



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**SAVITRIBAI PHULE MAHILASHIKSHANSHASTRA  
MAHAVIDYALAY PETH VADGAON**

**A/P - PETH VADGOAN TAL- HATKANGALE DIST- KOLHAPUR**

**416112**

**[www.spmssp.info](http://www.spmssp.info)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Introduction –

Shri Shahu Shikshan Prasarak Seva Mandal was founded in 1968 at the auspicious hands of Late Shri Vijaysinha Yadav and Late Shri Balasaheb Mane with a view to provide quality education at peth vadgaon and its adjacent area. The city peth vadgaon is the centre of cultural, sports and co-operative activities. The sanstha has opened 12 sections to percolate the education from pre-primary level to graduations.

1. Kalyani Shishu Vihar
2. Shri Balwantrao Yadav High school for primary education
3. Shri Balwantrao Yadav High school for secondary education
4. Shri Balwantrao Yadav Jr. college of Arts, Commerce, Science
5. Shri Vijaysinha Yadav College
6. Savitribai Phule Mahila Shikshanshastra Mahavidyalaya
7. Dr. Cyrus Poonawala International School
8. Smt. Vijayadevi Preprimary School
9. Kalyani Pol English Medium School
10. N.D.A Academy (AFPI)
11. Zenith Career Academy (JEE, NEET)
12. Balwantrao Yadav Nivasi Sankul

Savitribai Phule Mahila Shikshanshastra Mahavidyalaya was established in 1990 and transferred by Hon. High Court to Shri Shahu Shikshan Prasarak Seva Mandal Peth Vadgaon in 2005.

### **Vision**

“Prajwalito Dnyanmay Pradipah.”

To remove the darkness of illiteracy from the society with the lights of knowledge.

## **Mission**

- 1) To empower the rural women by educating them and by creating in them social, Political and cultural awareness.
- 2) Plan instruments, assessment and learning environments to address the needs and differences of individuals.
- 3) To give the female students teachers confidence that they are the creators of human life.
- 4) To provide quality teacher training program for women.
- 5) To carry out teaching and training programs as per the norms and standards by the NCTE and State Govt.
- 6) The college has a dedicated and committed programs
- 7) A good and kindly support from our Sanstha and from society.
- 8) The female student teacher show a higher sense of understanding of the academic activities and courses.
- 9) The stake holders have identified the growing diversification in the B.ed course.
- 10) As a mark of popularity there is a drastic increase in the number of students from 7 to 110 over the last five years.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- 1) Lots of effort has been taken to enhance community skills and values
- 2) The college campus is enriched with wi-fi facilities.
- 3) Well equipped labs and library for students.
- 4) The college is only for women hence there is an increase in demand of women candidates.
- 5) Various awareness and counselling programmes are being run by the college to aware the guardians as well as student teachers.
- 6) The College has a dedicated and committed team of experienced teaching staff.
- 7) We have good and kind support from our sanstha and from society.
- 8) The Female student teachers show a higher sense of understanding of the academic activities and courses
- 9) The stakeholders have identified the growing diversification in B.ed course as a mark of popularity there is

great increase in the no. of student from 7 to 110 over last five years.

### **Institutional Weakness**

- 1) Lack of interest in research work
- 2) In the recent years due to increase in the students strength the institution is facing the problems of infrastructural facilities.
- 3) The need to modernize classrooms with ICT facilities.
- 4) Insufficient number of faculty in teaching and non-teaching.

### **Institutional Opportunity**

- 1) Students can avail proper guidance, support and motivation.
- 2) College has got good opportunity to achieve the dreams of female
- 3) college gives opportunity to fulfill the careers.
- 4) Placements in best in secondary, Higher secondary schools as well as ICSR, CBSE Schools.

### **Institutional Challenge**

- 1) Many parents are not eager to give opportunity to its girls just because they are not able to arrange finances.
- 2) Lack of research opportunities.
- 3) Technological changes – technology is rapidly changing and becoming an essential aspect of education.
- 4) The requirement of ICT tool and about ICT is essential and important to develop the quality of teaching and learning process.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

This criterion relates to how course is assigned by a university or is fully enriched by an institution. The following criterion statements explain the qualitative aspects and good practices.

The institution has a clearly explained purpose, vision, mission and values. These values, mission and purpose develops the personality among women student teacher.

- The existing course of B.Ed modified to overcome the necessary needs of students.
- The institution has develop action plans for achieving the objectives and effective implementation of the curriculum.
- The institution takes feedback from students, employees, alumni. This criterion gives due emphasis on support, facilities and use of ICT. The following statements will clarify the criterion statements.
- The institution has central admission process and this criterion is equally applicable to all students.
- To run educational programs effectively institution has adequate physical facilities.
- Experimental learning, participative learning, problem solving, brain storming, group discussions, online mode etc has been used by teachers for multiple modes through internship students gain appropriate knowledge.

### **Teaching-learning and Evaluation**

This Criterion is very much important in the process of NAAC. The use of techniques used to teaching process evaluates the performance of teachers and students. The majour concern of this criterion is the process of enrolling students through transperent well administrated mechanism. Diversity of learners in respect of their gender, abilities, compentecies will influence the majour extend for their learning. In this criterion teacher quality is best term or a best concept to indicate the extend to which teacher perform their dynamic and as well as professional role. Evaluation process is the main and important indicator for this work. The innovative evaluation process, the skill based levels of programs are essential for this criteria.

As our institution is only for female students hence due emphasis hasbeen given to develop the personality of our women student teacher with the help of many teaching methods approches, strategis our institution tries to develope personality of our students.

### **Infrastructure and Learning Resources**

This criterion seeks to find data on the adequacy and optimal use of facility available in an institution to maintain the quality of educational and other related activities.

- The institution tries to develop its infrastructure to keep its educational development.
- The institution considers the environment issues associated with the infrastructure.
- The infrastructure of the institution tries to overcome the needs and requirements of the program and is better used.
- The main and important aspects identified under this criterion are physical infrastructure, Maintenance, library, ICT as learning resource.In

### **Student Support and Progression**

This criterion gives more emphasis on support to the students with the necessary facilities.

- The institution have adequate teaching resources e.g. library resource, IT etc.
- For the enhancement of effectiveness of faculty in the teaching and mentoring at per student.
- The environment of campus promotes the female student teacher motivation, satisfaction and develops performance.
- This key aspect promotes students progress, activities and practices.

### **Governance, Leadership and Management**

This criterion helps to gather data on the policies and practices of an institution in terms of planning, training.

- The institution is conscious of its quality provisions and has a well established management system.
- Collects data and information on the educational and administrative aspects of institution.
- Transpire and participation are the main important characteristics of office.
- Each individual has his or her contribution to the institutional development.
- Standardized audit and budget process are good processes.

### **Institutional Values and Best Practices**

This criterion focuses on the special efforts of institutional values.

- The values influenced the excellence among female student teacher for changing education process the institution develop sensitivity.

Following are some of the best practices which includes institutional values

Valuing transparency –

Learning form every one

Balancing the big and small

- Creating the best teacher is contribution to national development.
- We emphasis global competencies among students.
- The institution is inculcating a value system among students.
- We are promoting the use a technology.

Thus the best practices are add value to human life and support.

### **Research and Outreach Activities**

It deals with the facilities provided and efforts made by the institution to promote research culture.

The focus of this criteria is as follows.

- Outreach activities include visiting schools, giving talks at assemblies.

- The institution always provided and takes efforts to promote 'research culture' e.g. action research.
- The institution has enable faculty to undertake research projects useful to the society as well as institution.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SAVITRIBAI PHULE MAHILASHIKSHANSHASTRA MAHAVIDYALAY PETH VADGAON
Address	A/P - Peth Vadgoan Tal- Hatkangale Dist- Kolhapur
City	Peth Vadgaon
State	Maharashtra
Pin	416112
Website	<a href="http://www.spmsp.info">www.spmsp.info</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Chavan Dayavati Bhagwan	0230-2473199	9028492707	-	spmsmpvadgaon20@gmail.com
IQAC / CIQA coordinator	Patil Asmita Tanaji	-	9422031464	-	patilasmita66@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No



**Establishment Details**

State	University name	Document
Maharashtra	Shivaji University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC		
12B of UGC		

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	<a href="#">View Document</a>	01-04-2016	120	

**Recognitions**

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

**Location and Area of Campus**

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	A/P - Peth Vadgoan Tal- Hatkangale Dist- Kolhapur	Rural	2.1	1814

**2.2 ACADEMIC INFORMATION**

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BEd,Bachelor Of Education	24	Graduation	Marathi	55	55

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				7			
Recruited	0	0	0	0	0	0	0	0	0	4	0	4
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	4	1	0	5
Yet to Recruit				4

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				7
Recruited	0	4	0	4
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

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

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

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	3		0		3

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	108	2	0	0	110
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	9	7	9	10
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	1	1
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	11	12	11	9
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	72	78	89	90
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		92	97	110	110

