like the mike systems. CCTVs installed in each classroom to make sure of the safety and security of all students, teachers, and equipment. Stock list of assets of Classroom property, cleaning and maintenance is done on a regular basis, and Annual Maintenance of all the modern teaching technology systems about repairs and replacements are the basic attributes of classroom management.

Laboratory

The laboratories in the college are furnished according to the statutory rules. Necessary equipment and material is procured to deliver to the students the best standards of education.

? Fire Safety equipment is maintained in labs as a precautionary measure.

Maintenance - Regular inspection of devices/tools is organized.

Library

If the books are lost, then the borrower shall replace the books of the same edition or the latest edition after getting permission from the Principal.

? Loss of borrower card should be reported to the librarian in writing. After checking the borrowing register they will be issued a duplicate card

? At the end of the academic period borrower cards shall be returned to the library.

Computers & Softwares Maintenance of computers (Hardware and Software), updating software related to the administrative and overall maintenance of campus infrastructure. Annual maintenance for computers, Printers, software, CCTV, and Fire extinguishers. Institute appoints IT-Technicians for maintaining the computer.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.mesbed.com/pdf/Infractrure.pdf
Any other relevant information	View File
STUDENT SUPPORT AND PROGRESSION	
5.1 - Student Support	
5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	Four of the above
File Description	Documents
Data as per Data Template	No File Uploaded
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded
5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	
File Description	Documents
Data as per Data Template for the applicable options	No File Uploaded
Institutional guidelines for students' grievance redressal	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
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)	One of the above

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

5.2 - Student Progression

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

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

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

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

00

File Description	Documents
Data as per Data Template	No File Uploaded
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)

02

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

The Lt. Shashikant Gawade College of Education believes in youth empowerment through quality education. Hence enough space is given for the cocurricular, extracurricular activities of the college. The students are involved in a number of activities at the institutional level and also at a societal level.

The student representatives encourage and motivate other students to participate in student's-oriented programs such as Blood donation camp, Fresher's Welcome, Republic Day, Independence Day, Voters Day, Yoga Day, Environment Day, etc.

Students representative assist teachers in making any such events successful. The student's representative also ensures to maintain discipline in the college by encouraging students to follow the rules and regulations laid down by the college and insisting other

students maintain a green, plastic-free campus. With the help of the student's representative, sports and cultural events, competitions, and tree plantations in the college are organized. So, the student council actively plays an important role in upgrading the image of the college.

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

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

NIL (Covid-19)

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

NIL

File Description	Documents
Details of office bearers and members of alumni association	No File Uploaded
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 Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

None of the above

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
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

00

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

NIL

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

OUR MISSION

"To Educate Student Teachers to Become Competent, Efficient, Empowered, Knowledgeable and Professional Teachers to Meet the Needs of the Changing Indian Society."

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as - A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

OUR VISION

"To import the flow of technical education to Konkan is my humble and foremost duty."

Teacher education has become differentiated into stage-specific programmes. This suggests that the knowledge base is adequately

specialized and diversified across stages, which should be utilized for developing effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage. It is ever-evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, Teacher education has to keep abreast of recent developments and trends

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

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

The institution practices Decentralisation and participative management. The success of the institution is the result of the combined efforts of all. Principal Level: The principal is a chairman of the governing body and heist consulting with the professors of different committees takes academic decisions and as well as reforms in the various activities. A stratified student-centered system is in practice in our college. The college superintendent and a university representative are included on the board. The Board of Management meets twice a year to decide on the important strategies of the college to monitor the progress of the college. The college has a Principal and an IQAC Coordinator to shoulder the administrative responsibilities entrusted by the principal. The senior faculty play a pivotal role in the micro-level management of the college. The council meets periodically to suggest measures for improving the teaching, learning, and evaluation standards. Teacher educators are given due opportunities to be part of the top administrative and academic bodies. The principal constitutes different committees and teacher representatives. Staff Council: The staff council is a strategic decision-making body that comprises of the principal of our college, senior faculty, and the Librarian.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

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

Financial Affairs: Our College functioning as a self-finance institution. Salaries and other expenditures are directly controlled by the Trust management. Funds are collected from the student's fee as per norms as a part of a self-generated resource that is spent for the salary. Fees and funds available with the college are directly controlled by the Trust. Audits are periodically conducted to ensure complete transparency. Payments are made through bank accounts. Scholarships and other benefits available to the students are directly credited into their bank accounts.

Administrative Affairs: Every employee from top to bottom is part of the college administration. Teaching, as well as non-teaching, is given additional tasks in addition to their normal duties at the beginning of the session. Deep interest is taken by the employees to complete the assigned tasks. Various committees are formed at the beginning of the session every year to look into the various activities of the college.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

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

Strategic Plan

Deployment of Staff development & welfare

The college completed the process of appointment at the beginning of the academic year.

Teaching learning process Academic planning and preparation of the Academic Calendar is done. Use of more teaching aids and adopt more ICT Evaluation parameters and benchmarking Continuous assessment to measure outcomes. Implementation of best practices

Student Support Student's Overall Development Formation of the student council. Student representation in various committees and cells. Participation in competitions. Rewards & recognitions of achievers' participation in extracurricular activities.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.mesbed.com/index.php
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

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.