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	The NEP 2020 embrace this concept and seeks to strength it at all levels. To this end the NEP outlines stress all majour that will help facilitiate a multidisciplinary approach in education. Firstly it
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	promotes interdisciplinary studies across different educational institutions. This includes collaboration between universities, colleges, research institutions and other organizations. The NEP encourages the development of courses and programmes that cover diverse disciplines.
2. Academic bank of credits (ABC):	It will be of great help to the students. It will allow students to take courses as per their profession. The university has taken course for academic bank of credit with the help of DHE infosys spring board. Students are trying to take training to build their academic credits
3. Skill development:	The NEP 2020-2020 emphasis on gross enrollment ratio (GER) in our course we try to develop soft skills, knowledge skills etc. The ability to develop something new amount students is difficult work. We develop students, teachers personality. We also develop productive skills, 10 life skills, self management skills, stress management, conflict management, time management, communication skill, intrapersonal skills, leadership skills.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The disciplines and fields of knowledge include logic, Philosophy, language technology and crafts, politics, economy and governance, ethics, sociological orders etc.
5. Focus on Outcome based education (OBE):	Education in which an emphasis is placed on a clearly articulated idea of what students are expected to know and be able to do. Measuring students performance through outcomes provides the opportunity for students to apply their knowledge and skill to undefined problems like those in real life. Greater focus on programmed and course outcomes students centered teaching and learning activities.
6. Distance education/online education:	During the pandemic situation of covid-19 we started online classes for teaching learning with the help of online teaching we try to give guidance, trainings, workshops. We use zoom, Google Meets, Webex. We clarify different copies successfully by taking the help of distance education.

### Institutional Initiatives for Electoral Literacy

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1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	No
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	No
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	No
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	No

## Extended Profile

### 1 Students

#### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	55	42	50	6
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	55	55	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	18	13	11	9
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

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



2022-23	2021-22	2020-21	2019-20	2018-19
54	54	41	44	6
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	54	41	44	6
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	55	42	50	6
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.2

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

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

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>

## 3 Institution

### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
281353	360879.89	274595.12	227428.69	239715

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

### Number of Computers in the institution for academic purposes..

**Response: 13**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning

##### 1.1.1

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

**Response:**

The effective curriculum implementation is the key to success for any academic institute. The institute implements the curriculum prescribed by shivaji university, kolhapur. The department heads are provided the copy of the curriculum implemented by BOS in the related subject of shivaji university. The syllabus is distributed among the students by dictating in the classroom, displaying on the notice boards or using online modes.

College arranges a meeting at the beginning of the academic year to distribute the syllabus and their available work load. College timetable committee prepares the timetable for the academic year with the help of college timetable each faculty member prepares his/her individual timetable.

For the effective curriculum delivery the faculty members prepare their extensive and well planned curriculum teaching plan at the beginning of the academic year. The timetable committee ensures that the curriculum implementation should be according to the predecided objectives. The extra curricular activities, extensive work timetable and examination schedule are taken into consideration while preparing the curriculum delivery plan by timetable committee.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	<a href="#">View Document</a>

##### 1.1.2

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

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

1. Faculty of the institution
2. Head/Principal of the institution
3. Schools including Practice teaching schools

**4. Employers****5. Experts****6. Students****7. Alumni****Response:**

<b>File Description</b>	<b>Document</b>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	<a href="#">View Document</a>

**1.1.3**

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

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

<b>File Description</b>	<b>Document</b>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View Document</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:**

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	13	13	13

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View Document</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View Document</a>

### 1.2.2

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

**Response:**

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

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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

**1.2.3**

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

**Response:**

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

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

**1.2.4**

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

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

**Response:**

<b>File Description</b>	<b>Document</b>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	<a href="#">View Document</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View Document</a>

**1.2.5**

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

**Response:**

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	54	41	49	6

**File Description**

**Document**

Data as per Data Template

[View Document](#)

### 1.3 Curriculum Enrichment

**1.3.1**

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

**Response:**

A fundamental or coherents understanding the field of teacher education

The student teachers me exposed to the latest teaching methodologies by inviting experts, conducting seminars, & workshops, demonstrations by teachers and discussion lessens by students. Exposure to technology- latest methodology using Power point presentations, access to online courses, using smart boards in classroom teaching. The college celebrates varies days of national & international importance with the sole aim to instill in them the spirit of enthusiasm to contribute in national & international understanding

Procedural knowledge that created teachers for different levels of school education skills that are specific to one's chosen specialization

with the onset of semester I CH & Ed., the school observation program is designed for the

students to gain early field experience in observing & assessing students, teachers & clubroom behavior. The students have to observe the following listed components & submit the report of the same:

After getting oriented the pupil teachers visit rural schools for 15 days of submit the report to the concerned teaches -in-charge.

In techniques of Teaching the students are imparted. Theoretical knowledge of diff. models of teaching I components of fir varies micro-skills involved in teaching. In the pedagogy papers the people tracheas are taught to use these skills practically in their subject of specialization.

students were visit to innovative centers of pedagogy & laming & submit a report on the same parameters. The demonstration of model lessons is done by teachers as well as B.Ed students in semester 3 students complete school internship program which provide them practical exposure to real classroom teaching at the end of internship program, each student required to submit files.

capability to extrapolate from what one had learned and apply acquired competencies

The teacher educators focus on educating the mind & spit spirit of student teachers by providing them values based education of provide such a learning environment. The Tree plantation, campaign, mask-making drive etc, enhance the capability of pupil teachers to practically apply the Knowledge attained. The activities like celebration of imp. days of national & international importance, competitions like rangoli making, poster making, poetry recitation are conducted to make mark the occasion. During internship period, the students organize diya decoration, debodel, prepaton of teaching aids ate. The student teachers we latest techniques of teaching for assess the students using innovative evaluation tools.

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

opportunities are provided to develop critical capacities among students to use research findings through assignments of meaningful projects as a basis for improving their teaching. The college aims to produce competent teachers with theoretical knowledge & understanding combined with practical skill, protiencies commitment to work to enhance the quality of education. The curriculum also aims to provide them exposure. of diverse people & cultures through seminars/ workshops, indoor activities etc. to bring peace and harmony. The craft subjects facilitate them in enhancing their aesthetic sense of make them in enhancing their aesthetic sense & make them vocationally competent for their future endeavors. The institution provides well resourced infrastructure having comfortable & activity ambiance & acquaints the students teachers with the impact of globalization on education of prepares the students to imbibe such qualities which would prove beneficial to them to meet the emerging needs



File Description	Document
Photographs indicating the participation of students, if any	<a href="#">View Document</a>

### 1.3.2

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

##### **Response:**

The College aims at making efficient teachers who not only possess teaching skills and competencies but are also aware of the School system in which they have to work. In this streamline the students are made aware about the development of the School system in India through briefing them about the various Commissions, Policies Or Acts. They were made aware about the popular Boards in India like CBSE, State Boards. Students were also acquainted with the knowledge of different State Boards of India. After briefing the students regarding all these important aspects of diversity in school education in India, they are assigned different group activities so that they can do team work and search upon these aspects in more detail.

In this regard a departmental meeting is organized for planning activities and assigning activities to the students. For this purpose students are divided in groups randomly according to their registration numbers and a total of four activities were planned: a Project, Seminar, Group Discussion and a Multimedia Presentation through which the task was accomplished successfully.

The Topics framed in this line were:

1. Project on Development of the School System in India after Independence.
2. Seminar on Diversities in Various Boards of School Education in India with respect to Functioning, Norms Standards, Assessment System.
3. Group Discussion on State-wise Variations in School System in India.
4. Multimedia Presentation on 'An International and Comparative Perspective of the School System in India'.

The following topics were randomly distributed in groups. The allotted faculties gave guidance to the students about all what was expected from the students. As and when required by the students guidance was provided to them. On completion of the activities students became familiar with the diversities in the School System in Indian as well as in an international and comparative perspective.

In the session 2020-2021 a presentation on different boards was given by resource person Mr. P. B. Patil. He explained about different boards like CBSE and State Board. The perspectives of International Schools was also discussed with them. Comparative study charts among different boards were shown to students and ip addresses also shared with the students of different boards for giving more knowledge

about the boards. Students were asked to make a practical file regarding the comparative study of boards. They were allotted the topic “Diversities in Indian and International School systems and a comparative perspective” for the file.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 1.3.3

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

##### **Response:**

The designed curriculum helps students to understand the interconnectedness of various learning engagements as well as steadily getting ready how they enter from lower to higher class and in the fourth semester become completely ready for the professional field.

In this direction number of practical courses are introduced to students which start from their first semester with Orientation and demonstration of Micro Teaching skills. Here focus is on lesson planning and teach-re-teach of different teaching skills namely Set Induction, Questioning, Explanation, Stimulus Variation & Black Board writing. After this for enhancing student teacher skills Integration Lessons are introduced, opportunity is given to practice various skills of teaching in an integrated way.

In second semester student teachers move to a higher level and engagement with field is done where the student teachers are supposed to plan and conduct lessons of 30 minutes duration in schools under guidance of teacher educators. Here emphasis is given on using appropriate teaching aids, models of teaching, games, questions, illustrations, scope for students active participation. This Practice teaching is followed by Internship of Two weeks in a school, where students are involved in lots of activities like Study of time tables, year Plan of schools, co-curricular activities conducted in school, Morning assembly and Display Boards of school, observation of school facilities such as science laboratory, library, playground and sports facilities, computer laboratory, geography room, drawing room, music room etc.

In the third semester the level of learning even gets higher. The internship is conducted in schools for eleven weeks. The activities which our student teachers have to do are taking attendance of a class, preparing reports, efforts by school for increasing attendance, assessing homework/assignments/ journals of a class, Planning and conducting 25 lessons/ subject on any one unit through applying constructivist principles. Conducting any activity for fixation and enrichment of knowledge of students and developing interest of students through assigning any project, preparing and implementing a unit test including essay type, short answer type and objective type test items and making blueprint under guidance of teacher in school and assessing answer sheets, presentation and interpretation of result ,giving feedback to students. Along with this student teachers are supposed to plan and conduct four lessons per subject. Preparation of test items, Learning about various registers in office, Conducting assembly and writing bulletin board,

Organization of co curricular and health related activities, Conducting interview of headmaster to know more about school functioning, innovative practices, etc.

Thus all these activities prepare these students for their professional field.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

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

**Structured feedback is obtained from**

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

**Response:**

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

### 1.4.2

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

**Response:**

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

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

**Response:**

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>

#### 2.1.2

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

**Response:**

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	13	08	10	10

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

### 2.1.3

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

##### Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	5	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>

## 2.2 Honoring Student Diversity

### 2.2.1

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

##### Response:

After the admission procedure we take the scrutiny of documents and classify the students according to their merits. We arrange the interviews of the students in front of the classroom and with descent

planning. In the interview process the due emphasis has been given on varied courses, hobbies, skills and arts. It clarifies student specialization skills their aptitudes and attitudes etc.

With this record we classify the students as scholar students and moderate students. So it's very easy to give the proper and accurate guidance to the student teachers. e.g for scholar students we arrange workshops, seminars, special guidance for TET, CTET, SET, NET etc. And for all the students we arrange different types of posters, essay completion etc.

<b>File Description</b>	<b>Document</b>
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 2.2.2

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

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

**Response:**

<b>File Description</b>	<b>Document</b>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.2.3

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

<b>Response:</b>	
<b>File Description</b>	<b>Document</b>
Photographs with caption and date	<a href="#">View Document</a>

<p><b>2.2.4</b></p> <p><b>Student-Mentor ratio for the last completed academic year</b></p> <p><b>Response:</b></p>	
<p><b>2.2.4.1 Number of mentors in the Institution</b></p> <p>Response: 7</p>	
<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

<p><b>2.3.1</b></p> <p><b>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</b></p> <p><b>Response:</b></p> <p><b>2.3.1 Teaching Learning Process</b></p> <p>Response</p> <p>Our College is ensuring the use of Student – centered Methods Such as experiential, Participatory learning and Problem-solving Methods in The Teaching-Learning</p> <p><b>Experimental Learning</b></p> <p><b>1) Internship</b> – the mission of theory and Practice, explore Career options core foster Personal and professional development.</p> <p>E.g. Classroom teaching, co-curricular activities observation natural environmental of school system.</p> <p><b>2)Service learning</b> – Students participate in an organized service activity that meets identified community needs and reflect on the service activity to better understand course content and gain brander appreciation of the discipline and enhanced sense of civic responsibility.</p>
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**3)Cooperative education** - Mostly a part of professional programs, students gain practical relevant work experience over a period of multiple terms that intersperse that coursework

E.g.-faculty supervision, reflective components evidence of learning

**4)Clinical education** - that is a more specifically define internship experience in which student practice yearned didactic and experiential skills, most frequently in health care and legal settings ,under the supervision of a credentialed practitioner

**5)Student teaching** – this experience is specific to student in pre professional and pre-service teacher education who are gaining required and evolved experience in supervise teaching.

**6)practicum** – a relative of the internship this form of experiential learning usually is a course or student exercise involving practical experience in a work setting as well as theoretical study, including supervised experience as part of professional pre-service education undergraduate research experience.

Students function as research assistants and collaborators on faculty prefects.

E.g. action research students gain direct experience in the direct experience in the research process.

**7)Field work** - Supervised student research or institution and in direct contact with the people natural phenomena or other entities being studied anthropology, archeology, sociology, social work, earth sciences.

**Participant learning** : Assignment allocation quiz case study protects and peer teaching open questioning.

**Problem solving methodologies** : Case studies are provided to improve critical thinking. Creativity and are asked to prepare project reports by various departments.

**Brainstorming as teaching strategy** : Enter brain based learning an innovative approach to education based on scientific research. it involves a teaching method that limits lectures and peer teaching e.g. retrieval practice, elaboration, and concept mapping help students make cincher more meaning full connections between ideas with uncertainly hovering over full plans, teaching and learning continue to look different form district to district than ever before.

e.g. social problem woman empowerment

**focused group discussion -**

e. g : - 1) Favorite online resources.

2) Thoughts on the internet.

3) The impact of social media on our lives.

4) The pros and cons of technology.



- 5) The changing.
- 6) Technology the death of libraries
- 7) Fast food culture.
- 8) Social media influence youth impact on.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>

### 2.3.2

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

**Response:**

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.3.3

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

**Response:**

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

Response: 55

File Description	Document
Programme wise list of students using ICT support	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.3.4**

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

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship**
- 4. Out of class room activities**
- 5. Biomechanical and Kinesiological activities**
- 6. Field sports**

Response:

File Description	Document
Geo-tagged photographs wherever applicable	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.3.5**

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

Response:

Continual mentoring is provide by teachers for developing professional attributes in students.

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

Mentor is someone who shores their knowledge skill and grow mentor teacher should review the lesson plans and provide feedback guide the student assessment and student performance data as appropriate.

Mentor teacher to provide guidance advice feedback and support to the mentee as well serving as their role model teacher counselor, advisor, sponsor, advocate and ally.

Mentor provide individualized professional development they also celebrate the new teachers successes encourage their passions and new interests and address their frustrations and exhaustion.

Mentor teacher are chosen for their ability to model quality teaching practices that honors diversity and create classroom environments that support personal social and academic success for all student they are enriched further by arranging talks on the themes like multi- cultureless inclusiveness and straight away on mentioning.

The teacher are provided with additional space in the college for establishing direct rapport with the needy students they feel free to suggest and remedial corrective reformative steps which the college tries its level best to translate in to material success.

Faculty members have been provided with the audio-vision aids the L C D projector O H P ear through which learning is made effective & efficient.

There is provision for attending various faculty development programs the college strives enhances the facilities and equipments so that the faculty does not face and difficulty in the performance of its assigned tasks.

### 2.3.6

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

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

**Response:**

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.3.7

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

**Response:****2.3.7. Teaching learning process nurtures creativity innovativeness**

Innovation in education means solving a real problem in a new simple way to promote equitable learning innovation is about successfully implementing a new idea and creating value for our students.

Innovation objective are overarching statements that define the broad outcomes an organization aims to achieve through innovation, providing strategic directing and purpose development of rebuilding existing and technologies to rebuilding existing ones there are seven ways to increase innovation in the classrooms.

- A change in mindset
- Development of self- reflection
- Create flexible learning environments.
- Create a productive classroom environment for students.
- Teach a problem finding approach.
- Allow students to take risks and fail
- Use of new classroom model following are the tips for teaching innovation.
- Project based learning.
- Teach Concepts but not facts.
- Distinguish concept form critical Information.
- Skill based knowledge.
- Formation of teams
- Use thinking tools,
- Use the tools based on creativity.
- Rewards.

The teacher's duty in innovation teaching is a wide variety of up-to date material as to help make learning more relevant as well as to provide student with multiple means of representing information.

**2.4 Competency and Skill Development****2.4.1**

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

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

### 9.Preparing Individualized Educational Plan(IEP)

#### Response:

File Description	Document
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.2

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

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

#### Response:

File Description	Document
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.3

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

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

**Response:**

<b>File Description</b>	<b>Document</b>
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **2.4.4**

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

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

**Response:**

<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### **2.4.5**

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

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**

**4. Identifying and selecting/ developing online learning resources**

**5. Evolving learning sequences (learning activities) for online as well as face to face situations**

**Response:**

<b>File Description</b>	<b>Document</b>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.4.6**

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

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

**Response:**

<b>File Description</b>	<b>Document</b>
Report of the events organized	<a href="#">View Document</a>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.4.7**

**A variety of assignments given and assessed for theory courses through**

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**
- 5.Identifying and using the different sources for study**

**Response:**

File Description	Document
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 2.4.8

### **Internship programme is systematically planned with necessary preparedness..**

#### **Response:**

1. School Internship Stage I various schools which is schedule for fifteen day

(Two Weeks) and its implemented in second Semester of the training

- School Internship Stage I various schools which is schedule for fifteen day

(Two Weeks) and its implemented in second Semester of the training

- Practice Teaching which is schedule for 11 weeks and it's implemented in third semester of training program.