MES Lt. Shashikant Gawade College of Education established in the year 1986, has a broad Vision and Mission that focuses on innovative approaches to quality teaching

The institute follows a democratic and participatory approach to governance for achieving its goals. All stakeholders participate actively in the administration of the institute. The Institute has a well-structured administrative and academic setup to consistently improve the quality and standard of education transmitted and to achieve excellence.

The foundation has formed various committees at the institute and department levels for the effective functioning of the organization. The objectives and functions of the committees are defined according to the instructions of the head of the institution. Various Institute Level and Departmental Committees

College Development Committee

Anti-Ragging Committee

Grievance Redressal Committee

Admission Committee

R&D Committee

IQAC Parent

Alumni Activity Committee

Cultural Committee

File Description	Documents
Link to organogram on the institutional website	http://www.mesbed.com/index.php
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Five/Six of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of 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 planning and implementation of all the activities of various bodies and committees are carried out by the members of the

respective bodies through a well-organized system of planning and evaluation. The various bodies and committees present in the college make it a point that the academic and cultural calendar is implemented in a timely manner. Decisions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality.

the Head of the Institution. Different problems are discussed and suggestions are also taken up for the improvement and effective functioning of the Institution. Individual Importance is considered and Points raised during the meetings and immediate resolution are given priority.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

Welfare measures for teaching/non-teaching staff

Maternity Leave Women employees are extended maternity leave as per the service rules of the institution.

There are many non-teaching technical staff who have improved their qualifications with the help of the college. They were given leaves for attending classes and exams which have specified by the institution.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

00

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

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

00

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

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

00

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

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.

Institute strictly follows the NCTE Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff. The performance of each employee is assessed annually after the completion of the academic year. The objective is not only to evaluate the performance as per established norms but also to identify potential aspects for improvement that can eventually lead to further progress and growth of employees.

Faculty members whose promotions are due are recommended based on their performance.

All non-teaching staff are also assessed through annual performance appraisals. Various parameters for are assessed like the capacity to do hard work, Discipline, Reliability, power of drafting, an efficient organization of documents, and technical abilities.

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

6.4 - Financial Management and Resource Mobilization

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

The college conducts both internal and external financial audits regularly. External Audit

After Checking the bills and vouchers, and auditing the expenditures, the C.A. generates a certificate for the college. Internal Audit Internal audit is done by checking each bill and voucher by team of the college.

cashier maintains the cashbook, receipt, bills, and vouchers. It is checked by the internal team of auditors.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

00

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

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

Institute is a self-financed institution, where funds are generated through the fees paid by the students. The deficit is managed by taking advance from management. Institute has a well-defined mechanism to monitor the effective and efficient utilization of available financial resources for the development of academic processes and infrastructure. The institutional budget is prepared by the Accounts department every year taking into consideration recurring and nonrecurring expenditures.

The purchasing process is initiated by the purchase committee, accordingly, the quotations are called, and after the negotiations purchase order are placed. Payments are released after the delivery of the respective goods. All transaction has transparency through bills and vouchers. Payments are passed after testing & verification of items. A respective faculty member ensures that suitable equipment/machinery with the correct specification is purchased. The entire process of the procurement of the material is monitored by the Purchase committee. A financial audit is conducted by a chartered accountant every financial year to verify compliance.

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

6.5 - Internal Quality Assurance System

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

The Internal Quality Assurance Cell (IQAC) has always taken the initiative to enhance and maintain the quality of teacher training in colleges. All planning is done with the recognition that quality inputs are required for quality output. Every aspect of teacher training is given importance. Urges faculty to use innovative inclusive and creative teaching methods and use information technology in teaching.

The Internal Quality Assurance Room seeks help and assistance from community organizations and schools through MoUs. Organizes various programs for the development of teacher trainers, and nonteaching staff in the college. The internal quality assurance cell follows the following mission policies while working.

Proper planning of any work.

Effective use of human and physical resources for effective implementation.

Confirms the work according to the parameters fixed during the evaluation and as per the compensation received.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning

Process periodically in not more than 100 - 200 words.

After establishing the IQAC, Institute started working towards quality education and inculcating a quality culture among the students and staff. IQAC has also contributed towards quality assurance strategies and developed various processes

1. Implementation of Outcome-based learning in each program.
2. how to conduct online classes, teach courses at scheduled times, work flexibly while completing demonstrations, and improve the quality of training despite the closure of educational institutions due to the outbreak of Covid-19.
3. Establishment of various processes to take feedback/surveys from various stakeholders
4. IQAC also works on improving the teaching-learning process and supports adopting Outcome-Based Education (OBE) in all programs run by the Institute gradually.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
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

<p>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</p>	<p>Three of the above</p>
---	----------------------------------

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

<p>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</p>
<p>Lt. Shashikant Gawade College of Education reviews its teaching-learning process, operations, and learning outcomes. The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The academic calendar is prepared in advance, displayed, and circulated at the college and is strictly adhered to. All newly admitted students are compulsorily involved in all college programs, in which they have a philosophy,</p>

specificity of the education system, teaching-learning process, system of continuous assessment, compulsory core curriculum, various cultural activities, discipline, and culture of the institution. Students are made aware of time table, program structure, and syllabus of courses before the academic year starts. Class committees are held regularly to seek feedback from students and appropriate steps are taken for the teaching-learning process. The approach of IQAC has always focused on the process of learner-centered teaching learning and it has formulated a policy to evaluate and evaluate it from time to time. Accordingly, the IQAC complies with teaching, learning activities, and reviews, and modifies after taking suggestions.