Before each internship program the list of identified school's is send to Shri Jaywant Highschool, Latwade, Bhadole Highschool Bhadole, Jagtap international school, Vathar, Yellur Highschool, Yellur. For Approval and allotment of school's for internship program. The school principals, teacher incharge, and the concerned students are also notified. Teachers personally visit the schools to meet the principals and school mentors regarding distribution of time table and other activities to be carried out in the school. Students and school mentors are oriented regarding various assessment criteria.

The supervising teacher from the parent institute orients the Principal and faculty of the school about the whole school observation/experience programme.

1. The school/classroom environments with reference to infrastructure (area and layout), equipments, curriculum (critical analysis of any class in both teaching subjects), teaching learning materials, utilization of human resources.

1. Various co-curricular activities related to dramatics, literary, sports and fine arts etc.

1. Morning Assembly (Observation of conduct and activities carried out during morning Assembly).

1. After completion of the field exposure programme, student teachers shall be required to develop a detailed report and present it for evaluation at the parent college.

1. The teaching learning process in the real classroom, use of multimedia, student

participation, classroom management. The student teachers shall observe teaching learning process for



which they may use observation schedules. The College develops these schedules; and orient the student teachers on the process of observation as well as use of the schedules.

1. Evaluation procedures used in the school a) Types of evaluation

1. Library resources

1.Types of Grants and Scholarships received by school

1.Reflections on school experiences (local schools visited)

Similar procedure is followed for internship stage-2 the school exposure programme is carried out in local/nearby schools located in the rural area.

Practice Teaching Semester-3 (Duration: 11 Week)

Student teachers are oriented to write and demonstrate micro, macro, diary, ICT, test based and teaching model-based lesson plans.

The school for teaching practice is allocated with the permission of higher authorities. (Bhadole Highschool Bhadole, Jagtap International School, Yellur Highschool, Shivaji Vidyaniketan, Peth Vadgaon) A convenient small groups of student teachers is attached to a school.

1.Preparing and delivering 50 lesson plans in two teaching subjects - (25+25)

- Activity Based Lesson Plans- 07
- ICT Based Lesson Plans- 04
- Unit Test Based Lesson Plans- 04
- Co-curricular activities i.e. Literary, Quiz, Dramatics, Fine arts and sports.
- Cultural activities as well as psychological tests and action research.
- Bulletin Period, Physical Education Period, Lesson Observation, work experience
- Constructivist Approach Teaching
- Action Research

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

**2.4.9**

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

**Response:**

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

Response: 9

<b>File Description</b>	<b>Document</b>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>

**2.4.10**

**Nature of internee engagement during internship consists of**

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

**Response:**

<b>File Description</b>	<b>Document</b>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.4.11****Institution adopts effective monitoring mechanisms during internship programme.****Response:****Institution adopts effective monitoring mechanisms during internship program**

Savitribai phule Mahila Shikshanshastra Mahavidyalaya adopts effective monitoring mechanisms during practice teaching is conducted in various local schools.

1. Two lessons per day are delivered during their practice teaching sessions

- Lesson observation assistants.
- Planning and implantation of extra co-curricular activities.
- The programs for save the environment e.g. Tree Plantation.
- Psychological rest for student.
- Preparation results at her unit lest.
- Protect of action research in allotted to school.
- Sports competition hand writing, essay writing elocution competition, intellectual competition arranging the school,
- bulletin period extra lessons and expert lecture deliver to student of school and student teacher,
- Teacher educators preferably subject expert's form the college is detailed to check and approve the lessons plans beforehand the student teachers are allowed to deliver the duly approved lesson plans.
- 70 to 80 percent of the lessons in schools are observed by the faculty.
- Teacher of concerned schools also observe the lessons the school teacher are encouraged of give suggestions for improvement teacher educators and school teachers note down remarks on the lesson plan thus on the spot feedback are provided to the student teachers.
- More feedback comes in the form of discussion with he observers which is done soon after the lesson is finished.
- Detailed feedback is also provided in the college collectively on subsequent days.

Remarks on the notebook subsequent discussion and observation based on self-reflection are taken in to consideration for bringing about and feedback is comprehensive and continuous.

File Description	Document
Documentary evidence in support of the response	<a href="#">View Document</a>

**2.4.12**

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

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

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

**Response:**

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>

### 2.4.13

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

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

**Response:**

## 2.5 Teacher Profile and Quality

### 2.5.1

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

**Response:**

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 2.5.2

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

**Response:**

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

Data as per Data Template

[View Document](#)**2.5.3****Average teaching experience of full time teachers for the last completed academic year.****Response:****2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 99

**2.5.4****Teachers put-forth efforts to keep themselves updated professionally through**

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

**Response:**

Teacher community need to embrace the change in our skills that leads to innovations and creativity. It is very important as teacher to update our teaching and pedagogical skills, to update and upgrade ourselves. as well as our students.

To implement new or modified methods of richly-learning process to suit the requirement of the day.

This development of teachers can be broadly classified into three areas

- 1) Personal Self-Centered
- 2) Professional - (student centered)
- 3) social -

Teachers can attain his development in Teachers can attain his development in two manners- formal and informal.

formal include-attending conferences, courses, seminars, webinar, symposiums with a view to enlightening teachers on latest developments in the field of education. Informal opportunities for teacher professional development include independent research or investigation, peer learning initiatives or even. Just chatting with a colleague in Staffroom. writing articles/ books, material production, publication of

research papers. are also help a lot In this form of development.

Action research that draws out conclusions at the end of experimentation and investigation can also be helpful in the development.

Teacher must develop their portfolios to ill stoup their personal works, professional growth and abilities e.g. newest news, educational papers, books, teaching blog and involve themselves in extensive reading activities.

### **Profession: student centered Development.**

Teachers in order to let learners learn in the best possible ways have to adapt to the changes form. time to time

Teacher can make lessons come alive by introducing the topic and having Students explore. it through a hands- on. task problem solving activity or any other Collaborative project where Student explore, think and communicate with their.

The current generation of students born. in the digital age speak the digital language very well and are well-versed in the online world where Knowledge of all kinds is on their fingers tips However, the right fingers! Has However the right interpretation of the available Intermarried is a imperative as getting the information it sell.

### **Social**

Man is a Social animal. His needs do not differ from any other living creature. But since he is entrusted with the job of shaping the future of a country' as stated in kothari Commission students will be the ones to make & difference in our society because they are Future adult citizens.

## **2.6 Evaluation Process**

### **2.6.1**

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

#### **Response:**

Savitribai phule mahila shikshanshastra mahavidyalay has planned to academic schedule which is being given by the shivaji university for regular internal evaluation system. The academic calendar involves the dates of commencement and Completion of the syllabus. time tables of internal exams and so forth It set out the dates of term and examination.

1. The internal assessment are test schedules are prepared as per the university and communicated to the Students well in advance.
2. The internal assessment criteria Shivaji University is followed for the distribution of marks in each

subject at the beginning of these semester faculty members inform the student about the various components in the assessment process during the semester.

3. There is complete transparency in the internal assessment. The internal assessment once ready is displayed on the notice boards for the students. and they can come and discuss with the teacher show to improve in the next semesters it there is a need.

4. The in charge teacher (attached as evidence) to keep semester the record of all their semester academic, cocurricular and extra-curricular activities and they are assessed internally. The internal assessment Committee has face to face interaction and confirm their participation in various. activities as mentioned. in their caries report The Committee circulates the preformed to various subject teacher to till the internal assessments on the basis of seasonal work. submitted by the students, class participation discipline, fulfillment of responsibilities, punctuality regularity, and participation in various co.. curricular and community service activities.

- Preparatory Exam are conducted every year before university exams.
- Every teacher conducts regular class tests on the related topic.
- mentoring tutorial support is provided to the students throughout the year.
- There is a strong provision of answering K question papers, attempting assignments and making presentations bilingually in order to provide a platform to the students to express themselves fully.

### 2.6.2

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

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

**Response:**

<b>File Description</b>	<b>Document</b>
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>

### 2.6.3

**Mechanism for grievance redressal related to examination is operationally effective**

**Response:**

Mechanism for grievance redressal related to examination is operationally effective Response: The institution has a well-defined system in place to deal with examination related grievances under a grievance redressal cell. The examintaion committee also resolves any grievances related to examinations in timely manner.

The College displays internal assessment on display board where each student can view her total assessment marks at the end of each semester and can report discrepancies, if any, within a specified time period after which the marks are finally uploaded on the University portal. The faculty addresses the rightful grievances of the students pertaining to the marks obtained in the internal assessment.

The evaluated papers related to internal examination consisting of class tests, assignments, projects, sessional work, presentations etc. are returned to students with detailed remarks and suggestions are provided for improvement. Students are given various opportunities to showcase their abilities, knowledge and creativity. Uniqueness and originality are encouraged and promoted amongst the students. Any query of students regarding the feedback and evaluation is thoroughly addressed by the respective teachers. The marks are sent to the university only after each student has been given ample opportunity and time to review and register her complaint if any. In case of any error is detected in the final mark-sheet in spite of rigorous scrutiny, it is promptly reported to the University by the College, within time.

**2.6.4**

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

**Response:**

Academic calendar develop the environment of teaching learning and discipline the academic calendar is prepared by the college according to the guidelines of the temporary data sheet of the university examination.

An academic calendar for all the programs which contains the data of commencement total number internship schedule and dates for semester and examinations

The college prepares a college level calendar that workshop pre-intership and practice teaching schedules etc.

In the beginning of the academic session the students are apprised of academic calendar and same is displayed on notice boards and at strategic locations.

The college level academic calendar help faculty members to plan their respective course delivery research work academic and co-curricular activities it facilitates them in supervising and monitoring the completion of the syllabus and extra-curricular activities that are being planned by the faculty members.



File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>

## 2.7 Student Performance and Learning Outcomes

### 2.7.1

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

**Response:**

College follows the outcome-based education; hence the Program Learning Objectives (PLOs) and Course Learning outcomes (PSO) are aligned with the vision and mission of SPMSMP. CCE focuses on development of its students not only by imparting quality education in teacher training but also in instilling a sense of self worth and discipline.

**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. To promote capabilities for including national values and goals as enshrined in the constitution of India
2. To prepare professionally competent teacher to perform their roles as a teacher at secondary and higher secondary stage.
3. Develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds.
4. Engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools.
5. Appreciate that all teaching is directed at learning, and that the learner is at the heart of teaching.
6. Understand teaching as complex activity and as profession.
7. Analyse teaching in diverse classroom.
8. Be familiar with theoretical issues, and to develop competence in analyzing current school practices on the coming up with appropriate alternatives.
9. Reflect on the nature and role of disciplinary knowledge in the school curriculum.
10. Be exposed and trained to prepare pedagogical material and practice pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities.
11. Understand the epistemological and pedagogical bases of their own chosen school subject.
12. Identify various dimensions of the curriculum and their relationship with the aims of education.
13. Explore diverse methods and tools of assessing an array of learning/performance outcomes of diverse learners.
14. Bring about an understanding of the cultures policies and practices that need to be addressed in order to create an inclusive school.
15. Read and respond to a variety of texts in different ways and also learn to think together depending

on the text and the purposes of reading.

16. Interpret and adapt ICTs in line with educational aims and principles.

17. Develop understanding of student-teachers about themselves – the development of the self as a person and as a teacher, through conscious ongoing reflection.

18. Gain experience with the child, the community and the school through the school engagement and school internship programme.

19. To cope with national and international demands in the school context.

- apply constructivist and cooperative learning principles for teaching-learning process
- analyze contexts and the relationship between school curriculum, policy and learning
- apply knowledge of the cultures, policies and practices that need to create an inclusive school
- use information and communication technology for enhancing learning-teaching process
- use drama and art for development of personality of learners
- relate knowledge about gender, school and society with learning
- acquire basic understanding about new trends in education
- develop professional attitude towards teaching

## 2.7.2

### Average pass percentage of students during the last five years

#### Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	54	41	49	6

#### File Description

#### Document

Data as per Data Template

[View Document](#)

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

The most appropriate assessments to improve guidance in student learning are quizzes tests writing assignments and other classes' on a regular basis Teacher rely on the results from these assessments beaching goals plus the results are immediate and easy analyze at the in dividual student level to use classroom assessment improve how every teacher must change both their approach to assessment and their interpretation of the results tn particular they heed to see their assessment as an integral part of the instruction process and as important in helping students learn present skills are development and enhanced in the students so as to meet the growing demands of the present scenario the profession attributes of prospective teacher as to prepare them for future eork-life the traits such as honesty is developed through one of the best practices the students are assigned various responsibilities throughout the year which prepare them for leadership roles and better organizers the collaborative tasks such as group participation in various events to star a sense of team spirit among them these are constantly observed and monitored by the teaching and mentors teaching them.

**2.7.4****Performance of outgoing students in internal assessment****Response:****2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 54

<b>File Description</b>	<b>Document</b>
Data as per Data template	<a href="#">View Document</a>

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

The institution regularly evaluates the performance of students through various methods for measuring the attainment of each of the program outcomes program specific outcomes and course outcomes.

**The methods of measuring attainment**

1. End semester university examination the affiliating university conducts examinations as per semester pattern through which the institution measures program outcomes based on the course attainment level fixed by the program it is a direct evaluation process.
2. Internal and External Assessment

Internal assessments are given to the students which are mostly aligned with program outcomes of the respective subject. External assessment is evaluated by external experts for the practical examinations appointed by the university through viva voce and practical files.

**3 Feedback Evaluation**

The Institution collects feedback from students, alumni, employers and parents which is an important method of measuring attainment with objectives of identifying the attainment level of students in terms of program, subject, course and syllabus outcomes and to understand the impact of teaching learning process.

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>

**2.8 Student Satisfaction Survey****2.8.1****Online student satisfaction survey regarding teaching learning process****Response:**

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:**

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

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

**File Description**

**Document**

Data as per Data Template

[View Document](#)

#### 3.1.2

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

**Response:**

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

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

#### 3.1.3

**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:**

**1. Seed money for doctoral studies / research projects**

**2. Granting study leave for research field work**

**3. Undertaking appraisals of institutional functioning and documentation****4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:**

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.4**

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

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

**Response:**

<b>File Description</b>	<b>Document</b>
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Details of reports highlighting the claims made by the institution	<a href="#">View Document</a>

**3.2 Research Publications****3.2.1**

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

**Response:**

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	0	0	2	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 3.2.2

**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**

**Response:**

**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.3 Outreach Activities

### 3.3.1

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

**Response:**

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

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

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**3.3.2**

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

**Response:**

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	55	50	30	15

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View Document</a>

**3.3.3**

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

**Response:**

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	20	20	50	15



File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 3.3.4

#### **Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development**

##### **Response:**

Outreach activities sensitive students towards their duties and responsibilities within the society and community.

- Create awareness of environment with the help of some project e.g. best from waste
- Surrounding cleaning activity to promote "Swachh Bharat Abhiyan"
- The programmes based on women empowerment planting of trees during internship programme
- Health checkup
- Street plays, poster presentation, lectures on girl, child issues
- Various types of survey
- Reports on various types of festivals and fairs etc.
- Special lectures for local community

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>

### 3.3.5

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

##### **Response:**

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 3.4 Collaboration and Linkages

#### 3.4.1

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

**Response:**

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

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

File Description	Document
Report of each linkage along with videos/ photographs	<a href="#">View Document</a>
List of teachers/students benefited by linkage exchange and research	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 3.4.2

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

**Response:**

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>

**3.4.3**

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

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

**Response:**

<b>File Description</b>	<b>Document</b>
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

**Response:**

**Teaching, Learning And Infra Facilities**

- 1) Lcd projector, seminar hall, software's with printers and well equipped up to make laboratories, latest configured desktop computers.
- 2) Separate common room for girls.
- 3) Generator for power with back up
- 4) Big Playground.
- 5) Running canteen with a seating capacity of fifty students.
- 6) Water facility for regular water supply and sanitary napkin for girls in the wash rooms.

**IT. Infrastructure**

- 1) wifi enabled campus.
- 2) Language lab for developing communication and interpersonal skills of the student (MOU)
- 3) ICT Lab
- 4) Staff room
- 5) Audio system
- 6) Public Address System for the ease of communicating important information to the students.
- 7) Internal and external Surveillance System (CCTV) cameras and one LCD for security and smooth administration.

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>

**4.1.2**

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

**Response:**

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

Response: 2

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

Response: 9

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**4.1.3**

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

**Response:**

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

2022-23	2021-22	2020-21	2019-20	2018-19
012123	012449	011830	072470	016897

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

- 1) Air conditioned
- 2) Well- furnished, Semi with about 3080 books and magazine/Journal
- 3) Computerized

### 4.2.2

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

**Response:**

The college library has computer and internet facilities. Details are as follows:

Access to the staff: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc.,

Frequency of use: the library is used almost on each working day.

- a. By Teaching staff : Whenever required.
- b. By students : Whenever required.