1. In Covid 19 period online lectures and assessment

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

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.

The institute is taking the following initiatives in the conservation of energy

1. All the new light installations at the campus are LEDs to save energy.
2. All the students and staff ensure that the electric devices are used when required only.
3. The last person to leave the room to switch off the lights and fans is the everyday practice.
4. Regular inspections of electric appliances and timely repairs are done to avoid energy wastage.

5. Energy Conservation College construction allows for natural ventilation lighting throughout its campus which helps to conserve energy d Long slender and clerestory windows in the library, Classrooms, Sem nearly eliminate the need for artificial lighting. When it is not switches are turned off carefully.

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

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

Lt. Shashikant Gawade College of Education, Pedhambe follows the 'Reduce the Waste Policy'. The waste generation is reduced by putting thought before action. The college promotes paperless transactions and reuse of the things like files etc.

1. Segregation of the waste is done on the campus premises, for that two dustbins are kept on each floor labeled as 'Wet Waste and Dry Waste.

2. The wet waste goes to the dumping pit on the college campus. The manure generated in the dumping pit then goes to the plants on the campus.

3. E-waste is collected at a designated place on the campus and is sent for recycling

4. Students are sensitized about waste management and water management through sessions by the faculty and experts.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas

Three of the above

plants Sewage Treatment Plant	
File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded
7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	One of the above
File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words	
<p>Lt. Shashikant Gawade College of Education's commitment to a cleaner, greener environment is visible through a range of initiatives.</p> <p>At the college and campus levels, swachh bharat abhiyan was held</p> <p>In this Covid 19 situation Class Rooms, Staff Rooms, and restroom sanitation regularly.</p> <p>Maintenance of other amenities: The campuses are equipped with a 24/7 adequate drinking water supply using water purifiers under</p>	

Annual Maintenance. Fire extinguishers are installed on various floors and are maintained by the respective departments with the support of the civil

A session on waste segregation was conducted through a detailed activity and gave students an understanding of dry and wet waste.

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

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

Three of the above

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

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

Nil

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

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

The institution takes every effort to leverage the local environment. Student-teachers and faculty members of the institution volunteer for cleaning-ups in the community. The plantation of trees in the locality and other places is done. Educate the community about the importance and value of natural resources.

The institution takes up initiatives in spreading awareness of reducing air, water, and soil pollution. The Community Service Programme was conducted

Locational Knowledge and Resources: Lt. Shashikant Gawade College of Education affiliated to the University of Mumbai, is located at Pedhambe village 10 km from Chiplun City all facilities to students and visitors and is easily accessible for all. The college is at an advantageous location in every aspect and provides a lush green locality to students.

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

B. Any 3 of the above

staff Annual awareness programmes on the Code of Conduct are organized

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

7.2 - Best Practices

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

1. Inculcation of Social Values

- To enable student teacher to understand 'Social Values'
- To help student teacher to find out relationship between social values and education..
- To inculcate self discipline among the student teacher.

Problems and Obstacles:

For the inculcation of social values, we found the following obstacles;

- In Covid 19 Pandemic many restrictions from government

Strategies to Overcome Problems

- We tried online programs for students.

Impact of Practice:

- Social values were developed among the teacher-student.
- After observation of the student teacher we found some positive changes.

2Enhancing Teaching Skill with Modern Technology

- To enable the student teacher to study the concept of modern technology.
- To enable the student teacher to use modern technology in daily teaching, learning and evaluation.

Problems and Obstacles:

- During the Covid pandemic we face many restrictions from the government.

Strategies to overcome Problems:

- We had arranged online literacy programme for student-teachers.
- We conducted Online lecture on management of teaching resources

Outcomes:

At the time of practice lessons students teacher started to teach with the help of modern technology which improved the participation of the students in learning.

File Description	Documents
Photos related to two best practices of the Institution	No File Uploaded
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority 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

The college has shown its distinctiveness in handling the health issues of its students. Once a student takes admitted to the college, the college takes responsibility for him/her. Apart from providing good education and counselling in terms of the student's career and health also becomes a responsibility of the college. A health camp was organised on the college campus for the students

and staff members, in which doctors from the hospitals were. They guided the women student teachers to be tested regarding anaemia, mensuration and hygiene. The blood group and haemoglobin of the students were tested. All these tests covered a major part of their health. They became aware of their problems and the reason behind their health issues. A cure was also suggested to them and they were benefitted by it.

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