### 4.2.3

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

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

**Response:**

<b>File Description</b>	<b>Document</b>
Data as per Data template	<a href="#">View Document</a>

**4.2.4**

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

**Response:**

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

2022-23	2021-22	2020-21	2019-20	2018-19
012123	012449	002000	001470	009397

**File Description****Document**

Data as per Data Template

[View Document](#)**4.2.5**

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

**Response:**

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

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

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

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

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

**4.2.6**

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

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

Response:

### 4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

4.3.2

Student – Computer ratio for last completed academic year

Response:

4.3.3

Internet bandwidth available in the institution

Response:

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

4.3.4

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

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

Response:

### 4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support



**facilities during the last five years (INR in Lakhs)**

**Response:**

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

**4.4.2**

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

**Response:**

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

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

**Response:**

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 5.1.2

Available student support facilities in the institution are:

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

**Response:**

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>

### 5.1.3

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

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

**Response:**

File Description	Document
Samples of grievance submitted offline	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>

### 5.1.4

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

1. Monetary help from external sources such as banks
2. Outside accommodation on reasonable rent on shared or individual basis
3. Dean student welfare is appointed and takes care of student welfare
4. Placement Officer is appointed and takes care of the Placement Cell
5. Concession in tuition fees/hostel fees

**6. Group insurance (Health/Accident)****Response:**

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Report of the Placement Cell	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

**5.2 Student Progression****5.2.1****Percentage of placement of students as teachers/teacher educators****Response:****5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	27	35	25	1

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>

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

Response: 18

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

Response: 1

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 5.2.3

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

**Response:**

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:**

At the start of every academic year Savitribai Phule Mahila shikshanshastra Mahavidyalay. Peth Vadgaon. Has a student council body in which student are elected

The Female student representatives co-oprute many activities, responsibilities arrange by the college student council of the college is links between student council of the college is links between students and faculty members.

In each and every decision representative plays and important role to work out different activities of the college meeting of the student council takes places regularly.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>

### 5.3.2

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

##### Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	20	15	5	10

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

##### Response:

- 1) The alumni's contribution in the growth and development process are given below
  - 2) The alumni's helping to build one grow the brand of institution through mouth publicity.
  - 3) The positive change which results from the interaction between alumni and institution.
  - 4) A alumni will be able to tell us kind of job opportunities at available for the fresher's.
  - 5) The most important involvement of the alumni is contributing their time to participate in activities of the institution.
- 1) The alumni's contribution in the growth and development process are given below
  - 2) The alumni's helping to build one grow the brand of institution through mouth publicity.

- 3) The positive change which results from the interaction between alumni and institution.
- 4) A alumni will be able to tell us kind of job opportunities at available for the fresher's.
- 5) The most important involvement of the alumni is contributing their time to participate in activities of the institution.
- 1) The alumni's contribution in the growth and development process are given below
- 2) The alumni's helping to build one grow the brand of institution through mouth publicity.
- 3) The positive change which results from the interaction between alumni and institution.
- 4) A alumni will be able to tell us kind of job opportunities at available for the fresher's.
- 5) The most important involvement of the alumni is contributing their time to participate in activities of the institution.

#### 5.4.2

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

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

**Response:**

<b>File Description</b>	<b>Document</b>
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>

#### 5.4.3

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

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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>

**5.4.4**

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

**Response:**

- 1) The college has an alumni association and also what's up group progressive group by providing positive feedback the alumni association is helping the college in its growth and development.
- 2) The I/C Principal of the college is the president of college. The faculty are the members of alumni.
- 3) The activities of the alumni association of the last five years are given below
  - Informal get together.
  - Some of our alumni occupying prominent position.
- 4) Contribution of alumni to the growth and development process are given below
  - The Alumni helps in establishing networking with all students.
  - The helps the college in updating about the placements of pass students.
  - It furnishes information about job opportunities in school.
  - Its feedback has helped in improving the existing curriculum, organizing new activities etc.
  - It has given many healthy suggestions for the argumentation of the college.
  - Helps in publicity.



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

**Response:**

**Vision :-**

“Prajwalito Dnyanmay Pradipah.”

To remove the darkness of illiteracy from the society with the lights of knowledge.

**Mission :-**

- 1) To empower the rural women by educating them and by creating in them social, Political and cultural awareness.
- 2) Plan instruments, assessment and learning environments to address the needs and differences of individuals.
- 3) To give the female students teachers confidence that they are the creators of human life.
- 4) To provide quality teacher training program for women.
- 5) To carry out teaching and training programs as per the norms and standards by the NCTE and State Govt.
- 6) The college has a dedicated and committed programs
- 7) A good and kindly support from our Sanstha and from society.
- 8) The female student teacher show a higher sense of understanding of the academic activities and courses.
- 9) The stake holders have identified the growing diversification in the B.ed course.
- 10) As a manic of popularity there is a drastic increase in the number of students from 7 to 110 over the last five years.

File Description	Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>

### 6.1.2

#### **Institution practices decentralization and participative management**

##### **Response:**

**The College Development Committee (CDC) is the apex body of the institution that plans and Focuses on women empowerment, to make them self-independent. CDC of the institute was set up in 2020 CDC is a very effective body which serves as a link between the college, students and administration.**

**Meeting of CDC are held regularly to discuss matters related to college, development students and faculty development.**

**College Management encourages its employees and students to provide feedback, and keeps taking their suggestions time to time in order to improvise the college and its facilities.**

**In order to provide latest and best-in-class courses for academic and non- academic work, College Management keeps a close watch.**

**IQAC is established in the college and plays a pivotal role at academic and administrative level like school participation, outdoor interaction**

**Representatives of the management, Principal, faculty members, staff members, students, eminent personalities and alumni are part of the committees. The college administration is decentralized through Shri Shahi Shikshan Prasarak Seva Mandal, IQAC then college work is divided into academic and administrative work.**

**Under the supervision of the principal, heads and committee members college prepare plans for organizing curricular, co-curricular and extracurricular activities.**

**These plans are approved by concerned authorities and implemented accordingly, while preparing the plan and its implementation.**

**Every year regular meeting of library cell is held.**

**In the meeting, library cell decides the budget for purchase of books, journals and allied items for each program.**

**Head of the department after discussion with faculty prepares the list of books and journals to be purchased; the list is submitted to the librarian.**

**Librarian puts the requirements in the library cell and takes approval for the lists.**

**The comparative chart and the proposal for purchase is submitted to the principal**

**Principal forwards this to management for approval.**

**After approval from the management the purchase or subscription is done by the librarian**

**Once the books are received in the library along with the bills, the price of each books and discount rates is verifies by the library staff in acquisition section.**

**Entry of each book is made in the accession Register with all the relevant details of the book like its price, publishers, vendor year of publication etc. then the bills are processed for payment with the accession number entered against each item.**

### **6.1.3**

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

**Response:**

#### **Financial Transparency**

Our college maintains transparency in its financial, academic and administration functions by clearly defining its vision mission objectives at all levels.

All important matters relating to budget provision of the college and finance budget proposals to be presented before the Governing body for approval at the beginning of each year.

There is provision of increment in salary every year for employees of the institute on the basis of their performance.

College has an Internal and External audit system which is accessible to all, and the college has annual budget provision for future betterment.

#### **Academic Transparency**

We strictly adheres to the academic calendar that details the various activities in advance,

College organizes a campus placement week every year for 4th semester in its premises, this placement

drive is open for all students of 4th semester.

To make transparency in the academic field we provide full information of its syllabus, events, upcoming events etc., on its website

In morning assembly, we provide facilities to every student for reading daily news and presentation of thoughts of the day, so that they learn presentation skills.

### **Administrative Transparency**

College has a College Development Committee (CDC) formulated according to Maharashtra Public University Act, 2016; it acts as a link between the college, students and administration.

Meetings of CDC are held regularly to discuss matters related to college development, students and faculty development.

Recruitment and staff promotion are also undertaken with almost transparency.

IQAC is established in the college and plays a pivotal role in academic and administrative activities.

## **6.2 Strategy Development and Deployment**

### **6.2.1**

#### **The institutional Strategic plan is effectively deployed**

##### **Response:**

The IQAC through deliberations with the stakeholders made a perspective plan (2017-2021) in 2017 for the development of academic, administrative and infrastructural facilities and approval was taken from management. The perspective plan is available on the college website which is closely associated with the vision, mission, and goal of the institution. College has regularly enhanced infrastructure and developed capacities for teaching and research of staff according to the changing academic and social environment. The purpose of the plan was to strengthen the functioning of institution.

**One of the examples of activity successfully implemented based on perspective plan is as follows:**

#### **Augmentation of Academic infrastructure and Equipment-**

**Following work is done in relation to infrastructure of the institution and demand of equipment**

-Increase in the number of computers

-Increase in the furniture

-Books Rack for library

-Speakers

-Sports Equipments

-White boards

-Biometric devices

-LCD Projectors

-Laptops

Now the college is well-equipped with all these facilities. The result of these college facilities is reflected in the happiness of students. Teaching-Learning process has become more effective. Furniture in the classrooms, Library has been increased. Biometric facility for teachers and is provided in the institution. Sports Equipment are very essential for the holistic development of students. so institution has also worked on it. Stage has been constructed in the campus for all types of activities. Renewable sources of energy like solar plant etc. will be implemented in the institution. Soon a lot of action items/deliverables remained unfulfilled which will be tried to complete by March 2024

## 6.2.2

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

### **Response:**

Savitribai Phule Mahila Shikshanshastra Mahavidyalay Peth Vadgaon The administrative Bodies/Councils/Committees/Boards are governed in a very transparent manner as per the policy of institution. Transparent audit system is one of the best features of our institution. The College has an internal organizational structure that has evolved over years. The system of governance is as follows:

- The Statutory bodies of the College are the Governing Council, the Advisory Board and the college development committee. These bodies along with the IQAC play an important role in framing policies and executing them. The Governing Council functions as the Executive Body of the College to take decisions and plan strategies which are appropriate for the development of the institution. The Advisory Board constituted according to the WCTE guidelines of the NCTE is responsible for scrutinizing the proposals with regard to the programmers of study, academic regulations, curriculum, syllabi and framing evaluation policies.
- The Principal as the Head of the Institution is the leader who is responsible for various administrative services of the institution. The principal is assisted faculty members. They all discuss the major programmers and issues in the College and supports the principal in the administration of the institution.
- At College level there is Internal Quality Assurance committee (IQAC). The IQAC plays an

important role for monitoring the internal quality of the institution.

- The Academic wing of the college lays emphasis on Extension and Outreach Programmers and provides platforms for students and faculty to reach out to the community
- College Committees: Various committees are constituted for the planning, preparation and execution of academic, administrative and extra-curricular purposes. Each committee consists of chairman and members. It is through these committees that the college seeks decentralization of power structure. The Curricular aspects are handled by Exam Cell, Library, Co-curricular activities include Arts, Sports and Literary activities.
- Student welfare is ensured through Placement Cell, Grievance Cell and Alumni Association also contribute to student welfare. The college has a well-defined organizational structure in the administration staff. The College office comprising of Administrative and Support Staff coordinates the administrative activities under the Office Superintendent in consultation with the principal.
- Recruitment and service rules:

### 6.2.3

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

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

**Response:**

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Annual e-governance report	<a href="#">View Document</a>

### 6.2.4

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

**Response:**

**SPMSMP constituted different committees and cells for the planning and implementation of various activities. In the beginning of the session, members are assigned (as and when required) in the committees / cells for its proper functioning. The committees/cells regularly conduct meetings**

to discuss relevant matters/issues and take appropriate decisions thereof, and minutes of the meetings are duly accorded. The objective of the cultural cell is to bring out the various talents of the students, inculcate team spirit and to account for overall personality development of students. To fulfill its objectives, the cultural cell conducts various activities regularly after cell meetings. Here, description of one decision made by the cultural cell is elaborated:

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

**Well being of the staff is important for effective functioning of the Institution. We have effective welfare measures for teaching and non- teaching staff.**

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

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

**Faculty Recreation Programs: Recreational Trips are organized for the teaching and non- teaching staff The cultural programs are also organized where all the teaching and non-teaching staff members have annual get together with their family members.**

**Miscellaneous :**

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

#### 6.3.2

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

**Response:**

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

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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

**6.3.3**

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

**Response:**

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

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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

**6.3.4**

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

**Response:**

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

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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>



**6.3.5****The institution has a performance appraisal system for teaching and non-teaching staff****Response:**

Savitribai Phule Mahaila Shikshanshastra Mahavidyalaya, Peth Vadgaon has system of performance in assessment and using the evaluations to improve teaching, research and service of the faculty and non-teaching staff. The college analyses and appropriately uses the assessment and evaluation.

The college has suggestion feedback of Students' which is a regular practice and they are free to communicate to the principal and the management. Female students are given opportunity to express their views about different academic and co curricular programmes organized by our college, during the academic session Comprehensive evaluation by students and peers are also incorporated in the assessment. The relevant committees, Teacher-in-charges, event managers and the principal present their over all assessment. The analysis report is implemented for the betterment of the faculty. Decision-making bodies and committees and functionaries workout the mode of operation and provide necessary resources and issue directives for its implementation.

**6.4 Financial Management and Resource Mobilization****6.4.1****Institution conducts internal or/and external financial audit regularly****Response:**

Savitribai Phule Mahila Shikshanshastra Mahavidyalaya, Peth Vadgaon has a system for directing internal and external audits for ensuring proper accounting for receipts and payments of the student fees is looked after by the management. In each and every month all vouchers are examined by an internal financial committee. In the event that any discrepancy is discovered, the same is brought to the notice of the principal. A similar cycle is being followed the previous five years.

**To monitor efficient use of financial resources are as follows:**

The college budget includes expenses such as salaries, electricity, internet charges, maintenance costs, stationery and other development expenses. The expenditure will be monitored by the accounting department as per the budget.

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

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

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

**File Description****Document**

Data as per Data Template

[View Document](#)**6.4.3**

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

**Response:**

There is regular and standardized auditing system. The sources of income of the college are legitimate and known. Financial planning is done for all the SPMSMP activities. The SPMSMP follows financial regulations based on the approved procedures of financial management. It budgets all items of expenditure which remain transparent. In the financial sphere it honours all the legal limits and maintains transparency.

The college is only for women and which is run on non aided basis. Fees realized from the students are only source which based on NCTE and the affiliating university. The details are reflected in the annual budget of the college.

**6.5 Internal Quality Assurance System****6.5.1**

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

**Response:**

Quality enhancement is a continuous process. The IQAC will become a part of the institutions system and work. Hence the IQAC is constituted.

In the teaching learning process there are several factors. Which are co-related with each other IQAC will be a facilitative and participative voluntary system. So it is essential to make development in following

factors.

- Development of human resource
- Development of physical facilities
- Development in teaching learning Process
- Development of co curricular and extra curricular activities.
- Development in administration at the college.
- The credibility of evaluation Procedures etc.

### **Objectives of IQAC**

- To improve the academic and administrative performance of the institution.
- To promote measures for quality enhancement.
- To ensure efficient progressive performance of academic, administrative and financial task.
- To integrate and apply the modern methods of teaching learning process.
- To prepare documentation of the various activities leading to quality improvement.
- To prepare the NAAC report as per the guidelines and parameters of NAAC.

### **6.5.2**

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

#### **Response:**

Savitribai Phule Mahila Shikshanshastra Mahavidyalaya, Peth Vadgaon is sensitive to the quality of education as well as to changing educational, social and market demands.

The college has IQAC and Programme Advisory Committee (PAC) which assess the performance of the programmes approved by it. The quality is reflected in the implementation of the academic programmes and quantum of target achieved.

The college takes utmost care in planning and implementation of the academic programmes. To sustain the quality of its academic programmes, the stakeholders' feedback and the previous years' results are the benchmark for further improvement.

#### **The college makes all out efforts to**

Ensures adherence to academic calendar with the help of schedule for all activities Supervises content delivery by faculty, through Principal

Ensures high performance of students in internal examination academic

Monitors attendance of students and also keeps the students informed on quarterly basis.

Maintains and ensures stock verification

LCD projectors have been installed in two classrooms for a better learning process.

Remedial evaluations are done as per the feedback of the students.

To make the library student friendly it provides the facilities to the stakeholders. The College does not have any control over the syllabi and these are implemented as per the NCTE norms and the direction of the Shivaji University, Kolhapur.

### 6.5.3

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

**Response:**

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

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

File Description	Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 6.5.4

**Institution engages in several quality initiatives such as**

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

**Response:**

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 6.5.5

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

**Response:**

**One of the main functions of the IQAC is to review the teaching- learning process, structures & methodologies of operation and learning outcomes at periodic intervals to assure quality of functioning in the institution . The IQAC at**

**Teaching, Learning activities are improvised , modified after taking the review and suggestions are implemented as per the needs. The IQAC has designed gradual attributes like academic excellence, communication skills, personality development, leadership and global citizenship. To achieve learning outcomes, the IQAC periodically reviews the teaching learning process and suggests gradual and regular expansion, up- gradation and addition of the requisite material, equipment, infrastructure etc. IQAC consistently works towards incremental strategies to make the functioning of the institute effective and smooth, These strategies effectively work in line with the changing needs of the industry and students.**

**This process is prominently evident through the following examples:**

#### **1. MOU'S WITH REPUTED ORFANISATION FOR HAND HOLDING IN QUALITY ASSURENCE**

**Savitribai Phule Mahila Shikshanshastra Mahavidyalay, Peth Vadgaon established a number of MOUs with varied organizations, schools, colleges & universities on the suggestion of IQAC to assure the quality of Education, The Institute constantly worked upon establishing the MOUs since its inception in 2017**

**They are as follows**

- 1. Vijaysingh Yadav Pratisthan**
- 2. Kalyani Sakhi Manch**
- 3. Shri. B. Y. Highschool Peth Vadgaon**
- 4. All the practice lesson school.**
- 5. Yashwant Shikshanshastra Mahavidyalay Kodoli.**
- 6. College of Education Peth Vadgaon**

## **2. Constitution of Cells for smooth Functioning of Institution**

**IQAC worked upon constitution of various cells since 2017 to decentralize the work among the members of staff and hence the below mentioned cells were constituted to streamline the work of the institute which are as follows:**

- 1. Admission and SC, ST, OBC Cell: Looks after admission and category students and their fees concession according to the documents produced. This cell works round the year as the queries are met for admission at all times. This cell also decided upon the strategies each year to increase the number of admissions to fill all 100 seats.**
- 2. Placement and career Counseling Cell: Looks after the placement and coordinates with reputed schools for placement of trainees providing them adequate career counseling.**
- 3. Cultural Cell: Looks after the cultural activities, celebrations and festivals around the session. the cell maintains all the records of the events conducted.**
- 4. Sports Cell: Looks after the sports related activities providing kinesiological activities and facilitating for physical development by recreation activities.**
- 5. Library Cell: Looks after the library records, new books required memberships of different e-resources, students usage of library.**
- 6. Women Development Cell: Organizes activities for women empowerment and upliftment of women celebrating womanhood. The cell organizes Self-defence workshops, Gender Equality day celebration, Women's day celebration etc.**
- 7. Examination Cell: Looks after Internal & external examination and maintains examination records. The cell keeps the record of any grievances related to examination and acts as a bridge between university and college for smooth execution of examinations.**
- 8. Alumni Cell: Ensures alumni association with the Institute and organizes activities with and for alumni. The cell also organizes alumni meet each year to keep alumni in contact and for their lifelong association with their college.**
- 9. Internship Cell: Looks after the Internship and teaching practice of trainees in reputed schools. Also, maintains record of teaching practice and duty charts for supervision.**

The cell also prepares a list of schools to be approached for internship next year and works for establishing MOUS with reputed schools in the proximity.
- 10. Academic Planning Cell: Plans the session plan and academic calendar for the complete session for well planned and organized functioning of the Institute.**
- 11. Grievance Cell: Looks into the grievances of students and their resolution according to the UGC guidelines. The cell works confidentially on each grievance and resolves them in a given timeline.**

**12. Internal Compliance Cell: Looks into all the matters related to Grievances, Anti ragging and sexual harassment.**

**13. Research and Publication Cell: Looks after the research and development of faculty and students. Also, working upon publication of journals.**

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

**15. Extension Cell: Looks after organization of workshops, seminars, guest lectures and conferences. The cell rigorously works towards extension of learning of students through varied modes of learning such as celebrating Literacy week & Yoga day etc.**

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

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

**Response:**

**Preamble:**

Environment - friendliness and energy harvesting are of prime interest today and are the key factors in achieving sustainable development goals (SDGs) for any organization another factor of significance is rapidly and dynamically increasing energy demand, Since conventional fuels are finite and will eventually run out, and alternative sources provide energy without adding to the amount of greenhouse gases (GHG) that are accumulating in the atmosphere.

**Statement :**

It is the responsibility of the institute in creating awareness among the students and staff about the energy conservation measures.

**Objectives:**

The following objectives will lead to the implementation of the energy policy

1. Improvement in energy efficiency to reduce energy consumption and cost.
2. Minimize the energy consumption by use of energy - efficient equipment. And maximize the use of daylight and natural ventilation.
3. Establishment of energy - efficient utilization measures in the supply, and demand systems as part of energy management of the campus.
4. Replacement of the existing conventional lighting with the LED lamps.
5. Create awareness among the students and staff in energy conservation and management by the Eco - club” Vasundhara Club
6. Encourage students and staff to be energy efficient by encouraging vehicle pooling and the use of bicycles.



7. Organization of expert lectures in the area of energy conservation.

9. The institute shall continuously review and update the approved policy and is committed to its implementation.

### 7.1.2

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

##### **Response:**

SPMSMP has a clear waste management policy for disposing off-dry, wet, e-waste, and wastewater management. We try to create consciousness among staff and students about the ways in which waste is generated and the means by which they can reduce waste generation and manage the waste they produce by following the five "R" principle of reduce, reuse, recycle, refuse and regenerate. There are separate colored bins for dry (blue) and wet (green) waste. Use of Jute and cloth bags is encouraged. All efforts are being made to make the campus Plastic free.

The dry saleable materials like paper, files, plastic, old furniture and other waste is regularly sold to recycling agents thus generating some income for outreach activities. The wet waste such as kitchen and garden waste is disposed off into the dustbins earmarked for the purpose. E-waste bin has been placed in the corridor to collect E-Waste. Instead of taking CD'S from students, data is taken in Pen drives or through email For wastewater management the staff and students are advised to minimize water wastage by turning off taps when washing their hands and report any leaking taps. Every effort is taken by the students and staff to reduce wastage of water in mess, canteen and wash rooms.

##### **Recycling of solid waste**

The waste thus collected from the campus is collected by the garbage collection and recycled as per the policy of municipal council, of peth vadgaon

There is the availability of a proper functional drainage system in the college.

“ Best out waste competitions” in the college to encourage students to minimize the wastage the and enable them to educate others also.

### 7.1.3

#### **Institution waste management practices include**

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

### 5.Sewage Treatment Plant

**Response:**

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>

#### 7.1.4

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

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

**Response:**

#### 7.1.5

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

**Response:**

#### **Green Campus Policy**

##### **Preamble**

Takes the responsibility of maintaining a green campus, take environment friendly initiatives and increase environmental awareness among its faculty and students.

##### **Objectives**

- To develop specific policy to promote, improve and monitor environmental practices and work towards reducing the carbon footprints in the campus.
- To ensure compliance with all environmental legislations among its stakeholders and maintain the building and lawns in environmentally conscious manner
- To mitigate the environmental responsibility
- Encourage car pooling use to bicycle
- To plant sufficient number of tress potted plants, every year and keep the campus green.

Face mask making - An awareness drive

Training regarding covid 19

Mask making drive

Lecture series on gender sensitisation creating environmental consciousness thorough observation of various days of importance such as international women’s day human rights day

File Description	Document
Documents and/or photographs in support of the claim	<a href="#">View Document</a>

**7.1.6**

**Institution is committed to encourage green practices that include:**

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

**Response:**

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>

**7.1.7**

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

**Response:**

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

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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

### 7.1.8

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

#### **Response:**

Following activities has been taken on local environment, locational knowledge and resources, community practices and challenges.

Blood donation camp.

Visit to an old age home.

Survey on drugs addiction.

Cultural surveys on various festivals.

Interviews of best teachers, best students.

Project on various important women in society.

In this way we have taken various programs based on community practices and challenges.

### 7.1.9

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

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

<b>Response:</b>	
<b>File Description</b>	<b>Document</b>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>

## 7.2 Best Practices

<p><b>7.2.1</b></p> <p><b>Describe at least two institutional best practices (as per NAAC format given on its website)</b></p> <p><b>Response:</b></p> <p>Our institution Shri Shahu Shikshan Prasarak Seva Mandal is organizing blood donation camps since last five years. These camps are organized in association of local clubs with the help of nearby blood bank. For organizing such blood donation camps, this college is an ideal place Blood donation camps have become a regular feature of this institution and every year at least one camp is organized in the college. The female students generally feel enthusiastic to donate blood. Besides this, the teachers also donate blood during these camps. This practice is being continuously observed every year without fail. This welfare fund is collected with a view to helping those students who are actually needy and cannot pay even their fees.</p>	
<b>File Description</b>	<b>Document</b>
Photos related to two best practices of the Institution	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

<p><b>7.3.1</b></p> <p><b>Performance of the institution in one area of distinctiveness related to its vision, priority and thrust</b></p> <p><b>Response:</b></p> <p>The Vision, Mission and Objectives of the SPMSMP significantly explains towards a value based education based on the curriculum of the shivaji university. The college has a strong bonding with the local people. This includes a number of minorities and marginalized section students. The college successfully implemented the semester system which was introduced by Shivaji University. This college pays intension to the needs of rural female students.</p>	
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Women-oriented programs are frequently organized in the college to motivate the girls. Most of the girls would have remained either at home or would have chosen different tracks. The college administration always endeavors to provide such girls a good platform to exhibit their talents in different activities in the college.

Through proper planning and strategies, the college focuses at delivering to its best ability the vision of the college. Our college believes in philosophy that students are the most essential and crucial stakeholder and all essential efforts are made to make them professionally and socially competent, so special efforts are made in this context. In our college female Students from a diverse socio-economic and academic background are enrolled.

<b>File Description</b>	<b>Document</b>
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>

## **5. CONCLUSION**

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### **Additional Information :**

Our institution is one of the first institution for women teachers in kolhapur districts.

### **Concluding Remarks :**

Our Savitribai Phule Mahila Shikshanshastra Mahavidyalaya was established in 1990 and transferred by Hon. High court to Shri Shahu Shikshan Prasarak Seva Mandal, Peth Vadgaon in 2005. The institution is recognised by NCTE and affiliated with Shivaji University, Kolhapur. The college has all the required teaching staff, library, labs etc. The implementation of the importance of gender equality in present society is the main aim of our institute. We always try to give unique experiences cultural perspectives, respect, tolerance values, emotions and understanding amount the female student teachers. We try to develop teacher education for excellence.